

New York State School Report Card

Comprehensive Information Report

BEDS Code: 26-17-01-06-0013
 Name: Rush-Henrietta Senior High School
 Principal: Beth Patton

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	1	0	1
Tenth	479	466	443
Eleventh	433	478	459
Twelfth	442	477	488
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1355	1421	1391

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	96	7.1%	96	6.8%	110	7.9%
Black (Not Hispanic)	152	11.2%	172	12.1%	167	12.0%
Hispanic	40	3.0%	48	3.4%	43	3.1%
White (Not Hispanic)	1067	78.7%	1105	77.8%	1071	77.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	22	24	23
Mathematics Grade 10	23	23	22
Science Grade 10	23	22	21
Social Studies Grade 10	21	24	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.5%	19	1.3%	24	1.7%
Eligible for Free Lunch	109	8.0%	129	9.1%	151	10.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		94.1%		94.3%
Student Suspensions	0	0.0%	152	11.2%	142	10.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.1%	7.0%	7.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	95%	98%

Staff Counts

Staff	2003-04
Total Teachers	118
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	315	219	70%	362	276	76%	374	269	72%
Students with Disabilities	24	5	21%	28	5	18%	45	12	27%
All Students	339	224	66%	390	281	72%	419	281	67%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	157	206	5	16	34	1
Percent	37%	49%	1%	4%	8%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
45	12	17	62

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	27		45		35	3.0%
	Entered GED Program*	13		9		7	0.6%
	Total Noncompleters	40		54		42	3.5%
Students with Disabilities	Dropped Out	4		13		20	9.9%
	Entered GED Program*	3		2		4	2.0%
	Total Noncompleters	7		15		24	11.8%
All Students	Dropped Out	31	2.3%	58	4.1%	55	4.0%
	Entered GED Program*	16	1.2%	11	0.8%	11	0.8%
	Total Noncompleters	47	3.5%	69	4.9%	66	4.8%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1176	1211	1213
	Number of Students with Disabilities	179	210	178
	Number of All Students	1355	1421	1391
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	4	#	12	83%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2	#	2	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	0	0%
Science	3	#	2	#	1	#
Reading	0	0%	2	#	2	#
Writing	0	0%	4	#	3	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	74%	61	75%	41	68%
Science	20	40%	12	58%	21	48%
Reading	9	89%	59	76%	45	69%
Writing	4	#	53	40%	57	63%
Global Studies	29	62%	26	31%	14	43%
U.S. Hist & Gov't	5	20%	17	59%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	346	399	464	40	54	51
Number Scoring 55–100	318	364	452	25	35	46
Number Scoring 65–100	274	314	428	17	17	37
Number Scoring 85–100	107	95	221	3	0	2
Percentage of Tested Scoring 55–100	92%	91%	97%	62%	65%	90%
Percentage of Tested Scoring 65–100	79%	79%	92%	42%	31%	73%
Percentage of Tested Scoring 85–100	31%	24%	48%	7%	0%	4%
Mathematics A						
Number Tested	360	510	433	64	67	58
Number Scoring 55–100	261	411	426	25	36	53
Number Scoring 65–100	214	338	399	14	27	45
Number Scoring 85–100	55	37	83	2	1	3
Percentage of Tested Scoring 55–100	72%	81%	98%	39%	54%	91%
Percentage of Tested Scoring 65–100	59%	66%	92%	22%	40%	78%
Percentage of Tested Scoring 85–100	15%	7%	19%	3%	1%	5%
Mathematics B						
Number Tested	0	168	264	0	3	8
Number Scoring 55–100	0	122	225	0	#	3
Number Scoring 65–100	0	102	175	0	#	1
Number Scoring 85–100	0	29	51	0	#	1
Percentage of Tested Scoring 55–100	0%	73%	85%	0%	#	38%
Percentage of Tested Scoring 65–100	0%	61%	66%	0%	#	12%
Percentage of Tested Scoring 85–100	0%	17%	19%	0%	#	12%
Global History and Geography						
Number Tested	494	486	462	73	56	57
Number Scoring 55–100	463	470	438	55	50	46
Number Scoring 65–100	425	449	414	43	41	34
Number Scoring 85–100	130	232	223	2	5	9
Percentage of Tested Scoring 55–100	94%	97%	95%	75%	89%	81%
Percentage of Tested Scoring 65–100	86%	92%	90%	59%	73%	60%
Percentage of Tested Scoring 85–100	26%	48%	48%	3%	9%	16%
U.S. History and Government						
Number Tested	439	455	437	45	56	48
Number Scoring 55–100	424	445	429	40	50	42
Number Scoring 65–100	371	426	418	26	42	35
Number Scoring 85–100	118	266	281	1	15	11
Percentage of Tested Scoring 55–100	97%	98%	98%	89%	89%	88%
Percentage of Tested Scoring 65–100	85%	94%	96%	58%	75%	73%
Percentage of Tested Scoring 85–100	27%	58%	64%	2%	27%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	478	418	413	74	35	48
Number Scoring 55–100	465	409	405	67	33	42
Number Scoring 65–100	449	386	383	59	28	34
Number Scoring 85–100	117	116	108	3	3	1
Percentage of Tested Scoring 55–100	97%	98%	98%	91%	94%	88%
Percentage of Tested Scoring 65–100	94%	92%	93%	80%	80%	71%
Percentage of Tested Scoring 85–100	24%	28%	26%	4%	9%	2%
Physical Setting/Earth Science						
Number Tested	68	77	77	15	24	30
Number Scoring 55–100	62	55	49	14	14	11
Number Scoring 65–100	33	38	26	4	8	5
Number Scoring 85–100	2	2	0	0	0	0
Percentage of Tested Scoring 55–100	91%	71%	64%	93%	58%	37%
Percentage of Tested Scoring 65–100	49%	49%	34%	27%	33%	17%
Percentage of Tested Scoring 85–100	3%	3%	0%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	183	240	212	5	7	6
Number Scoring 55–100	163	219	200	3	5	6
Number Scoring 65–100	102	151	163	2	3	4
Number Scoring 85–100	8	9	35	0	0	0
Percentage of Tested Scoring 55–100	89%	91%	94%	60%	71%	100%
Percentage of Tested Scoring 65–100	56%	63%	77%	40%	43%	67%
Percentage of Tested Scoring 85–100	4%	4%	17%	0%	0%	0%
Physical Setting/Physics						
Number Tested			119			1
Number Scoring 55–100			106			#
Number Scoring 65–100			80			#
Number Scoring 85–100			9			#
Percentage of Tested Scoring 55–100			89%			#
Percentage of Tested Scoring 65–100			67%			#
Percentage of Tested Scoring 85–100			8%			#

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	63	73	70	1	3	1
Number Scoring 55–100	61	72	66	#	#	#
Number Scoring 65–100	54	69	60	#	#	#
Number Scoring 85–100	11	33	32	#	#	#
Percentage of Tested Scoring 55–100	97%	99%	94%	#	#	#
Percentage of Tested Scoring 65–100	86%	95%	86%	#	#	#
Percentage of Tested Scoring 85–100	17%	45%	46%	#	#	#
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	30	18	17	0	0	0
Number Scoring 55–100	30	18	17	0	0	0
Number Scoring 65–100	30	18	17	0	0	0
Number Scoring 85–100	22	11	9	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	73%	61%	53%	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	134	129	124	5	1	1
Number Scoring 55–100	128	125	119	5	#	#
Number Scoring 65–100	125	124	114	5	#	#
Number Scoring 85–100	64	74	62	1	#	#
Percentage of Tested Scoring 55–100	96%	97%	96%	100%	#	#
Percentage of Tested Scoring 65–100	93%	96%	92%	100%	#	#
Percentage of Tested Scoring 85–100	48%	57%	50%	20%	#	#
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	301	62	0	4	3	0
Number Scoring 55–100	264	40	0	#	#	0
Number Scoring 65–100	239	24	0	#	#	0
Number Scoring 85–100	118	3	0	#	#	0
Percentage of Tested Scoring 55–100	88%	65%	0%	#	#	0%
Percentage of Tested Scoring 65–100	79%	39%	0%	#	#	0%
Percentage of Tested Scoring 85–100	39%	5%	0%	#	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	95	100%	47	98%	7	86%
Students with Disabilities	18	83%	10	70%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	373	373	373	63	63	63	436	436	436
Number Scoring 55–64	2	1	3	11	7	5	13	8	8
Number Scoring 65–84	238	107	207	33	25	41	271	132	248
Number Scoring 85–100	124	249	156	2	14	5	126	263	161
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			16			2
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			7			#
Proficient (37-39)			6			#
Reading and Writing (Grade 9-12)						
Number Tested			16			2
Beginning (0-14)			2			#
Intermediate (15-24)			5			#
Advanced (25-32)			9			#
Proficient (33-35)			0			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)