

## GREENBURGH CSD - NEW YORK STATE REPORT CARD [2019 - 20]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

### 2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

---

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

## TARGET DISTRICT

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (61.38 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

## ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Targeted Support and Improvement
Economically Disadvantaged	Good Standing

## SECONDARY STATUSES BY SUBGROUP

**Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.**

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

## SECONDARY GRADUATION RATE

**Accountability graduation rate data are provided for informational purposes only in 2019-20 and are not used to make district or school accountability status determinations for the 2020-21 school year. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis."**

Subgroup	Cohort	Number In Cohort	Grad Rate
All Students	4-Year	135	93.3%
	5-Year	123	84.6%
	6-Year	136	89%
American Indian or Alaska Native	4-Year	0	—
	5-Year	0	—
	6-Year	0	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	19	—
	5-Year	17	—
	6-Year	18	—
Black or African American	4-Year	69	95.7%
	5-Year	60	86.7%
	6-Year	65	96.9%
Hispanic or Latino	4-Year	42	88.1%
	5-Year	33	93.9%
	6-Year	49	85.7%
Multiracial	4-Year	2	—
	5-Year	3	—
	6-Year	2	—
White	4-Year	34	70.6%
	5-Year	32	62.5%
	6-Year	23	—
English Language Learners	4-Year	7	—
	5-Year	7	—
	6-Year	9	—
Students with Disabilities	4-Year	47	61.7%

Subgroup	Cohort	Number In Cohort	Grad Rate
Economically Disadvantaged	5-Year	45	60%
	6-Year	35	85.7%
	4-Year	90	94.4%
	5-Year	66	89.4%
	6-Year	66	92.4%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 10, 2021, 2:34 PM EST



## GREENBURGH CSD GRADUATION PATHWAYS DATA 2020

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	73	63%	0	0%	12	10%	5	4%	3	3%	22	19%	1	1%	0	0%
Female	52	38	73%	0	0%	4	8%	1	2%	2	4%	7	13%	0	0%	0	0%
Male	64	35	55%	0	0%	8	13%	4	6%	1	2%	15	23%	1	2%	0	0%
Multiracial	1	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	2	18%	0	0%	0	0%	0	0%	1	9%	8	73%	0	0%	0	0%
White	7	2	29%	0	0%	2	29%	0	0%	1	14%	2	29%	0	0%	0	0%
Black or African American	47	30	64%	0	0%	5	11%	4	9%	0	0%	8	17%	0	0%	0	0%
Hispanic or Latino	49	38	78%	0	0%	4	8%	1	2%	1	2%	4	8%	1	2%	0	0%
General-Education Students	98	60	61%	0	0%	11	11%	2	2%	3	3%	21	21%	1	1%	0	0%
Students with Disabilities	18	13	72%	0	0%	1	6%	3	17%	0	0%	1	6%	0	0%	0	0%
Non-English Language Learners	112	69	62%	0	0%	12	11%	5	4%	3	3%	22	20%	1	1%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learners	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	35	15	43%	0	0%	5	14%	1	3%	2	6%	12	34%	0	0%	0	0%
Economically Disadvantaged	81	58	72%	0	0%	7	9%	4	5%	1	1%	10	12%	1	1%	0	0%
Not Migrant	116	73	63%	0	0%	12	10%	5	4%	3	3%	22	19%	1	1%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	114	72	63%	0	0%	12	11%	5	4%	2	2%	22	19%	1	1%	0	0%
Homeless	2	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%
Parents not in Armed Forces	116	73	63%	0	0%	12	10%	5	4%	3	3%	22	19%	1	1%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	114	71	62%	0	0%	12	11%	5	4%	3	3%	22	19%	1	1%	0	0%
Foster Care	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 23, 2021, 11:16 AM EST

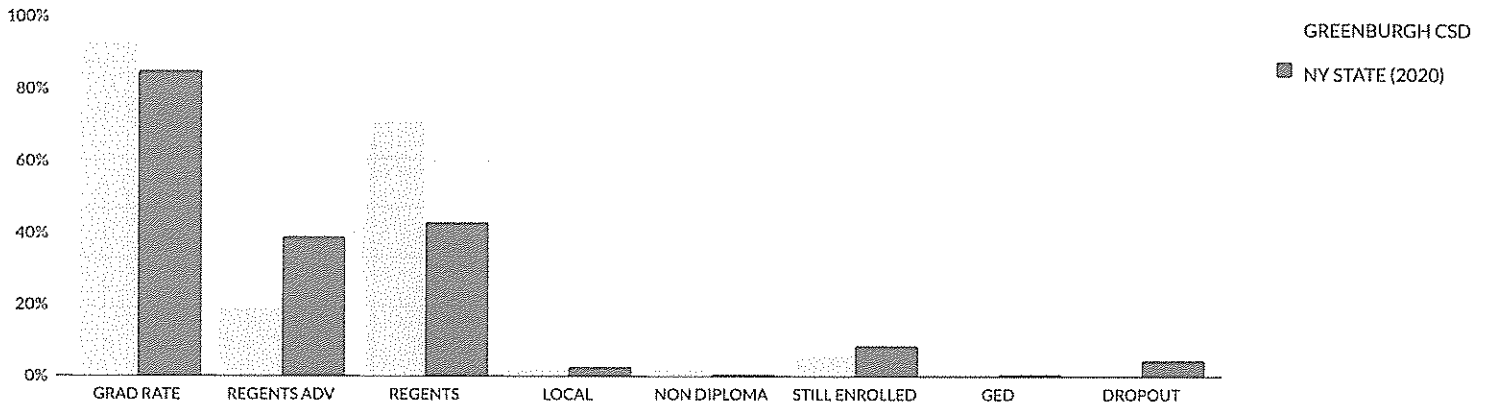


**GREENBURGH CSD GRADUATION RATE DATA  
4 YEAR OUTCOME AS OF AUGUST 2020**

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



## GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	116	93%	24	19%	89	71%	3	2%	2	2%	7	6%	0	0%	0	0%
Female	55	52	95%	16	29%	35	64%	1	2%	0	0%	3	5%	0	0%	0	0%
Male	70	64	91%	8	11%	54	77%	2	3%	2	3%	4	6%	0	0%	0	0%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	11	100%	6	55%	5	45%	0	0%	0	0%	0	0%	0	0%	0	0%
White	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	49	47	96%	8	16%	37	76%	2	4%	0	0%	2	4%	0	0%	0	0%
Hispanic or Latino	55	49	89%	7	13%	41	75%	1	2%	2	4%	4	7%	0	0%	0	0%
General-Education Students	105	98	93%	23	22%	75	71%	0	0%	0	0%	7	7%	0	0%	0	0%
Students with Disabilities	20	18	90%	1	5%	14	70%	3	15%	2	10%	0	0%	0	0%	0	0%
Non-English Language Learners	121	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	39	35	90%	13	33%	22	56%	0	0%	1	3%	3	8%	0	0%	0	0%
Economically Disadvantaged	86	81	94%	11	13%	67	78%	3	3%	1	1%	4	5%	0	0%	0	0%
Not Migrant	125	116	93%	24	19%	89	71%	3	2%	2	2%	7	6%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	125	116	93%	24	19%	89	71%	3	2%	2	2%	7	6%	0	0%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	123	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 23, 2021, 11:16 AM EST