

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-03-03-0002
 Name: Dobbs Ferry High School
 Principal: Michael Kuchar

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	96	113	93
Tenth	89	97	108
Eleventh	66	83	92
Twelfth	69	61	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	320	354	374

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	45	14.1%	36	10.2%	33	8.8%
Black (Not Hispanic)	13	4.1%	7	2.0%	12	3.2%
Hispanic	20	6.3%	17	4.8%	21	5.6%
White (Not Hispanic)	242	75.6%	294	83.1%	308	82.4%

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	0	0	0
English Grade 10	18	20	18
Mathematics Grade 10	18	12	17
Science Grade 10	20	21	18
Social Studies Grade 10	21	22	18

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	16	5.0%	14	4.0%	19	5.1%
Eligible for Free Lunch	7	2.2%	7	2.0%	9	2.4%

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		95.4%		95.9%		95.6%
Student Suspensions	16	4.9%	14	4.4%	14	4.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.9%	2.0%	2.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	88%	98%	99%

Staff Counts

Staff	2003-04
Total Teachers	35
Total Other Professional Staff	5
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	62	42	68%	59	41	69%	78	54	69%
Students with Disabilities	5	1	20%	5	1	20%	5	2	40%
All Students	67	43	64%	64	42	66%	83	56	67%

*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	59	20	0	0	3	1
Percent	71%	24%	0%	0%	4%	1%

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)
5	2	0	5

*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	3		9		5	1.5%
	Entered GED Program*	5		0		0	0.0%
	Total Noncompleters	8		9		5	1.5%
Students with Disabilities	Dropped Out	0		0		1	2.6%
	Entered GED Program*	0		1		1	2.6%
	Total Noncompleters	0		1		2	5.1%
All Students	Dropped Out	3	0.9%	9	2.5%	6	1.6%
	Entered GED Program*	5	1.6%	1	0.3%	1	0.3%
	Total Noncompleters	8	2.5%	10	2.8%	7	1.9%

*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	298	329	0
	Number of Students with Disabilities	22	25	0
	Number of All Students	320	354	0
	Percent of Enrollment	100%	100%	0%

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	1	#	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	59	86	100	2	6	7
Number Scoring 55-100	59	83	96	#	6	5
Number Scoring 65-100	52	77	92	#	6	5
Number Scoring 85-100	23	39	50	#	0	0
Percentage of Tested Scoring 55-100	100%	97%	96%	#	100%	71%
Percentage of Tested Scoring 65-100	88%	90%	92%	#	100%	71%
Percentage of Tested Scoring 85-100	39%	45%	50%	#	0%	0%
Mathematics A						
Number Tested	44	75	100	3	5	14
Number Scoring 55-100	31	66	99	#	2	14
Number Scoring 65-100	23	64	93	#	2	10
Number Scoring 85-100	1	28	49	#	0	1
Percentage of Tested Scoring 55-100	70%	88%	99%	#	40%	100%
Percentage of Tested Scoring 65-100	52%	85%	93%	#	40%	71%
Percentage of Tested Scoring 85-100	2%	37%	49%	#	0%	7%
Mathematics B						
Number Tested	0	0	61	0	0	1
Number Scoring 55-100	0	0	55	0	0	#
Number Scoring 65-100	0	0	50	0	0	#
Number Scoring 85-100	0	0	33	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	82%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	54%	0%	0%	#
Global History and Geography						
Number Tested	85	93	111	8	5	13
Number Scoring 55-100	82	92	105	6	5	11
Number Scoring 65-100	76	85	96	3	3	8
Number Scoring 85-100	25	47	66	1	1	3
Percentage of Tested Scoring 55-100	96%	99%	95%	75%	100%	85%
Percentage of Tested Scoring 65-100	89%	91%	86%	38%	60%	62%
Percentage of Tested Scoring 85-100	29%	51%	59%	12%	20%	23%
U.S. History and Government						
Number Tested	59	88	90	1	7	6
Number Scoring 55-100	59	88	88	#	7	6
Number Scoring 65-100	59	86	85	#	6	6
Number Scoring 85-100	32	51	54	#	1	1
Percentage of Tested Scoring 55-100	100%	100%	98%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	98%	94%	#	86%	100%
Percentage of Tested Scoring 85-100	54%	58%	60%	#	14%	17%

(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	49	113	98	1	11	10
Number Scoring 55-100	48	111	97	#	9	9
Number Scoring 65-100	48	108	97	#	8	9
Number Scoring 85-100	25	55	48	#	2	0
Percentage of Tested Scoring 55-100	98%	98%	99%	#	82%	90%
Percentage of Tested Scoring 65-100	98%	96%	99%	#	73%	90%
Percentage of Tested Scoring 85-100	51%	49%	49%	#	18%	0%
Physical Setting/Earth Science						
Number Tested	96	65	52	9	9	12
Number Scoring 55-100	96	62	50	9	8	12
Number Scoring 65-100	92	60	50	7	7	12
Number Scoring 85-100	49	36	17	0	0	2
Percentage of Tested Scoring 55-100	100%	95%	96%	100%	89%	100%
Percentage of Tested Scoring 65-100	96%	92%	96%	78%	78%	100%
Percentage of Tested Scoring 85-100	51%	55%	33%	0%	0%	17%
Physical Setting/Chemistry						
Number Tested	52	72	108	1	0	9
Number Scoring 55-100	52	68	102	#	0	7
Number Scoring 65-100	47	56	72	#	0	3
Number Scoring 85-100	15	17	24	#	0	0
Percentage of Tested Scoring 55-100	100%	94%	94%	#	0%	78%
Percentage of Tested Scoring 65-100	90%	78%	67%	#	0%	33%
Percentage of Tested Scoring 85-100	29%	24%	22%	#	0%	0%
Physical Setting/Physics						
Number Tested			27			0
Number Scoring 55-100			27			0
Number Scoring 65-100			27			0
Number Scoring 85-100			15			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			56%			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	18	21	18	0	0	0
Number Scoring 55-100	18	21	18	0	0	0
Number Scoring 65-100	17	20	18	0	0	0
Number Scoring 85-100	8	17	16	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	44%	81%	89%	0%	0%	0%
Comprehensive Italian						
Number Tested	17	8	12	0	0	0
Number Scoring 55-100	16	8	12	0	0	0
Number Scoring 65-100	14	8	12	0	0	0
Number Scoring 85-100	5	5	7	0	0	0
Percentage of Tested Scoring 55-100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	82%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	62%	58%	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	36	28	56	1	0	3
Number Scoring 55-100	36	28	56	#	0	#
Number Scoring 65-100	36	28	56	#	0	#
Number Scoring 85-100	23	19	44	#	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	64%	68%	79%	#	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	66	58	0	3	1	0
Number Scoring 55-100	61	53	0	#	#	0
Number Scoring 65-100	55	51	0	#	#	0
Number Scoring 85-100	31	29	0	#	#	0
Percentage of Tested Scoring 55-100	92%	91%	0%	#	#	0%
Percentage of Tested Scoring 65-100	83%	88%	0%	#	#	0%
Percentage of Tested Scoring 85-100	47%	50%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	4	#	0	0%
Students with Disabilities	0	0%	1	#	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	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	78	78	78	6	6	6	84	84	84
Number Scoring 55–64	0	1	0	1	0	0	1	1	0
Number Scoring 65–84	47	29	28	5	4	5	52	33	33
Number Scoring 85–100	26	48	50	0	1	1	26	49	51
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 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			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			0			0
Proficient (37-39)			4			0
Reading and Writing (Grade 9-12)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			2			0
Proficient (33-35)			2			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)