

New York State School Report Card Comprehensive Information Report

BEDS Code: 61-03-01-06-0003

Grade Range : 9-12

Name: Dryden High School

Principal: Richard During

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	170	158	155
Tenth	147	157	144
Eleventh	121	132	123
Twelfth	142	122	117
Ungraded Secondary	0	4	0
Total K-12 Enrollment	580	573	539

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	2	0.3%	9	1.6%	3	0.6%
Black (Not Hispanic)	6	1.0%	3	0.5%	11	2.0%
Hispanic	1	0.2%	1	0.2%	1	0.2%
White (Not Hispanic)	571	98.4%	560	97.7%	524	97.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	8	0
English Grade 10	19	19	15
Mathematics Grade 10	0	18	20
Science Grade 10	17	17	18
Social Studies Grade 10	17	19	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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	2	0.3%	2	0.4%	2	0.4%
Eligible for Free Lunch	53	9.1%	67	11.7%	77	14.3%

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		89.6%		93.9%		93.6%
Student Suspensions	20	3.3%	29	5.0%	14	2.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.3%	3.1%	4.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	87%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	45
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	126	48	38%	101	54	53%	106	70	66%
Students with Disabilities	12	1	8%	5	0	0%	3	0	0%
All Students	138	49	36%	106	54	51%	109	70	64%

*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	49	49	1	2	4	4
Percent	45%	45%	1%	2%	4%	4%

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)
3	0	5	8

*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			4		3	
	Entered GED Program*			9		5	
	Total Noncompleters			13		8	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	31	5.3%	4	0.7%	3	0.6%
	Entered GED Program*	8	1.4%	9	1.6%	5	0.9%
	Total Noncompleters	39	6.7%	13	2.3%	8	1.5%

*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		144	374
	Number of Students with Disabilities		52	55
	Number of All Students		196	429
	Percent of Enrollment		34%	80%

Second Language Proficiency Examinations

General-Education Students

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%	1	#	3	#

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%	1	#	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	3	#	3	#	5	60%
Science	5	60%	2	#	5	80%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	12	83%	6	67%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	47%	4	#	18	28%
Science	14	43%	3	#	14	36%
Reading	5	100%	1	#	2	#
Writing	5	100%	1	#	1	#
Global Studies	8	50%	0	0%	5	40%
U.S. Hist & Gov't	4	#	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	224	121	120	9	5	4
Number Scoring 55–100	217	120	115	6	4	#
Number Scoring 65–100	185	113	107	4	2	#
Number Scoring 85–100	55	75	66	2	2	#
Percentage of Tested Scoring 55–100	97%	99%	96%	67%	80%	#
Percentage of Tested Scoring 65–100	83%	93%	89%	44%	40%	#
Percentage of Tested Scoring 85–100	25%	62%	55%	22%	40%	#
Mathematics A						
Number Tested	10	58	174	0	3	11
Number Scoring 55–100	4	35	143	0	#	4
Number Scoring 65–100	1	11	126	0	#	4
Number Scoring 85–100	0	1	38	0	#	0
Percentage of Tested Scoring 55–100	40%	60%	82%	0%	#	36%
Percentage of Tested Scoring 65–100	10%	19%	72%	0%	#	36%
Percentage of Tested Scoring 85–100	0%	2%	22%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	136	133	10	11	8	1
Number Scoring 55–100	126	129	10	9	6	#
Number Scoring 65–100	121	122	8	7	4	#
Number Scoring 85–100	66	62	1	2	0	#
Percentage of Tested Scoring 55–100	93%	97%	100%	82%	75%	#
Percentage of Tested Scoring 65–100	89%	92%	80%	64%	50%	#
Percentage of Tested Scoring 85–100	49%	47%	10%	18%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	129	127	19	5	4	0
Number Scoring 55–100	113	117	18	3	#	0
Number Scoring 65–100	96	101	10	2	#	0
Number Scoring 85–100	36	35	5	1	#	0
Percentage of Tested Scoring 55–100	88%	92%	95%	60%	#	0%
Percentage of Tested Scoring 65–100	74%	80%	53%	40%	#	0%
Percentage of Tested Scoring 85–100	28%	28%	26%	20%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	123	136	2	11	10	0
Number Scoring 55–100	120	135	#	10	10	0
Number Scoring 65–100	116	131	#	9	6	0
Number Scoring 85–100	46	55	#	3	0	0
Percentage of Tested Scoring 55–100	98%	99%	#	91%	100%	0%
Percentage of Tested Scoring 65–100	94%	96%	#	82%	60%	0%
Percentage of Tested Scoring 85–100	37%	40%	#	27%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	103	142	10	3	9	2
Number Scoring 55–100	96	130	7	#	5	#
Number Scoring 65–100	91	118	4	#	1	#
Number Scoring 85–100	50	52	0	#	0	#
Percentage of Tested Scoring 55–100	93%	92%	70%	#	56%	#
Percentage of Tested Scoring 65–100	88%	83%	40%	#	11%	#
Percentage of Tested Scoring 85–100	49%	37%	0%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		70	4		1	0
Number Scoring 55–100		69	#		#	0
Number Scoring 65–100		64	#		#	0
Number Scoring 85–100		28	#		#	0
Percentage of Tested Scoring 55–100		99%	#		#	0%
Percentage of Tested Scoring 65–100		91%	#		#	0%
Percentage of Tested Scoring 85–100		40%	#		#	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	13	25	0	0	0	0
Number Scoring 55–100	13	25	0	0	0	0
Number Scoring 65–100	12	25	0	0	0	0
Number Scoring 85–100	5	14	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	56%	0%	0%	0%	0%
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	36	102	0	0	0	0
Number Scoring 55–100	36	102	0	0	0	0
Number Scoring 65–100	36	101	0	0	0	0
Number Scoring 85–100	23	65	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	99%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	64%	0%	0%	0%	0%
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	94	102	10	3	1	0
Number Scoring 55–100	86	96	9	#	#	0
Number Scoring 65–100	74	89	8	#	#	0
Number Scoring 85–100	49	42	3	#	#	0
Percentage of Tested Scoring 55–100	91%	94%	90%	#	#	0%
Percentage of Tested Scoring 65–100	79%	87%	80%	#	#	0%
Percentage of Tested Scoring 85–100	52%	41%	30%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	96	89	6	2	0	0
Number Scoring 55–100	76	73	3	#	0	0
Number Scoring 65–100	62	65	2	#	0	0
Number Scoring 85–100	24	32	1	#	0	0
Percentage of Tested Scoring 55–100	79%	82%	50%	#	0%	0%
Percentage of Tested Scoring 65–100	65%	73%	33%	#	0%	0%
Percentage of Tested Scoring 85–100	25%	36%	17%	#	0%	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	29	100%	53	100%	8	75%
Students with Disabilities	0	0%	4	#	3	#

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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	114	114	114	8	8	8	122	122	122
Number Scoring 55–64	3	13	1	0	1	0	3	14	1
Number Scoring 65–84	44	56	55	3	2	4	47	58	59
Number Scoring 85–100	62	35	55	1	0	1	63	35	56
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)