

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	237	232	265
First	230	239	246
Second	236	223	238
Third	266	234	228
Fourth	240	244	233
Fifth	211	227	234
Sixth	191	213	227
Ungraded Elementary	12	13	6
Seventh	185	185	209
Eighth	185	191	187
Ninth	196	188	182
Tenth	165	196	187
Eleventh	149	162	197
Twelfth	125	141	149
Ungraded Secondary	5	0	0
Total K-12 Enrollment	2633	2688	2788

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	163	6.2%	177	6.6%	194	7.0%
Black (Not Hispanic)	30	1.1%	29	1.1%	32	1.1%
Hispanic	107	4.1%	117	4.4%	133	4.8%
White (Not Hispanic)	2333	88.6%	2365	88.0%	2429	87.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	19	20
Common Branch	19	18	20
English Grade 8	22	23	24
Mathematics Grade 8	25	20	20
Science Grade 8	23	24	24
Social Studies Grade 8	23	24	23
English Grade 10	16	21	19
Mathematics Grade 10	19	16	15
Science Grade 10	20	21	18
Social Studies Grade 10	21	22	24

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	110	4.2%	143	5.3%	143	5.1%
Eligible for Free Lunch	41	1.6%	45	1.7%	50	1.8%

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		96.2%		96.7%		96.8%
Student Suspensions	11	0.4%	35	1.3%	34	1.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	220
Total Other Professional Staff	31
Total Paraprofessionals	75
Teaching Out of Certification*	7

*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
General-Education Students	Total Graduates*	114	131	133
	Regents Diplomas	97	131	131
	% Regents Diplomas	85%	100%	98%
	Regents Diplomas with Advanced Designation**			99
	% Regents Diplomas with Advanced Designation			74%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	13	11	8
	Regents Diplomas	3	10	5
	% Regents Diplomas	23%	91%	62%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	0	1	0
All Students	Total Graduates*	127	142	141
	Regents Diplomas	100	141	136
	% Regents Diplomas	79%	99%	96%
	Regents Diplomas with Advanced Designation**			100
	% Regents Diplomas with Advanced Designation			71%
	IEP Diplomas or Local Certificates	0	1	0

* 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
General-Education Students	Number	132	0	0	0	1	0	0	0
	Percent	99%	0%	0%	0%	1%	0%	0%	0%
Students with Disabilities	Number	7	1	0	0	0	0	0	0
	Percent	88%	12%	0%	0%	0%	0%	0%	0%
All Students	Number	139	1	0	0	1	0	0	0
	Percent	99%	1%	0%	0%	1%	0%	0%	0%

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

*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	0	152	183
	Number of Students with Disabilities	0	10	12
	Number of All Students	0	162	195
	Percent of Enrollment	0%	24%	27%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	33	97%	29	90%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	34	100%	30	100%	0	0%
Spanish	83	100%	101	97%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	4	#	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	0	0%	4	#	0	0%
Science	1	#	4	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	1	#
Science	3	#	1	#	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	2	#	4	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	139	147	185	10	6	15
Number Scoring 55-100	138	146	184	10	6	15
Number Scoring 65-100	135	145	179	8	5	13
Number Scoring 85-100	119	123	143	5	3	5
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	99%	97%	80%	83%	87%
Percentage of Tested Scoring 85-100	86%	84%	77%	50%	50%	33%
Mathematics A						
Number Tested	196	289	177	8	30	10
Number Scoring 55-100	193	287	175	7	28	9
Number Scoring 65-100	189	285	172	6	27	7
Number Scoring 85-100	101	167	132	1	5	1
Percentage of Tested Scoring 55-100	98%	99%	99%	88%	93%	90%
Percentage of Tested Scoring 65-100	96%	99%	97%	75%	90%	70%
Percentage of Tested Scoring 85-100	52%	58%	75%	12%	17%	10%
Mathematics B						
Number Tested	0	134	38	0	3	0
Number Scoring 55-100	0	131	37	0	#	0
Number Scoring 65-100	0	128	37	0	#	0
Number Scoring 85-100	0	83	29	0	#	0
Percentage of Tested Scoring 55-100	0%	98%	97%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	96%	97%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	62%	76%	0%	#	0%
Global History and Geography						
Number Tested	161	184	184	12	15	20
Number Scoring 55-100	160	182	178	11	13	14
Number Scoring 65-100	158	178	171	10	11	9
Number Scoring 85-100	88	128	129	3	5	3
Percentage of Tested Scoring 55-100	99%	99%	97%	92%	87%	70%
Percentage of Tested Scoring 65-100	98%	97%	93%	83%	73%	45%
Percentage of Tested Scoring 85-100	55%	70%	70%	25%	33%	15%
U.S. History and Government						
Number Tested	146	147	189	13	9	16
Number Scoring 55-100	145	145	184	12	9	15
Number Scoring 65-100	142	142	181	10	8	14
Number Scoring 85-100	112	102	152	5	5	9
Percentage of Tested Scoring 55-100	99%	99%	97%	92%	100%	94%
Percentage of Tested Scoring 65-100	97%	97%	96%	77%	89%	88%
Percentage of Tested Scoring 85-100	77%	69%	80%	38%	56%	56%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	203	181	177	20	15	9
Number Scoring 55-100	199	178	174	17	14	8
Number Scoring 65-100	199	174	173	17	12	7
Number Scoring 85-100	88	91	101	3	2	2
Percentage of Tested Scoring 55-100	98%	98%	98%	85%	93%	89%
Percentage of Tested Scoring 65-100	98%	96%	98%	85%	80%	78%
Percentage of Tested Scoring 85-100	43%	50%	57%	15%	13%	22%
Physical Setting/Earth Science						
Number Tested	127	138	146	12	6	14
Number Scoring 55-100	127	138	145	12	6	13
Number Scoring 65-100	126	135	142	12	5	11
Number Scoring 85-100	90	95	107	7	2	5
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	93%
Percentage of Tested Scoring 65-100	99%	98%	97%	100%	83%	79%
Percentage of Tested Scoring 85-100	71%	69%	73%	58%	33%	36%
Physical Setting/Chemistry						
Number Tested	140	182	147	4	6	5
Number Scoring 55-100	138	182	146	#	6	5
Number Scoring 65-100	126	173	143	#	6	5
Number Scoring 85-100	34	62	71	#	1	2
Percentage of Tested Scoring 55-100	99%	100%	99%	#	100%	100%
Percentage of Tested Scoring 65-100	90%	95%	97%	#	100%	100%
Percentage of Tested Scoring 85-100	24%	34%	48%	#	17%	40%
Physical Setting/Physics						
Number Tested		2	2		1	0
Number Scoring 55-100		#	#		#	0
Number Scoring 65-100		#	#		#	0
Number Scoring 85-100		#	#		#	0
Percentage of Tested Scoring 55-100		#	#		#	0%
Percentage of Tested Scoring 65-100		#	#		#	0%
Percentage of Tested Scoring 85-100		#	#		#	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
Comprehensive French						
Number Tested	30	34	38	1	0	0
Number Scoring 55-100	30	33	38	#	0	0
Number Scoring 65-100	30	33	38	#	0	0
Number Scoring 85-100	20	27	33	#	0	0
Percentage of Tested Scoring 55-100	100%	97%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	97%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	67%	79%	87%	#	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	94	98	98	2	4	5
Number Scoring 55-100	93	96	98	#	#	5
Number Scoring 65-100	93	95	98	#	#	5
Number Scoring 85-100	79	66	95	#	#	5
Percentage of Tested Scoring 55-100	99%	98%	100%	#	#	100%
Percentage of Tested Scoring 65-100	99%	97%	100%	#	#	100%
Percentage of Tested Scoring 85-100	84%	67%	97%	#	#	100%
Comprehensive Latin						
Number Tested	17	39	31	0	1	1
Number Scoring 55-100	17	39	31	0	#	#
Number Scoring 65-100	17	38	31	0	#	#
Number Scoring 85-100	8	25	17	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 85-100	47%	64%	55%	0%	#	#

(Form - H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	221	1%	0%	21%	78%
	Students with Disabilities	15	7%	7%	80%	7%
	All Students	236	1%	0%	25%	74%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	167	0%	2%	45%	53%
	Students with Disabilities	13	0%	31%	62%	8%
	All Students	180	0%	4%	46%	49%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	3	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

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	141	141	141	9	9	9	150	150	150
Number Scoring 55–64	1	1	0	1	1	0	2	2	0
Number Scoring 65–84	53	37	54	6	3	5	59	40	59
Number Scoring 85–100	79	98	84	1	4	3	80	102	87
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
Listening and Speaking (Grade K-1)						
Number Tested		48	42		0	0
Beginning		8	7		0	0
Intermediate		5	12		0	0
Advanced		7	10		0	0
Proficient		28	13		0	0
Reading and Writing (Grade K-1)						
Number Tested		48	42		0	0
Beginning		9	14		0	0
Intermediate		9	4		0	0
Advanced		16	7		0	0
Proficient		14	17		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		25	41		1	0
Beginning		5	3		#	0
Intermediate		4	7		#	0
Advanced		9	18		#	0
Proficient		7	13		#	0
Reading and Writing (Grade 2-4)						
Number Tested		25	40		1	0
Beginning		8	3		#	0
Intermediate		9	4		#	0
Advanced		6	18		#	0
Proficient		2	15		#	0
Listening and Speaking (Grade 5-6)						
Number Tested		21	18		2	1
Beginning		1	2		#	#
Intermediate		1	4		#	#
Advanced		4	3		#	#
Proficient		15	9		#	#
Reading and Writing (Grade 5-6)						
Number Tested		21	18		2	1
Beginning		1	1		#	#
Intermediate		2	4		#	#
Advanced		16	6		#	#
Proficient		2	7		#	#

*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		16	15		0	1
Beginning		1	1		0	#
Intermediate		3	2		0	#
Advanced		7	4		0	#
Proficient		5	8		0	#
Reading and Writing (Grade 7-8)						
Number Tested		16	15		0	1
Beginning		0	0		0	#
Intermediate		5	6		0	#
Advanced		10	1		0	#
Proficient		1	8		0	#
Listening and Speaking (Grade 9-12)						
Number Tested		14	14		0	0
Beginning		1	0		0	0
Intermediate		5	3		0	0
Advanced		5	3		0	0
Proficient		3	8		0	0
Reading and Writing (Grade 9-12)						
Number Tested		14	14		0	0
Beginning		1	1		0	0
Intermediate		8	1		0	0
Advanced		4	6		0	0
Proficient		1	6		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)