

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-03-03-0002  
 Name: Dobbs Ferry High School  
 Principal: Keith Yi

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	113	93	90
Tenth	97	108	101
Eleventh	83	92	108
Twelfth	61	81	91
Ungraded Secondary	0	0	0
Total K-12 Enrollment	354	374	390

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	36	10.2%	33	8.8%	39	10.0%
Black (Not Hispanic)	7	2.0%	12	3.2%	19	4.9%
Hispanic	17	4.8%	21	5.6%	24	6.2%
White (Not Hispanic)	294	83.1%	308	82.4%	308	79.0%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	20	18	19
Mathematics Grade 10	12	17	18
Science Grade 10	21	18	17
Social Studies Grade 10	22	18	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	4.0%	19	5.1%	7	1.8%
Eligible for Free Lunch	7	2.0%	9	2.4%	13	3.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		95.6%		96.5%
Student Suspensions	14	4.4%	14	4.0%	23	6.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.0%	2.1%	2.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	98%

### Staff Counts

Staff	2004-05
Total Teachers	38
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	59	78	82
	Regents Diplomas	41	54	78
	% Regents Diplomas	69%	69%	95%
	Regents Diplomas with Advanced Designation**			46
	% Regents Diplomas with Advanced Designation			56%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	5	7
	Regents Diplomas	1	2	3
	% Regents Diplomas	20%	40%	43%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	1
<b>All Students</b>	Total Graduates*	64	83	89
	Regents Diplomas	42	56	81
	% Regents Diplomas	66%	67%	91%
	Regents Diplomas with Advanced Designation**			46
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates	1	0	1

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	68	8	2	0	2	0	1	1
	<b>Percent</b>	83%	10%	2%	0%	2%	0%	1%	1%
<b>Students with Disabilities</b>	<b>Number</b>	6	0	0	0	0	0	0	1
	<b>Percent</b>	86%	0%	0%	0%	0%	0%	0%	14%
<b>All Students</b>	<b>Number</b>	74	8	2	0	2	0	1	2
	<b>Percent</b>	83%	9%	2%	0%	2%	0%	1%	2%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	9		5	1.5%	4	1.1%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	9		5	1.5%	4	1.1%
<b>Students with Disabilities</b>	Dropped Out	0		1	2.6%	0	0.0%
	Entered GED Program*	1		1	2.6%	0	0.0%
	Total Noncompleters	1		2	5.1%	0	0.0%
<b>All Students</b>	Dropped Out	9	2.5%	6	1.6%	4	1.0%
	Entered GED Program*	1	0.3%	1	0.3%	0	0.0%
	Total Noncompleters	10	2.8%	7	1.9%	4	1.0%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	329	0	353
	Number of Students with Disabilities	25	0	37
	Number of All Students	354	0	390
	Percent of Enrollment	100%	0%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	5	80%
Science	2	#	0	0%	0	0%
Reading	1	#	0	0%	3	#
Writing	1	#	0	0%	3	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	86	100	115	6	7	15
Number Scoring 55-100	83	96	107	6	5	9
Number Scoring 65-100	77	92	97	6	5	8
Number Scoring 85-100	39	50	49	0	0	1
Percentage of Tested Scoring 55-100	97%	96%	93%	100%	71%	60%
Percentage of Tested Scoring 65-100	90%	92%	84%	100%	71%	53%
Percentage of Tested Scoring 85-100	45%	50%	43%	0%	0%	7%
<b>Mathematics A</b>						
Number Tested	75	100	27	5	14	9
Number Scoring 55-100	66	99	26	2	14	8
Number Scoring 65-100	64	93	23	2	10	7
Number Scoring 85-100	28	49	0	0	1	0
Percentage of Tested Scoring 55-100	88%	99%	96%	40%	100%	89%
Percentage of Tested Scoring 65-100	85%	93%	85%	40%	71%	78%
Percentage of Tested Scoring 85-100	37%	49%	0%	0%	7%	0%
<b>Mathematics B</b>						
Number Tested	0	61	87	0	1	1
Number Scoring 55-100	0	55	72	0	#	#
Number Scoring 65-100	0	50	63	0	#	#
Number Scoring 85-100	0	33	19	0	#	#
Percentage of Tested Scoring 55-100	0%	90%	83%	0%	#	#
Percentage of Tested Scoring 65-100	0%	82%	72%	0%	#	#
Percentage of Tested Scoring 85-100	0%	54%	22%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	93	111	99	5	13	14
Number Scoring 55-100	92	105	95	5	11	13
Number Scoring 65-100	85	96	93	3	8	13
Number Scoring 85-100	47	66	56	1	3	4
Percentage of Tested Scoring 55-100	99%	95%	96%	100%	85%	93%
Percentage of Tested Scoring 65-100	91%	86%	94%	60%	62%	93%
Percentage of Tested Scoring 85-100	51%	59%	57%	20%	23%	29%
<b>U.S. History and Government</b>						
Number Tested	88	90	108	7	6	11
Number Scoring 55-100	88	88	102	7	6	9
Number Scoring 65-100	86	85	100	6	6	8
Number Scoring 85-100	51	54	80	1	1	5
Percentage of Tested Scoring 55-100	100%	98%	94%	100%	100%	82%
Percentage of Tested Scoring 65-100	98%	94%	93%	86%	100%	73%
Percentage of Tested Scoring 85-100	58%	60%	74%	14%	17%	45%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	113	98	77	11	10	12
Number Scoring 55-100	111	97	75	9	9	12
Number Scoring 65-100	108	97	74	8	9	12
Number Scoring 85-100	55	48	42	2	0	3
Percentage of Tested Scoring 55-100	98%	99%	97%	82%	90%	100%
Percentage of Tested Scoring 65-100	96%	99%	96%	73%	90%	100%
Percentage of Tested Scoring 85-100	49%	49%	55%	18%	0%	25%
<b>Physical Setting/Earth Science</b>						
Number Tested	65	52	61	9	12	10
Number Scoring 55-100	62	50	59	8	12	10
Number Scoring 65-100	60	50	58	7	12	10
Number Scoring 85-100	36	17	28	0	2	3
Percentage of Tested Scoring 55-100	95%	96%	97%	89%	100%	100%
Percentage of Tested Scoring 65-100	92%	96%	95%	78%	100%	100%
Percentage of Tested Scoring 85-100	55%	33%	46%	0%	17%	30%
<b>Physical Setting/Chemistry</b>						
Number Tested	72	108	89	0	9	4
Number Scoring 55-100	68	102	89	0	7	#
Number Scoring 65-100	56	72	77	0	3	#
Number Scoring 85-100	17	24	30	0	0	#
Percentage of Tested Scoring 55-100	94%	94%	100%	0%	78%	#
Percentage of Tested Scoring 65-100	78%	67%	87%	0%	33%	#
Percentage of Tested Scoring 85-100	24%	22%	34%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		27	45		0	0
Number Scoring 55-100		27	45		0	0
Number Scoring 65-100		27	45		0	0
Number Scoring 85-100		15	32		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		56%	71%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	21	18	14	0	0	0
Number Scoring 55-100	21	18	14	0	0	0
Number Scoring 65-100	20	18	14	0	0	0
Number Scoring 85-100	17	16	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	81%	89%	79%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	8	12	23	0	0	0
Number Scoring 55-100	8	12	23	0	0	0
Number Scoring 65-100	8	12	23	0	0	0
Number Scoring 85-100	5	7	15	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	62%	58%	65%	0%	0%	0%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	28	56	33	0	3	3
Number Scoring 55-100	28	56	33	0	#	#
Number Scoring 65-100	28	56	33	0	#	#
Number Scoring 85-100	19	44	21	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	68%	79%	64%	0%	#	#
<b>Comprehensive Latin</b>						
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)



## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

### 2001 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	85	85	85	7	7	7	92	92	92
Number Scoring 55–64	4	2	0	0	0	0	4	2	0
Number Scoring 65–84	35	27	35	4	4	6	39	31	41
Number Scoring 85–100	43	53	50	1	1	0	44	54	50
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		5	5		0	0
Beginning		0	0		0	0
Intermediate		1	1		0	0
Advanced		0	2		0	0
Proficient		4	2		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		5	5		0	0
Beginning		1	0		0	0
Intermediate		0	0		0	0
Advanced		2	3		0	0
Proficient		2	2		0	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)