

New York State School Report Card Comprehensive Information Report

BEDS Code: 61-03-01-06-0003
 Name: Dryden High School
 Principal: Richard During

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	158	155	172
Tenth	157	144	141
Eleventh	132	123	139
Twelfth	122	117	118
Ungraded Secondary	4	0	0
Total K-12 Enrollment	573	539	570

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	9	1.6%	3	0.6%	8	1.4%
Black (Not Hispanic)	3	0.5%	11	2.0%	10	1.8%
Hispanic	1	0.2%	1	0.2%	3	0.5%
White (Not Hispanic)	560	97.7%	524	97.2%	549	96.3%

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	8	0	0
English Grade 10	19	15	16
Mathematics Grade 10	18	20	18
Science Grade 10	17	18	17
Social Studies Grade 10	19	22	19

(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	2	0.4%	2	0.4%	2	0.4%
Eligible for Free Lunch	67	11.7%	77	14.3%	70	12.3%

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		93.9%		93.6%		92.7%
Student Suspensions	29	5.0%	14	2.4%	20	3.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.1%	4.3%	5.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	47
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	101	54	53%	106	70	66%	114	74	65%
Students with Disabilities	5	0	0%	3	0	0%	3	0	0%
All Students	106	54	51%	109	70	64%	117	74	63%

*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	45	55	1	6	6	4
Percent	38%	47%	1%	5%	5%	3%

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)
3	0	3	6

*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	4		3		23	4.3%
	Entered GED Program*	9		5		8	1.5%
	Total Noncompleters	13		8		31	5.8%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		1	2.0%
	Total Noncompleters	0		0		1	2.0%
All Students	Dropped Out	4	0.7%	3	0.6%	23	3.9%
	Entered GED Program*	9	1.6%	5	0.9%	9	1.5%
	Total Noncompleters	13	2.3%	8	1.5%	32	5.5%

*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	185
	Number of Students with Disabilities	0	0	41
	Number of All Students	0	0	226
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	144	374	129
	Number of Students with Disabilities	52	55	11
	Number of All Students	196	429	140
	Percent of Enrollment	34%	80%	25%

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	1	#	3	#	3	#

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	18	28%	19	63%
Science	3	#	14	36%	8	38%
Reading	1	#	2	#	6	83%
Writing	1	#	1	#	7	100%
Global Studies	0	0%	5	40%	2	#
U.S. Hist & Gov't	1	#	1	#	3	#

(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	121	120	126	5	4	6
Number Scoring 55-100	120	115	122	4	#	2
Number Scoring 65-100	113	107	121	2	#	2
Number Scoring 85-100	75	66	83	2	#	0
Percentage of Tested Scoring 55-100	99%	96%	97%	80%	#	33%
Percentage of Tested Scoring 65-100	93%	89%	96%	40%	#	33%
Percentage of Tested Scoring 85-100	62%	55%	66%	40%	#	0%
Mathematics A						
Number Tested	58	174	140	3	11	8
Number Scoring 55-100	35	143	138	#	4	7
Number Scoring 65-100	11	126	128	#	4	3
Number Scoring 85-100	1	38	63	#	0	0
Percentage of Tested Scoring 55-100	60%	82%	99%	#	36%	88%
Percentage of Tested Scoring 65-100	19%	72%	91%	#	36%	38%
Percentage of Tested Scoring 85-100	2%	22%	45%	#	0%	0%
Mathematics B						
Number Tested	0	0	74	0	0	1
Number Scoring 55-100	0	0	72	0	0	#
Number Scoring 65-100	0	0	72	0	0	#
Number Scoring 85-100	0	0	39	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	53%	0%	0%	#
Global History and Geography						
Number Tested	133	10	130	8	1	3
Number Scoring 55-100	129	10	121	6	#	#
Number Scoring 65-100	122	8	110	4	#	#
Number Scoring 85-100	62	1	70	0	#	#
Percentage of Tested Scoring 55-100	97%	100%	93%	75%	#	#
Percentage of Tested Scoring 65-100	92%	80%	85%	50%	#	#
Percentage of Tested Scoring 85-100	47%	10%	54%	0%	#	#
U.S. History and Government						
Number Tested	127	19	125	4	0	6
Number Scoring 55-100	117	18	119	#	0	4
Number Scoring 65-100	101	10	108	#	0	1
Number Scoring 85-100	35	5	62	#	0	0
Percentage of Tested Scoring 55-100	92%	95%	95%	#	0%	67%
Percentage of Tested Scoring 65-100	80%	53%	86%	#	0%	17%
Percentage of Tested Scoring 85-100	28%	26%	50%	#	0%	0%

(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	136	2	123	10	0	5
Number Scoring 55-100	135	#	120	10	0	5
Number Scoring 65-100	131	#	112	6	0	2
Number Scoring 85-100	55	#	45	0	0	0
Percentage of Tested Scoring 55-100	99%	#	98%	100%	0%	100%
Percentage of Tested Scoring 65-100	96%	#	91%	60%	0%	40%
Percentage of Tested Scoring 85-100	40%	#	37%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	142	10	153	9	2	17
Number Scoring 55-100	130	7	130	5	#	7
Number Scoring 65-100	118	4	118	1	#	5
Number Scoring 85-100	52	0	67	0	#	1
Percentage of Tested Scoring 55-100	92%	70%	85%	56%	#	41%
Percentage of Tested Scoring 65-100	83%	40%	77%	11%	#	29%
Percentage of Tested Scoring 85-100	37%	0%	44%	0%	#	6%
Physical Setting/Chemistry						
Number Tested	70	4	97	1	0	0
Number Scoring 55-100	69	#	96	#	0	0
Number Scoring 65-100	64	#	80	#	0	0
Number Scoring 85-100	28	#	30	#	0	0
Percentage of Tested Scoring 55-100	99%	#	99%	#	0%	0%
Percentage of Tested Scoring 65-100	91%	#	82%	#	0%	0%
Percentage of Tested Scoring 85-100	40%	#	31%	#	0%	0%
Physical Setting/Physics						
Number Tested			17			0
Number Scoring 55-100			17			0
Number Scoring 65-100			16			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			24%			0%

* 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	25	0	1	0	0	0
Number Scoring 55-100	25	0	#	0	0	0
Number Scoring 65-100	25	0	#	0	0	0
Number Scoring 85-100	14	0	#	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	102	0	30	0	0	0
Number Scoring 55-100	102	0	30	0	0	0
Number Scoring 65-100	101	0	26	0	0	0
Number Scoring 85-100	65	0	12	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	99%	0%	87%	0%	0%	0%
Percentage of Tested Scoring 85-100	64%	0%	40%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	89	6	3	0	0	0
Number Scoring 55-100	73	3	#	0	0	0
Number Scoring 65-100	65	2	#	0	0	0
Number Scoring 85-100	32	1	#	0	0	0
Percentage of Tested Scoring 55-100	82%	50%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	73%	33%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	17%	#	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	100%	8	75%	46	91%
Students with Disabilities	4	#	3	#	1	#

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	118	118	118	4	4	4	122	122	122
Number Scoring 55–64	#	#	#	#	#	#	1	5	0
Number Scoring 65–84	#	#	#	#	#	#	53	5	56
Number Scoring 85–100	#	#	#	#	#	#	58	4	60
Approved Alternatives	#	#	#	#	#	#	0	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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
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)