

# 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	2000–2001	2001–2002	2002–2003
Pre-K	62	132	131
Kindergarten	173	156	166
First	137	171	141
Second	152	139	155
Third	142	159	123
Fourth	161	138	144
Fifth	153	162	116
Sixth	143	153	149
Ungraded Elementary	0	14	57
Seventh	164	135	141
Eighth	134	122	121
Ninth	129	140	118
Tenth	138	131	115
Eleventh	132	127	109
Twelfth	135	130	116
Ungraded Secondary	0	0	114
Total K-12 Enrollment	1893	1877	1885

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	130	6.9%	132	7.0%	121	6.4%
Black (Not Hispanic)	1068	56.4%	1069	57.0%	1074	57.0%
Hispanic	298	15.7%	364	19.4%	400	21.2%
White (Not Hispanic)	397	21.0%	312	16.6%	290	15.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	17	18
Common Branch	20	21	21
English Grade 8	22	16	19
Mathematics Grade 8	22	15	19
Science Grade 8	24	16	22
Social Studies Grade 8	24	16	24
English Grade 10	20	21	18
Mathematics Grade 10	0	3	14
Science Grade 10	17	0	17
Social Studies Grade 10	22	20	21

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	164	8.4%	174	8.7%	142	7.0%
Eligible for Free Lunch	416	22.0%	456	24.3%	347	18.4%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.6%		91.8%		92.5%
Student Suspensions	115	5.9%	57	3.0%	192	10.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.4%	7.7%	9.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	185
Total Other Professional Staff	38
Total Paraprofessionals	88
Teaching Out of Certification*	4
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	106	106	100%	113	51	45%	98	44	45%
Students with Disabilities	13	1	8%	4	0	0%	16	0	0%
All Students	119	107	90%	117	51	44%	114	44	39%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	53	17	10	1	1	32
Percent	46%	15%	9%	1%	1%	28%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
16	0	3	19

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			6		11	
	Entered GED Program*			1		0	
	Total Noncompleters			7		11	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	6	1.1%	12	2.3%
	Entered GED Program*	13	2.4%	1	0.2%	0	0.0%
	Total Noncompleters	13	2.4%	7	1.3%	12	2.3%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	86%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	17	100%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	57	75%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	7	86%
Science	12	8%	7	43%	7	86%
Reading	0	0%	1	#	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	21	43%	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	12	100%	12	83%
Science	7	0%	12	33%	14	79%
Reading	0	0%	9	33%	9	67%
Writing	0	0%	7	86%	10	100%
Global Studies	4	#	12	33%	9	67%
U.S. Hist & Gov't	2	#	2	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	121	124	124	15	17	10
Number Scoring 55–100	108	104	107	11	7	8
Number Scoring 65–100	80	81	91	4	3	5
Number Scoring 85–100	10	38	37	0	0	0
Percentage of Tested Scoring 55–100	89%	84%	86%	73%	41%	80%
Percentage of Tested Scoring 65–100	66%	65%	73%	27%	18%	50%
Percentage of Tested Scoring 85–100	8%	31%	30%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	103	93	154	5	11	16
Number Scoring 55–100	89	54	121	3	3	7
Number Scoring 65–100	56	26	104	1	1	4
Number Scoring 85–100	18	3	25	0	0	0
Percentage of Tested Scoring 55–100	86%	58%	79%	60%	27%	44%
Percentage of Tested Scoring 65–100	54%	28%	68%	20%	9%	25%
Percentage of Tested Scoring 85–100	17%	3%	16%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	110	111	145	9	10	16
Number Scoring 55–100	106	93	130	9	3	13
Number Scoring 65–100	95	86	118	7	1	9
Number Scoring 85–100	37	36	64	0	0	2
Percentage of Tested Scoring 55–100	96%	84%	90%	100%	30%	81%
Percentage of Tested Scoring 65–100	86%	77%	81%	78%	10%	56%
Percentage of Tested Scoring 85–100	34%	32%	44%	0%	0%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	0	127	117	0	16	11
Number Scoring 55–100	0	118	112	0	13	10
Number Scoring 65–100	0	105	108	0	13	10
Number Scoring 85–100	0	27	54	0	2	3
Percentage of Tested Scoring 55–100	0%	93%	96%	0%	81%	91%
Percentage of Tested Scoring 65–100	0%	83%	92%	0%	81%	91%
Percentage of Tested Scoring 85–100	0%	21%	46%	0%	12%	27%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	74	107	163	5	7	14
Number Scoring 55–100	69	103	147	5	6	12
Number Scoring 65–100	65	94	125	4	3	10
Number Scoring 85–100	14	10	24	0	0	0
Percentage of Tested Scoring 55–100	93%	96%	90%	100%	86%	86%
Percentage of Tested Scoring 65–100	88%	88%	77%	80%	43%	71%
Percentage of Tested Scoring 85–100	19%	9%	15%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	93	157	39	13	17	0
Number Scoring 55–100	75	136	34	6	12	0
Number Scoring 65–100	66	110	29	2	7	0
Number Scoring 85–100	20	17	2	0	0	0
Percentage of Tested Scoring 55–100	81%	87%	87%	46%	71%	0%
Percentage of Tested Scoring 65–100	71%	70%	74%	15%	41%	0%
Percentage of Tested Scoring 85–100	22%	11%	5%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		53	57		0	1
Number Scoring 55–100		33	53		0	#
Number Scoring 65–100		18	39		0	#
Number Scoring 85–100		4	4		0	#
Percentage of Tested Scoring 55–100		62%	93%		0%	#
Percentage of Tested Scoring 65–100		34%	68%		0%	#
Percentage of Tested Scoring 85–100		8%	7%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	20	1	10	0	0	0
Number Scoring 55–100	17	#	9	0	0	0
Number Scoring 65–100	12	#	9	0	0	0
Number Scoring 85–100	3	#	5	0	0	0
Percentage of Tested Scoring 55–100	85%	#	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	60%	#	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	#	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	9	7	15	0	0	0
Number Scoring 55–100	9	7	15	0	0	0
Number Scoring 65–100	9	7	15	0	0	0
Number Scoring 85–100	8	6	12	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	89%	86%	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	48	44	53	0	1	0
Number Scoring 55–100	47	44	53	0	#	0
Number Scoring 65–100	47	44	51	0	#	0
Number Scoring 85–100	44	32	33	0	#	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	100%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	92%	73%	62%	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	0	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	75	47	47	1	0	1
Number Scoring 55–100	48	40	41	#	0	#
Number Scoring 65–100	36	40	38	#	0	#
Number Scoring 85–100	25	28	24	#	0	#
Percentage of Tested Scoring 55–100	64%	85%	87%	#	0%	#
Percentage of Tested Scoring 65–100	48%	85%	81%	#	0%	#
Percentage of Tested Scoring 85–100	33%	60%	51%	#	0%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	22	82%	11	91%	60	57%
Students with Disabilities	14	86%	7	100%	9	56%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	110	8%	15%	61%	15%
	Students with Disabilities	6	50%	17%	33%	0%
	All Students	116	10%	16%	59%	15%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	115	1%	43%	37%	19%
	Students with Disabilities	14	7%	71%	21%	0%
	All Students	129	2%	47%	35%	17%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	103	103	103	17	17	17	120	120	120
Number Scoring 55–64	9	13	6	0	0	4	9	13	10
Number Scoring 65–84	43	59	69	11	11	8	54	70	77
Number Scoring 85–100	41	24	20	1	3	0	42	27	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)