

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-03-03-0002
 Name: Dobbs Ferry High School
 Principal: Michael Kuchar

Grade Range : 9-12

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	97	96	113
Tenth	81	89	97
Eleventh	70	66	83
Twelfth	78	69	61
Ungraded Secondary	0	0	0
Total K-12 Enrollment	326	320	354

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	43	13.2%	45	14.1%	36	10.2%
Black (Not Hispanic)	12	3.7%	13	4.1%	7	2.0%
Hispanic	20	6.1%	20	6.3%	17	4.8%
White (Not Hispanic)	251	77.0%	242	75.6%	294	83.1%

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	0	0
English Grade 10	17	18	20
Mathematics Grade 10	17	18	12
Science Grade 10	17	20	21
Social Studies Grade 10	17	21	22

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	17	5.2%	16	5.0%	14	4.0%
Eligible for Free Lunch	10	3.1%	7	2.2%	7	2.0%

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		94.7%		95.4%		95.9%
Student Suspensions	35	11.1%	16	4.9%	14	4.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.6%	1.9%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	88%	98%

Staff Counts

Staff	2002–2003
Total Teachers	35
Total Other Professional Staff	5
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	67	52	78%	62	42	68%	59	41	69%
Students with Disabilities	10	2	20%	5	1	20%	5	1	20%
All Students	77	54	70%	67	43	64%	64	42	66%

*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	47	11	0	0	0	6
Percent	73%	17%	0%	0%	0%	9%

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)
5	1	1	6

*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			3		9	
	Entered GED Program*			5		0	
	Total Noncompleters			8		9	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	1	0.3%	3	0.9%	9	2.5%
	Entered GED Program*	0	0.0%	5	1.6%	1	0.3%
	Total Noncompleters	1	0.3%	8	2.5%	10	2.8%

*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		298	329
	Number of Students with Disabilities		22	25
	Number of All Students		320	354
	Percent of Enrollment		100%	100%

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%	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	2	#	0	0%	2	#
Science	12	75%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	6	33%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	77	59	86	4	2	6
Number Scoring 55–100	73	59	83	#	#	6
Number Scoring 65–100	68	52	77	#	#	6
Number Scoring 85–100	25	23	39	#	#	0
Percentage of Tested Scoring 55–100	95%	100%	97%	#	#	100%
Percentage of Tested Scoring 65–100	88%	88%	90%	#	#	100%
Percentage of Tested Scoring 85–100	32%	39%	45%	#	#	0%
Mathematics A						
Number Tested	0	44	75	0	3	5
Number Scoring 55–100	0	31	66	0	#	2
Number Scoring 65–100	0	23	64	0	#	2
Number Scoring 85–100	0	1	28	0	#	0
Percentage of Tested Scoring 55–100	0%	70%	88%	0%	#	40%
Percentage of Tested Scoring 65–100	0%	52%	85%	0%	#	40%
Percentage of Tested Scoring 85–100	0%	2%	37%	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	89	85	93	2	8	5
Number Scoring 55–100	82	82	92	#	6	5
Number Scoring 65–100	68	76	85	#	3	3
Number Scoring 85–100	39	25	47	#	1	1
Percentage of Tested Scoring 55–100	92%	96%	99%	#	75%	100%
Percentage of Tested Scoring 65–100	76%	89%	91%	#	38%	60%
Percentage of Tested Scoring 85–100	44%	29%	51%	#	12%	20%
U.S. History and Government (first administered June 2001)						
Number Tested	76	59	88	6	1	7
Number Scoring 55–100	72	59	88	6	#	7
Number Scoring 65–100	65	59	86	5	#	6
Number Scoring 85–100	39	32	51	1	#	1
Percentage of Tested Scoring 55–100	95%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	86%	100%	98%	83%	#	86%
Percentage of Tested Scoring 85–100	51%	54%	58%	17%	#	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	63	49	113	1	1	11
Number Scoring 55–100	62	48	111	#	#	9
Number Scoring 65–100	60	48	108	#	#	8
Number Scoring 85–100	26	25	55	#	#	2
Percentage of Tested Scoring 55–100	98%	98%	98%	#	#	82%
Percentage of Tested Scoring 65–100	95%	98%	96%	#	#	73%
Percentage of Tested Scoring 85–100	41%	51%	49%	#	#	18%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	58	96	65	2	9	9
Number Scoring 55–100	57	96	62	#	9	8
Number Scoring 65–100	56	92	60	#	7	7
Number Scoring 85–100	19	49	36	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	95%	#	100%	89%
Percentage of Tested Scoring 65–100	97%	96%	92%	#	78%	78%
Percentage of Tested Scoring 85–100	33%	51%	55%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		52	72		1	0
Number Scoring 55–100		52	68		#	0
Number Scoring 65–100		47	56		#	0
Number Scoring 85–100		15	17		#	0
Percentage of Tested Scoring 55–100		100%	94%		#	0%
Percentage of Tested Scoring 65–100		90%	78%		#	0%
Percentage of Tested Scoring 85–100		29%	24%		#	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	10	18	21	1	0	0
Number Scoring 55–100	10	18	21	#	0	0
Number Scoring 65–100	10	17	20	#	0	0
Number Scoring 85–100	9	8	17	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	90%	44%	81%	#	0%	0%
Comprehensive Italian						
Number Tested	18	17	8	2	0	0
Number Scoring 55–100	17	16	8	#	0	0
Number Scoring 65–100	17	14	8	#	0	0
Number Scoring 85–100	5	5	5	#	0	0
Percentage of Tested Scoring 55–100	94%	94%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	82%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	28%	29%	62%	#	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	35	36	28	0	1	0
Number Scoring 55–100	35	36	28	0	#	0
Number Scoring 65–100	35	36	28	0	#	0
Number Scoring 85–100	22	23	19	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	63%	64%	68%	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	72	74	17	0	0	0
Number Scoring 55–100	68	59	15	0	0	0
Number Scoring 65–100	63	50	15	0	0	0
Number Scoring 85–100	31	20	3	0	0	0
Percentage of Tested Scoring 55–100	94%	80%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	68%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	27%	18%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	54	66	58	0	3	1
Number Scoring 55–100	50	61	53	0	#	#
Number Scoring 65–100	42	55	51	0	#	#
Number Scoring 85–100	24	31	29	0	#	#
Percentage of Tested Scoring 55–100	93%	92%	91%	0%	#	#
Percentage of Tested Scoring 65–100	78%	83%	88%	0%	#	#
Percentage of Tested Scoring 85–100	44%	47%	50%	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	18	94%	0	0%	4	#
Students with Disabilities	1	#	0	0%	1	#

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	53	53	53	6	6	6	59	59	59
Number Scoring 55–64	1	0	1	2	1	1	3	1	2
Number Scoring 65–84	20	23	26	2	4	2	22	27	28
Number Scoring 85–100	32	30	26	1	0	1	33	30	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)