



The New York State Report Card 2011–12

School **RYE MIDDLE SCHOOL**
School ID **66-18-00-01-0005**
District **RYE CITY SCHOOL DISTRICT**
Principal **ANN EDWARDS**
Telephone **(914) 967-6100**
Grades **6-8, UE**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

- 1** Profile
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2** Student Performance
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3** Student Outcomes
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **RYE MIDDLE SCHOOL**
School ID **66-18-00-01-0005**

District **RYE CITY SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	251	276	273
Ungraded Elementary	0	0	1
Grade 7	246	244	275
Grade 8	207	239	237
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	704	759	786

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English	23	21	24
Mathematics	21	22	24
Science	22	24	24
Social Studies	23	24	24
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

1 Profile

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	20	3%	21	3%	21	3%
Reduced Price Lunch	0	0%	7	1%	7	1%
Limited English Proficient	28	4%	21	3%	25	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	1	0%
Black or African American	7	1%	9	1%	8	1%
Hispanic or Latino	42	6%	50	7%	48	6%
Asian or Native Hawaiian/Other Pacific Islander	58	8%	60	8%	69	9%
White	592	84%	632	83%	659	84%
Multiracial	5	1%	8	1%	1	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		92%		95%		97%
Student Suspensions	3	0%	4	1%	24	3%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **RYE MIDDLE SCHOOL**
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District **RYE CITY SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	51	54	60
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	2%	4%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	61%	52%	47%
Total Number of Core Classes	164	183	211
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	1%	1%	1%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	230	252	284
Percent Taught by Teachers Without Appropriate Certification	1%	0%	10%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	0%	40%
Turnover Rate of All Teachers	8%	8%	11%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	6	6	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	2
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **RYE MIDDLE SCHOOL**
School ID **66-18-00-01-0005**

District **RYE CITY SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

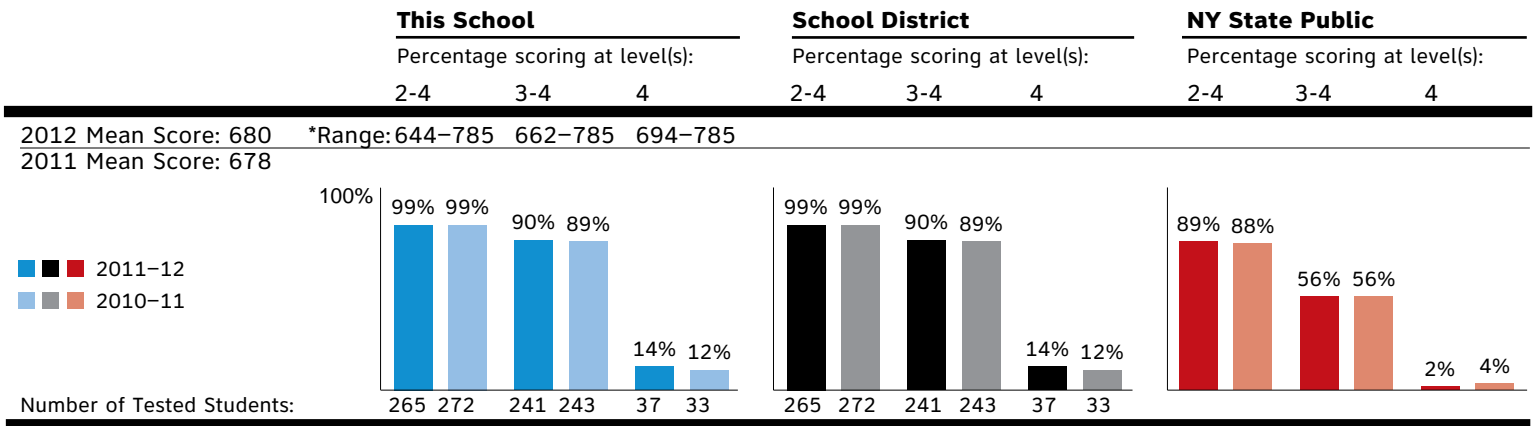
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

School **RYE MIDDLE SCHOOL**
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Results in Grade 6 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	268	99%	90%	14%	274	99%	89%	12%
Female	130	100%	94%	16%	126	98%	90%	13%
Male	138	98%	86%	12%	148	100%	87%	11%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	5	100%	60%	0%
Hispanic or Latino	22	100%	73%	5%	16	100%	69%	13%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	71%	5%	17	94%	71%	12%
White	219	99%	94%	16%	236	100%	92%	12%
Multiracial	1	–	–	–				
Small Group Totals	6	100%	83%	0%				
General-Education Students	250	100%	94%	15%	254	100%	92%	13%
Students with Disabilities	18	83%	39%	0%	20	95%	50%	0%
English Proficient	262	99%	91%	14%	270	–	–	–
Limited English Proficient	6	83%	33%	0%	4	–	–	–
Economically Disadvantaged								
Not Disadvantaged	268	99%	90%	14%	274	99%	89%	12%
Migrant								
Not Migrant	268	99%	90%	14%	274	99%	89%	12%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	4	N/A	N/A	N/A

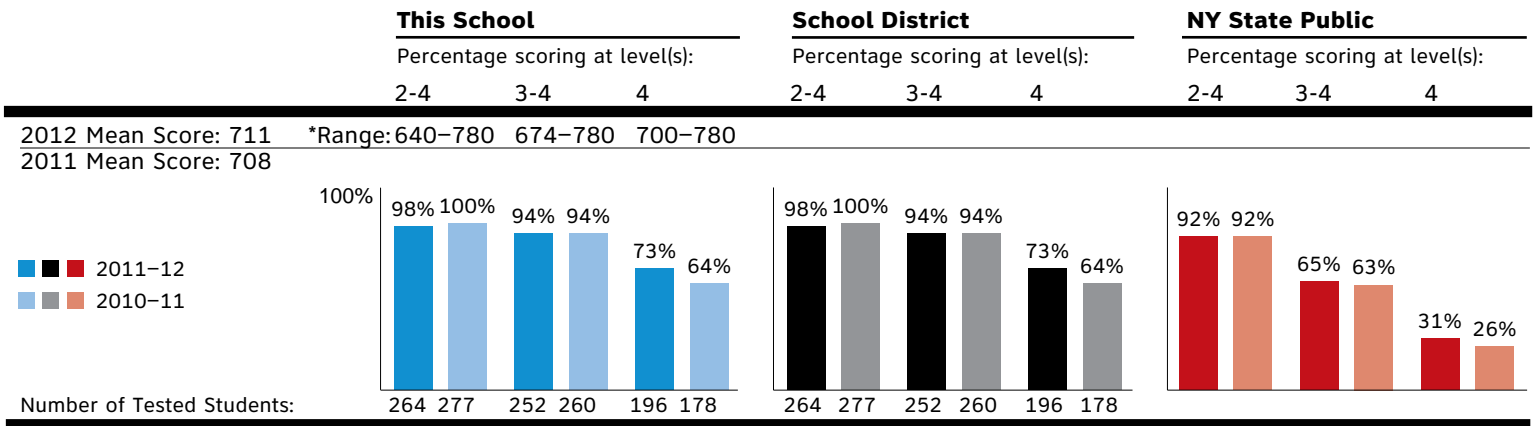
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **RYE MIDDLE SCHOOL**
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District **RYE CITY SCHOOL DISTRICT**

Results in Grade 6 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	269	98%	94%	73%	278	100%	94%	64%
Female	130	100%	95%	75%	127	100%	96%	65%
Male	139	96%	92%	71%	151	99%	91%	63%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	5	100%	60%	40%
Hispanic or Latino	22	100%	82%	55%	16	100%	94%	38%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	90%	81%	19	100%	95%	74%
White	220	98%	96%	75%	238	100%	94%	66%
Multiracial	1	–	–	–				
Small Group Totals	6	100%	67%	50%				
General-Education Students	250	100%	97%	77%	258	100%	95%	68%
Students with Disabilities	19	74%	47%	16%	20	100%	80%	15%
English Proficient	262	98%	94%	73%	270	100%	94%	64%
Limited English Proficient	7	100%	100%	57%	8	100%	88%	75%
Economically Disadvantaged								
Not Disadvantaged	269	98%	94%	73%	278	100%	94%	64%
Migrant								
Not Migrant	269	98%	94%	73%	278	100%	94%	64%

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Other

Assessments

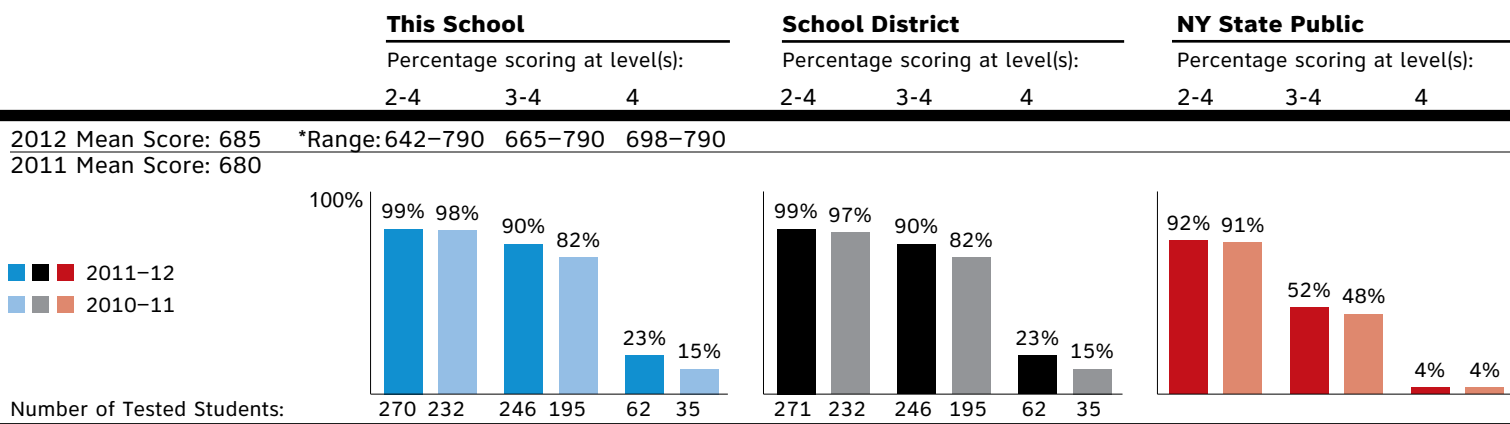
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	0			

2 Student Performance

School **RYE MIDDLE SCHOOL**
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District **RYE CITY SCHOOL DISTRICT**

Results in Grade 7 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	272	99%	90%	23%	237	98%	82%	15%
Female	122	99%	93%	20%	113	97%	83%	14%
Male	150	99%	89%	25%	124	98%	81%	15%
American Indian or Alaska Native								
Black or African American	5	100%	60%	40%	2	–	–	–
Hispanic or Latino	13	100%	85%	23%	16	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	16	94%	81%	31%	21	90%	71%	19%
White	238	100%	92%	22%	198	99%	86%	15%
Multiracial								
Small Group Totals					18	94%	56%	6%
General-Education Students	253	100%	94%	25%	223	98%	87%	16%
Students with Disabilities	19	95%	47%	0%	14	93%	7%	0%
English Proficient	268	–	–	–	226	100%	85%	15%
Limited English Proficient	4	–	–	–	11	64%	27%	0%
Economically Disadvantaged								
Not Disadvantaged	272	99%	90%	23%	237	98%	82%	15%
Migrant								
Not Migrant	272	99%	90%	23%	237	98%	82%	15%

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Other

Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	3	N/A	N/A	N/A	3	N/A	N/A	N/A

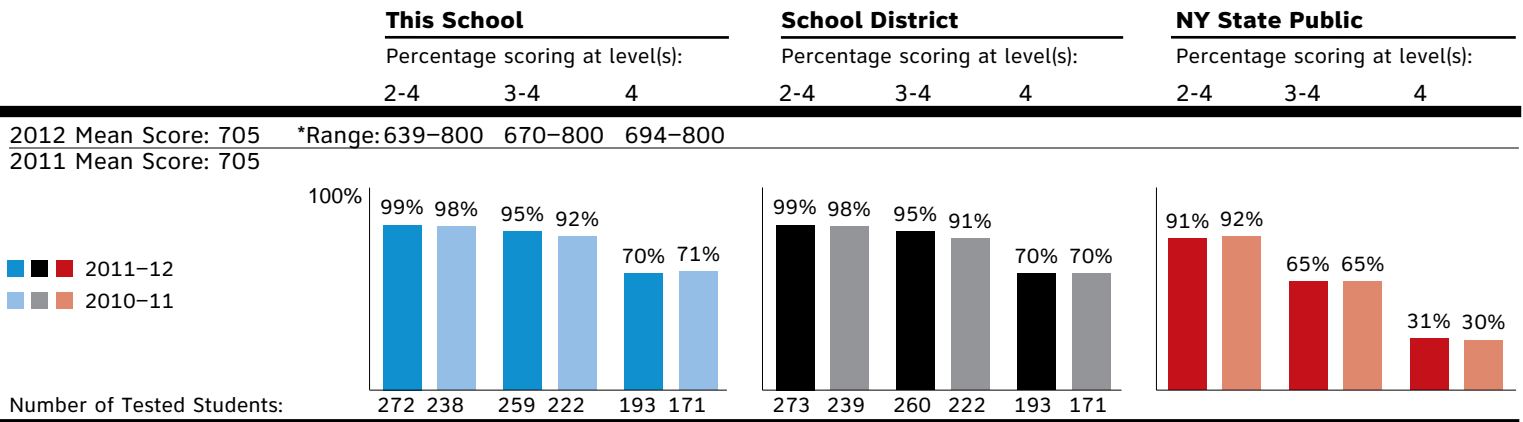
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **RYE MIDDLE SCHOOL**
School ID **66-18-00-01-0005**

District **RYE CITY SCHOOL DISTRICT**

Results in Grade 7 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	274	99%	95%	70%	242	98%	92%	71%
Female	124	99%	97%	67%	117	99%	90%	69%
Male	150	99%	93%	73%	125	98%	94%	72%
American Indian or Alaska Native								
Black or African American	5	80%	60%	40%	3	–	–	–
Hispanic or Latino	13	100%	100%	85%	16	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	19	100%	100%	79%	22	100%	95%	86%
White	237	100%	95%	70%	201	99%	93%	72%
Multiracial								
Small Group Totals					19	95%	74%	42%
General-Education Students	255	100%	97%	75%	228	100%	95%	75%
Students with Disabilities	19	89%	58%	5%	14	79%	43%	7%
English Proficient	267	99%	94%	71%	228	99%	93%	71%
Limited English Proficient	7	100%	100%	57%	14	86%	71%	64%
Economically Disadvantaged								
Not Disadvantaged	274	99%	95%	70%	242	98%	92%	71%
Migrant								
Not Migrant	274	99%	95%	70%	242	98%	92%	71%

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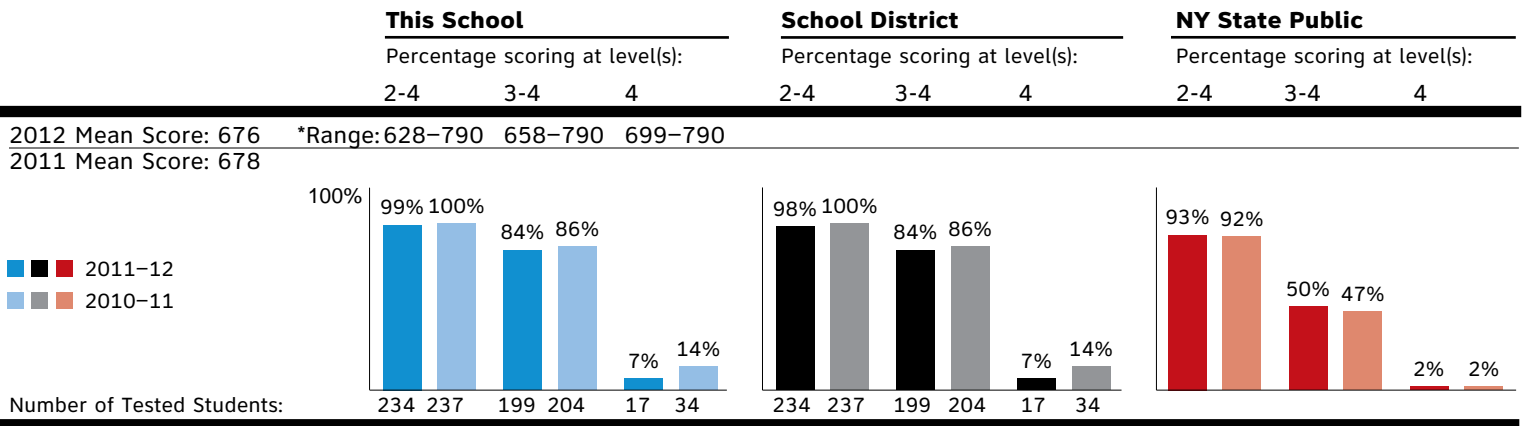
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

2 Student Performance

School **RYE MIDDLE SCHOOL**
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District **RYE CITY SCHOOL DISTRICT**

Results in Grade 8 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	237	99%	84%	7%	238	100%	86%	14%
Female	114	99%	84%	11%	108	99%	86%	21%
Male	123	98%	84%	4%	130	100%	85%	8%
American Indian or Alaska Native								
Black or African American					8	–	–	–
Hispanic or Latino	14	100%	57%	0%	17	94%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	71%	10%	16	100%	94%	31%
White	202	99%	87%	7%	196	100%	88%	14%
Multiracial					1	–	–	–
Small Group Totals					9	100%	78%	11%
General-Education Students	223	100%	88%	8%	223	100%	91%	15%
Students with Disabilities	14	79%	21%	0%	15	93%	7%	0%
English Proficient	228	100%	87%	7%	237	–	–	–
Limited English Proficient	9	78%	0%	0%	1	–	–	–
Economically Disadvantaged								
Not Disadvantaged	237	99%	84%	7%	238	100%	86%	14%
Migrant								
Not Migrant	237	99%	84%	7%	238	100%	86%	14%

NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	2	N/A	N/A	N/A

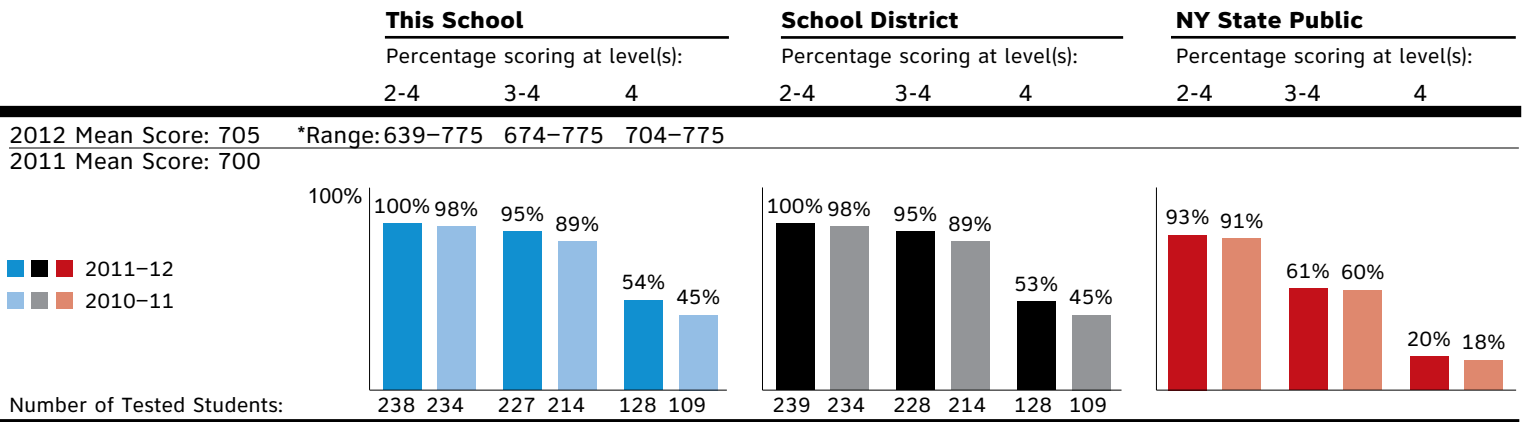
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2 Student Performance

School **RYE MIDDLE SCHOOL**
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District **RYE CITY SCHOOL DISTRICT**

Results in Grade 8 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	239	100%	95%	54%	240	98%	89%	45%
Female	115	100%	95%	52%	110	96%	88%	45%
Male	124	99%	95%	55%	130	98%	90%	45%
American Indian or Alaska Native								
Black or African American					8	–	–	–
Hispanic or Latino	14	93%	93%	0%	17	88%	65%	24%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	86%	17	100%	100%	88%
White	203	100%	95%	54%	197	99%	91%	45%
Multiracial					1	–	–	–
Small Group Totals					9	78%	78%	22%
General-Education Students	225	100%	99%	56%	225	100%	93%	48%
Students with Disabilities	14	93%	36%	14%	15	67%	27%	7%
English Proficient	228	100%	96%	54%	237	–	–	–
Limited English Proficient	11	100%	73%	45%	3	–	–	–
Economically Disadvantaged								
Not Disadvantaged	239	100%	95%	54%	240	98%	89%	45%
Migrant								
Not Migrant	239	100%	95%	54%	240	98%	89%	45%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

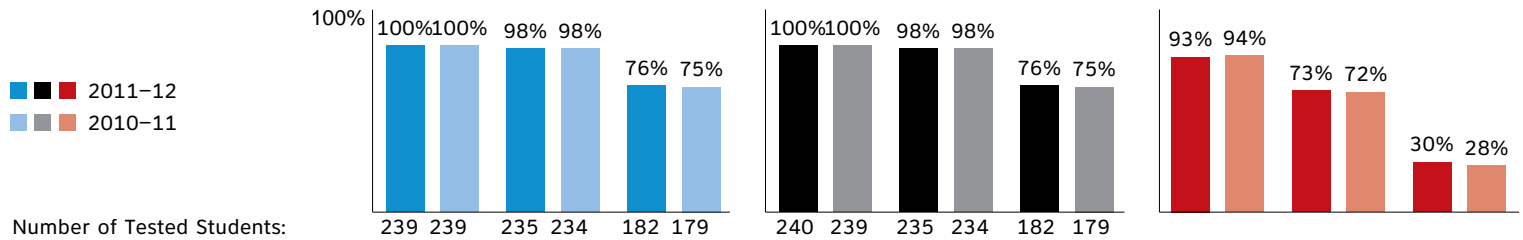
2 Student Performance

School **RYE MIDDLE SCHOOL**
School ID **66-18-00-01-0005**

District **RYE CITY SCHOOL DISTRICT**

Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	121	100%	97%	60%	131	100%	96%	59%
Female	56	100%	98%	48%	57	100%	95%	46%
Male	65	100%	95%	69%	74	100%	97%	69%
American Indian or Alaska Native								
Black or African American					5	100%	100%	0%
Hispanic or Latino	10	100%	90%	30%	14	100%	79%	43%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	55%	6	100%	100%	67%
White	100	100%	97%	63%	106	100%	98%	63%
Multiracial								
Small Group Totals								
General-Education Students	107	100%	99%	64%	116	100%	98%	66%
Students with Disabilities	14	100%	79%	21%	15	100%	80%	7%
English Proficient	111	100%	98%	64%	129	–	–	–
Limited English Proficient	10	100%	80%	10%	2	–	–	–
Economically Disadvantaged								
Not Disadvantaged	121	100%	97%	60%	131	100%	96%	59%
Migrant								
Not Migrant	121	100%	97%	60%	131	100%	96%	59%

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Other Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	118	118	118	110	108	108	108	102

2 Student Performance

School **RYE MIDDLE SCHOOL**
School ID **66-18-00-01-0005**

District **RYE CITY SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	142	100%	100%	84%	141	—	—	—	1	—	—	—
	2010-11	124	100%	100%	86%	124	100%	100%	86%	0			
	2009-10	96	100%	100%	96%	96	100%	100%	96%	0			
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	118	100%	100%	93%	118	100%	100%	93%	0			
	2010-11	108	100%	100%	94%	108	100%	100%	94%	0			
	2009-10	86	100%	100%	98%	86	100%	100%	98%	0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

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2 Student Performance

School **RYE MIDDLE SCHOOL**
School ID **66-18-00-01-0005**

District **RYE CITY SCHOOL DISTRICT**

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	7	0%	0%	43%	57%	6	–	–	–	–	1	–	–	–	–
	2010–11	8	13%	13%	63%	13%	8	13%	13%	63%	13%	0				
	2009–10	13	8%	15%	31%	46%	11	–	–	–	–	2	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	7	0%	0%	43%	57%	6	–	–	–	–	1	–	–	–	–
	2010–11	8	25%	13%	0%	63%	8	25%	13%	0%	63%	0				
	2009–10	13	8%	8%	31%	54%	11	–	–	–	–	2	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	17	0%	12%	35%	53%	15	–	–	–	–	2	–	–	–	–
	2010–11	16	0%	6%	44%	50%	14	–	–	–	–	2	–	–	–	–
	2009–10	13	0%	8%	23%	69%	12	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 7–8)	2011–12	17	12%	29%	29%	29%	15	–	–	–	–	2	–	–	–	–
	2010–11	16	13%	25%	31%	31%	14	–	–	–	–	2	–	–	–	–
	2009–10	13	8%	0%	15%	77%	12	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

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