

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-18-00-01-0000
 Name: Rye City School District
 Superintendent: Edward J. Shine

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	229	237	232
First	238	230	239
Second	261	236	223
Third	242	266	234
Fourth	214	240	244
Fifth	200	211	227
Sixth	188	191	213
Ungraded Elementary	12	12	13
Seventh	185	185	185
Eighth	215	185	191
Ninth	156	196	188
Tenth	152	165	196
Eleventh	134	149	162
Twelfth	127	125	141
Ungraded Secondary	0	5	0
Total K-12 Enrollment	2553	2633	2688

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	189	7.4%	163	6.2%	177	6.6%
Black (Not Hispanic)	25	1.0%	30	1.1%	29	1.1%
Hispanic	115	4.5%	107	4.1%	117	4.4%
White (Not Hispanic)	2224	87.1%	2333	88.6%	2365	88.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	17	19
Common Branch	20	19	18
English Grade 8	20	22	23
Mathematics Grade 8	21	25	20
Science Grade 8	21	23	24
Social Studies Grade 8	21	23	24
English Grade 10	18	16	21
Mathematics Grade 10	18	19	16
Science Grade 10	15	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
NA	NA

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	105	4.1%	110	4.2%	143	5.3%
Eligible for Free Lunch	24	0.9%	41	1.6%	45	1.7%

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		96.6%		96.2%		96.7%
Student Suspensions	23	0.9%	11	0.4%	35	1.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	230
Total Other Professional Staff	37
Total Paraprofessionals	62
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	114	114	100%	114	97	85%	131	131	100%
Students with Disabilities	7	7	100%	13	3	23%	11	10	91%
All Students	121	121	100%	127	100	79%	142	141	99%

*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	124	6	5	0	3	4
Percent	87%	4%	4%	0%	2%	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)
11	10	1	12

*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	2		9		2	0.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		9		2	0.3%
Students with Disabilities	Dropped Out	2		2		1	1.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		2		1	1.8%
All Students	Dropped Out	4	0.7%	11	1.7%	3	0.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.7%	11	1.7%	3	0.4%

*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	0	0	152
	Number of Students with Disabilities	0	0	10
	Number of All Students	0	0	162
	Percent of Enrollment	0%	0%	24%

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	40	95%	33	97%	29	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	43	98%	34	100%	30	100%
Spanish	81	99%	83	100%	101	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	1	#	0	0%
Spanish	9	78%	4	#	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	0	0%	0	0%	4	#
Science	0	0%	1	#	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

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

(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	124	139	147	11	10	6
Number Scoring 55-100	124	138	146	11	10	6
Number Scoring 65-100	124	135	145	11	8	5
Number Scoring 85-100	98	119	123	4	5	3
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	97%	99%	100%	80%	83%
Percentage of Tested Scoring 85-100	79%	86%	84%	36%	50%	50%
Mathematics A						
Number Tested	0	196	289	0	8	30
Number Scoring 55-100	0	193	287	0	7	28
Number Scoring 65-100	0	189	285	0	6	27
Number Scoring 85-100	0	101	167	0	1	5
Percentage of Tested Scoring 55-100	0%	98%	99%	0%	88%	93%
Percentage of Tested Scoring 65-100	0%	96%	99%	0%	75%	90%
Percentage of Tested Scoring 85-100	0%	52%	58%	0%	12%	17%
Mathematics B						
Number Tested	0	0	134	0	0	3
Number Scoring 55-100	0	0	131	0	0	#
Number Scoring 65-100	0	0	128	0	0	#
Number Scoring 85-100	0	0	83	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	62%	0%	0%	#
Global History and Geography						
Number Tested	142	161	184	8	12	15
Number Scoring 55-100	142	160	182	8	11	13
Number Scoring 65-100	142	158	178	8	10	11
Number Scoring 85-100	88	88	128	1	3	5
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	92%	87%
Percentage of Tested Scoring 65-100	100%	98%	97%	100%	83%	73%
Percentage of Tested Scoring 85-100	62%	55%	70%	12%	25%	33%
U.S. History and Government						
Number Tested	131	146	147	12	13	9
Number Scoring 55-100	131	145	145	12	12	9
Number Scoring 65-100	125	142	142	8	10	8
Number Scoring 85-100	69	112	102	1	5	5
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	92%	100%
Percentage of Tested Scoring 65-100	95%	97%	97%	67%	77%	89%
Percentage of Tested Scoring 85-100	53%	77%	69%	8%	38%	56%

(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	235	203	181	15	20	15
Number Scoring 55-100	235	199	178	15	17	14
Number Scoring 65-100	233	199	174	14	17	12
Number Scoring 85-100	150	88	91	2	3	2
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	85%	93%
Percentage of Tested Scoring 65-100	99%	98%	96%	93%	85%	80%
Percentage of Tested Scoring 85-100	64%	43%	50%	13%	15%	13%
Physical Setting/Earth Science						
Number Tested	28	127	138	7	12	6
Number Scoring 55-100	28	127	138	7	12	6
Number Scoring 65-100	28	126	135	7	12	5
Number Scoring 85-100	11	90	95	3	7	2
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	99%	98%	100%	100%	83%
Percentage of Tested Scoring 85-100	39%	71%	69%	43%	58%	33%
Physical Setting/Chemistry						
Number Tested	134	140	182	5	4	6
Number Scoring 55-100	132	138	182	5	#	6
Number Scoring 65-100	116	126	173	2	#	6
Number Scoring 85-100	18	34	62	0	#	1
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	87%	90%	95%	40%	#	100%
Percentage of Tested Scoring 85-100	13%	24%	34%	0%	#	17%
Physical Setting/Physics						
Number Tested			2			1
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 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	29	30	34	0	1	0
Number Scoring 55-100	29	30	33	0	#	0
Number Scoring 65-100	29	30	33	0	#	0
Number Scoring 85-100	17	20	27	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	#	0%
Percentage of Tested Scoring 85-100	59%	67%	79%	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	2	0	0	1	0	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	66	94	98	5	2	4
Number Scoring 55-100	66	93	96	5	#	#
Number Scoring 65-100	66	93	95	5	#	#
Number Scoring 85-100	44	79	66	2	#	#
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	#	#
Percentage of Tested Scoring 65-100	100%	99%	97%	100%	#	#
Percentage of Tested Scoring 85-100	67%	84%	67%	40%	#	#
Comprehensive Latin						
Number Tested	29	17	39	0	0	1
Number Scoring 55-100	29	17	39	0	0	#
Number Scoring 65-100	29	17	38	0	0	#
Number Scoring 85-100	18	8	25	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	62%	47%	64%	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	131	154	2	11	9	0
Number Scoring 55-100	128	146	#	9	8	0
Number Scoring 65-100	126	144	#	8	8	0
Number Scoring 85-100	85	85	#	2	5	0
Percentage of Tested Scoring 55-100	98%	95%	#	82%	89%	0%
Percentage of Tested Scoring 65-100	96%	94%	#	73%	89%	0%
Percentage of Tested Scoring 85-100	65%	55%	#	18%	56%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	0	0%
Students with Disabilities	1	#	0	0%	0	0%

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	220	0%	0%	35%	65%
	Students with Disabilities	7	29%	0%	29%	43%
	All Students	227	1%	0%	34%	65%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	177	0%	6%	62%	32%
	Students with Disabilities	12	0%	42%	42%	17%
	All Students	189	0%	8%	61%	31%

(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	3	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	136	136	136	11	11	11	147	147	147
Number Scoring 55–64	0	1	1	0	0	0	0	1	1
Number Scoring 65–84	46	24	76	7	3	5	53	27	81
Number Scoring 85–100	84	107	55	1	5	4	85	112	59
Approved Alternatives	0	0	0	0	0	0	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 K-1)						
Number Tested			48			0
Beginning (0-18)			8			0
Intermediate (19-31)			5			0
Advanced (32-36)			7			0
Proficient (37-39)			28			0
Reading and Writing (Grade K-1)						
Number Tested			48			0
Beginning (0-14)			9			0
Intermediate (15-24)			9			0
Advanced (25-32)			16			0
Proficient (33-35)			14			0
Listening and Speaking (Grade 2-4)						
Number Tested			25			1
Beginning (0-18)			5			#
Intermediate (19-31)			4			#
Advanced (32-36)			9			#
Proficient (37-39)			7			#
Reading and Writing (Grade 2-4)						
Number Tested			25			1
Beginning (0-14)			8			#
Intermediate (15-24)			9			#
Advanced (25-32)			6			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 5-6)						
Number Tested			21			2
Beginning (0-18)			1			#
Intermediate (19-31)			1			#
Advanced (32-36)			4			#
Proficient (37-39)			15			#
Reading and Writing (Grade 5-6)						
Number Tested			21			2
Beginning (0-14)			1			#
Intermediate (15-24)			2			#
Advanced (25-32)			16			#
Proficient (33-35)			2			#

*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 – K)

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			16			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			7			0
Proficient (37-39)			5			0
Reading and Writing (Grade 7-8)						
Number Tested			16			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			10			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			14			0
Beginning (0-18)			1			0
Intermediate (19-31)			5			0
Advanced (32-36)			5			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			14			0
Beginning (0-14)			1			0
Intermediate (15-24)			8			0
Advanced (25-32)			4			0
Proficient (33-35)			1			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)