

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-04-07-06-0000  
 Name: Greenburgh Central School District  
 Superintendent: Josephine N. Moffett

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	131	139	149
Kindergarten	166	142	117
First	141	155	116
Second	155	132	139
Third	123	146	129
Fourth	144	113	136
Fifth	116	138	106
Sixth	149	112	144
Ungraded Elementary	57	49	39
Seventh	141	135	126
Eighth	121	141	143
Ninth	118	127	134
Tenth	115	99	127
Eleventh	109	129	112
Twelfth	116	113	139
Ungraded Secondary	114	111	88
Total K-12 Enrollment	1885	1842	1795

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	121	6.4%	119	6.5%	114	6.4%
Black (Not Hispanic)	1074	57.0%	1064	57.8%	1060	59.1%
Hispanic	400	21.2%	411	22.3%	389	21.7%
White (Not Hispanic)	290	15.4%	248	13.5%	232	12.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	18	15
Common Branch	21	20	20
English Grade 8	19	20	17
Mathematics Grade 8	19	24	20
Science Grade 8	22	21	23
Social Studies Grade 8	24	22	17
English Grade 10	18	20	17
Mathematics Grade 10	14	19	17
Science Grade 10	17	0	15
Social Studies Grade 10	21	16	22

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	142	7.0%	176	8.9%	170	8.7%
Eligible for Free Lunch	347	18.4%	513	27.9%	415	23.1%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.5%		94.6%		94.3%
Student Suspensions	192	10.2%	119	6.3%	133	7.2%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.0%	9.7%	7.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	195
Total Other Professional Staff	43
Total Paraprofessionals	101
Teaching Out of Certification*	3

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	98	97	107
	Regents Diplomas	44	50	66
	% Regents Diplomas	45%	52%	62%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	16	10	22
	Regents Diplomas	0	2	6
	% Regents Diplomas	0%	20%	27%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	0	0
<b>All Students</b>	Total Graduates*	114	107	129
	Regents Diplomas	44	52	72
	% Regents Diplomas	39%	49%	56%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	3	0	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	59	11	0	0	0	0	1	36
	<b>Percent</b>	55%	10%	0%	0%	0%	0%	1%	34%
<b>Students with Disabilities</b>	<b>Number</b>	4	6	0	0	2	0	0	10
	<b>Percent</b>	18%	27%	0%	0%	9%	0%	0%	45%
<b>All Students</b>	<b>Number</b>	63	17	0	0	2	0	1	46
	<b>Percent</b>	49%	13%	0%	0%	2%	0%	1%	36%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	11		1	0.2%	1	0.2%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	11		1	0.2%	1	0.2%
<b>Students with Disabilities</b>	Dropped Out	1		1	1.2%	1	1.6%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		1	1.2%	1	1.6%
<b>All Students</b>	Dropped Out	12	2.3%	2	0.3%	2	0.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	12	2.3%	2	0.3%	2	0.3%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	17	100%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	4	#	0	0%
Science	7	86%	2	#	0	0%
Reading	2	#	3	#	0	0%
Writing	2	#	5	100%	1	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	83%	24	54%	3	#
Science	14	79%	7	100%	1	#
Reading	9	67%	13	69%	1	#
Writing	10	100%	13	100%	1	#
Global Studies	9	67%	10	30%	1	#
U.S. Hist & Gov't	2	#	6	100%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	124	132	110	10	11	14
Number Scoring 55-100	107	124	96	8	8	8
Number Scoring 65-100	91	114	71	5	8	3
Number Scoring 85-100	37	49	18	0	0	0
Percentage of Tested Scoring 55-100	86%	94%	87%	80%	73%	57%
Percentage of Tested Scoring 65-100	73%	86%	65%	50%	73%	21%
Percentage of Tested Scoring 85-100	30%	37%	16%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	154	127	156	16	9	21
Number Scoring 55-100	121	116	140	7	6	11
Number Scoring 65-100	104	92	130	4	2	9
Number Scoring 85-100	25	18	45	0	0	0
Percentage of Tested Scoring 55-100	79%	91%	90%	44%	67%	52%
Percentage of Tested Scoring 65-100	68%	72%	83%	25%	22%	43%
Percentage of Tested Scoring 85-100	16%	14%	29%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	30	64	0	0	1
Number Scoring 55-100	0	22	49	0	0	#
Number Scoring 65-100	0	14	38	0	0	#
Number Scoring 85-100	0	3	9	0	0	#
Percentage of Tested Scoring 55-100	0%	73%	77%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	47%	59%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	10%	14%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	145	67	129	16	11	13
Number Scoring 55-100	130	55	119	13	7	12
Number Scoring 65-100	118	50	111	9	5	10
Number Scoring 85-100	64	30	67	2	2	3
Percentage of Tested Scoring 55-100	90%	82%	92%	81%	64%	92%
Percentage of Tested Scoring 65-100	81%	75%	86%	56%	45%	77%
Percentage of Tested Scoring 85-100	44%	45%	52%	12%	18%	23%
<b>U.S. History and Government</b>						
Number Tested	117	67	105	11	12	12
Number Scoring 55-100	112	63	97	10	10	9
Number Scoring 65-100	108	59	93	10	9	8
Number Scoring 85-100	54	18	63	3	2	1
Percentage of Tested Scoring 55-100	96%	94%	92%	91%	83%	75%
Percentage of Tested Scoring 65-100	92%	88%	89%	91%	75%	67%
Percentage of Tested Scoring 85-100	46%	27%	60%	27%	17%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	163	87	124	14	7	5
Number Scoring 55-100	147	68	108	12	3	4
Number Scoring 65-100	125	53	92	10	1	1
Number Scoring 85-100	24	11	20	0	0	0
Percentage of Tested Scoring 55-100	90%	78%	87%	86%	43%	80%
Percentage of Tested Scoring 65-100	77%	61%	74%	71%	14%	20%
Percentage of Tested Scoring 85-100	15%	13%	16%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	39	87	106	0	5	17
Number Scoring 55-100	34	80	85	0	4	13
Number Scoring 65-100	29	69	59	0	3	5
Number Scoring 85-100	2	16	5	0	0	0
Percentage of Tested Scoring 55-100	87%	92%	80%	0%	80%	76%
Percentage of Tested Scoring 65-100	74%	79%	56%	0%	60%	29%
Percentage of Tested Scoring 85-100	5%	18%	5%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	57	41	54	1	4	0
Number Scoring 55-100	53	31	44	#	#	0
Number Scoring 65-100	39	20	29	#	#	0
Number Scoring 85-100	4	2	5	#	#	0
Percentage of Tested Scoring 55-100	93%	76%	81%	#	#	0%
Percentage of Tested Scoring 65-100	68%	49%	54%	#	#	0%
Percentage of Tested Scoring 85-100	7%	5%	9%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		11	9		0	0
Number Scoring 55-100		3	9		0	0
Number Scoring 65-100		2	7		0	0
Number Scoring 85-100		0	4		0	0
Percentage of Tested Scoring 55-100		27%	100%		0%	0%
Percentage of Tested Scoring 65-100		18%	78%		0%	0%
Percentage of Tested Scoring 85-100		0%	44%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	10	12	14	0	0	0
Number Scoring 55-100	9	12	13	0	0	0
Number Scoring 65-100	9	12	13	0	0	0
Number Scoring 85-100	5	8	5	0	0	0
Percentage of Tested Scoring 55-100	90%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	67%	36%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	15	3	4	0	0	0
Number Scoring 55-100	15	#	#	0	0	0
Number Scoring 65-100	15	#	#	0	0	0
Number Scoring 85-100	12	#	#	0	0	0
Percentage of Tested Scoring 55-100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	80%	#	#	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	53	33	53	0	2	0
Number Scoring 55-100	53	33	49	0	#	0
Number Scoring 65-100	51	33	44	0	#	0
Number Scoring 85-100	33	17	25	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	96%	100%	83%	0%	#	0%
Percentage of Tested Scoring 85-100	62%	52%	47%	0%	#	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	82	7%	7%	49%	37%
	Students with Disabilities	17	6%	24%	59%	12%
	All Students	99	7%	10%	51%	32%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	124	3%	43%	36%	18%
	Students with Disabilities	18	28%	67%	6%	0%
	All Students	142	6%	46%	32%	15%

(Form – I)



## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	0	#	#	#	#

### 2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	109	109	109	27	27	27	136	136	136
Number Scoring 55–64	8	1	4	5	1	4	13	2	8
Number Scoring 65–84	36	30	75	10	10	13	46	40	88
Number Scoring 85–100	57	48	27	2	2	0	59	50	27
Approved Alternatives	0	4	0	0	0	0	0	4	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		45	31		2	5
Beginning		0	2		#	0
Intermediate		4	7		#	3
Advanced		18	13		#	2
Proficient		23	9		#	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		45	29		2	5
Beginning		5	6		#	0
Intermediate		10	11		#	5
Advanced		19	8		#	0
Proficient		11	4		#	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		40	44		1	3
Beginning		3	0		#	#
Intermediate		3	3		#	#
Advanced		12	23		#	#
Proficient		22	18		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		40	43		1	3
Beginning		5	1		#	#
Intermediate		17	6		#	#
Advanced		11	23		#	#
Proficient		7	13		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		19	18		3	4
Beginning		2	1		#	#
Intermediate		0	0		#	#
Advanced		4	13		#	#
Proficient		13	4		#	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		19	18		3	4
Beginning		2	1		#	#
Intermediate		12	5		#	#
Advanced		4	8		#	#
Proficient		1	4		#	#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		23	20		1	0
Beginning		3	0		#	0
Intermediate		5	2		#	0
Advanced		9	7		#	0
Proficient		6	11		#	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		23	23		1	0
Beginning		3	2		#	0
Intermediate		14	13		#	0
Advanced		6	7		#	0
Proficient		0	1		#	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		0	23		0	0
Beginning		0	0		0	0
Intermediate		0	8		0	0
Advanced		0	8		0	0
Proficient		0	7		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		26	21		0	0
Beginning		8	1		0	0
Intermediate		9	12		0	0
Advanced		8	4		0	0
Proficient		1	4		0	0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)