

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-18-00-01-0004

Grade Range : 9-12

Name: Rye High School

Principal: James Rooney

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	154	156	196
Tenth	135	152	165
Eleventh	132	134	149
Twelfth	125	127	125
Ungraded Secondary	0	0	5
Total K-12 Enrollment	546	569	640

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	45	8.2%	28	4.9%	27	4.2%
Black (Not Hispanic)	5	0.9%	5	0.9%	5	0.8%
Hispanic	29	5.3%	38	6.7%	44	6.9%
White (Not Hispanic)	467	85.5%	498	87.5%	564	88.1%

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	21	18	16
Mathematics Grade 10	19	18	19
Science Grade 10	19	15	20
Social Studies Grade 10	18	17	21

(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	32	5.9%	12	2.1%	8	1.3%
Eligible for Free Lunch	12	2.2%	4	0.7%	12	1.9%

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		95.7%		96.5%		95.9%
Student Suspensions	26	4.7%	13	2.4%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	1

*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	110	79	72%	114	114	100%	114	97	85%
Students with Disabilities	14	6	43%	7	7	100%	13	3	23%
All Students	124	85	69%	121	121	100%	127	100	79%

*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	114	8	0	0	3	2
Percent	90%	6%	0%	0%	2%	2%

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)
13	3	0	13

*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			2		9	
	Entered GED Program*			0		0	
	Total Noncompleters			2		9	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	1	0.2%	4	0.7%	11	1.7%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.2%	4	0.7%	11	1.7%

*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	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	1	#	0	0%	0	0%
Science	1	#	0	0%	1	#
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	4	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	5	100%	1	#	3	#
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	137	124	139	8	11	10
Number Scoring 55–100	136	124	138	8	11	10
Number Scoring 65–100	134	124	135	8	11	8
Number Scoring 85–100	103	98	119	3	4	5
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	100%	97%	100%	100%	80%
Percentage of Tested Scoring 85–100	75%	79%	86%	38%	36%	50%
Mathematics A						
Number Tested	0	0	163	0	0	7
Number Scoring 55–100	0	0	160	0	0	6
Number Scoring 65–100	0	0	156	0	0	5
Number Scoring 85–100	0	0	68	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	86%
Percentage of Tested Scoring 65–100	0%	0%	96%	0%	0%	71%
Percentage of Tested Scoring 85–100	0%	0%	42%	0%	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	142	161	15	8	12
Number Scoring 55–100	134	142	160	13	8	11
Number Scoring 65–100	128	142	158	12	8	10
Number Scoring 85–100	82	88	88	2	1	3
Percentage of Tested Scoring 55–100	99%	100%	99%	87%	100%	92%
Percentage of Tested Scoring 65–100	94%	100%	98%	80%	100%	83%
Percentage of Tested Scoring 85–100	60%	62%	55%	13%	12%	25%
U.S. History and Government (first administered June 2001)						
Number Tested	130	131	146	5	12	13
Number Scoring 55–100	129	131	145	4	12	12
Number Scoring 65–100	124	125	142	1	8	10
Number Scoring 85–100	87	69	112	0	1	5
Percentage of Tested Scoring 55–100	99%	100%	99%	80%	100%	92%
Percentage of Tested Scoring 65–100	95%	95%	97%	20%	67%	77%
Percentage of Tested Scoring 85–100	67%	53%	77%	0%	8%	38%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	150	161	203	8	14	20
Number Scoring 55–100	150	161	199	8	14	17
Number Scoring 65–100	149	159	199	8	13	17
Number Scoring 85–100	50	78	88	0	1	3
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	85%
Percentage of Tested Scoring 65–100	99%	99%	98%	100%	93%	85%
Percentage of Tested Scoring 85–100	33%	48%	43%	0%	7%	15%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	35	28	57	7	7	11
Number Scoring 55–100	35	28	57	7	7	11
Number Scoring 65–100	32	28	56	5	7	11
Number Scoring 85–100	11	11	22	0	3	6
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	91%	100%	98%	71%	100%	100%
Percentage of Tested Scoring 85–100	31%	39%	39%	0%	43%	55%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		134	140		5	4
Number Scoring 55–100		132	138		5	#
Number Scoring 65–100		116	126		2	#
Number Scoring 85–100		18	34		0	#
Percentage of Tested Scoring 55–100		99%	99%		100%	#
Percentage of Tested Scoring 65–100		87%	90%		40%	#
Percentage of Tested Scoring 85–100		13%	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	20	29	30	0	0	1
Number Scoring 55–100	20	29	30	0	0	#
Number Scoring 65–100	20	29	30	0	0	#
Number Scoring 85–100	14	17	20	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	70%	59%	67%	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	2	0	0	1	0
Number Scoring 55–100	0	#	0	0	#	0
Number Scoring 65–100	0	#	0	0	#	0
Number Scoring 85–100	0	#	0	0	#	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85–100	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	69	66	94	3	5	2
Number Scoring 55–100	67	66	93	#	5	#
Number Scoring 65–100	67	66	93	#	5	#
Number Scoring 85–100	54	44	79	#	2	#
Percentage of Tested Scoring 55–100	97%	100%	99%	#	100%	#
Percentage of Tested Scoring 65–100	97%	100%	99%	#	100%	#
Percentage of Tested Scoring 85–100	78%	67%	84%	#	40%	#
Comprehensive Latin						
Number Tested	11	29	17	1	0	0
Number Scoring 55–100	11	29	17	#	0	0
Number Scoring 65–100	11	29	17	#	0	0
Number Scoring 85–100	8	18	8	#	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	73%	62%	47%	#	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	160	158	39	27	7	4
Number Scoring 55–100	147	144	35	18	5	#
Number Scoring 65–100	137	136	30	15	4	#
Number Scoring 85–100	85	80	9	5	3	#
Percentage of Tested Scoring 55–100	92%	91%	90%	67%	71%	#
Percentage of Tested Scoring 65–100	86%	86%	77%	56%	57%	#
Percentage of Tested Scoring 85–100	53%	51%	23%	19%	43%	#
Sequential Mathematics, Course III						
Number Tested	106	131	154	0	11	9
Number Scoring 55–100	98	128	146	0	9	8
Number Scoring 65–100	96	126	144	0	8	8
Number Scoring 85–100	71	85	85	0	2	5
Percentage of Tested Scoring 55–100	92%	98%	95%	0%	82%	89%
Percentage of Tested Scoring 65–100	91%	96%	94%	0%	73%	89%
Percentage of Tested Scoring 85–100	67%	65%	55%	0%	18%	56%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	1	#	0	0%
Students with Disabilities	0	0%	1	#	0	0%

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	109	109	109	13	13	13	122	122	122
Number Scoring 55–64	3	2	2	1	3	1	4	5	3
Number Scoring 65–84	35	41	41	9	7	6	44	48	47
Number Scoring 85–100	70	65	65	2	1	4	72	66	69
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)