

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-19-01-03-0002

Grade Range : 9-12

Name: Rye Neck Senior High School

Principal: Barbara Ferraro

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	91	99	96
Tenth	87	91	92
Eleventh	91	77	83
Twelfth	70	90	75
Ungraded Secondary	0	0	0
Total K-12 Enrollment	339	357	346

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	19	5.6%	18	5.0%	21	6.1%
Black (Not Hispanic)	14	4.1%	13	3.6%	11	3.2%
Hispanic	57	16.8%	63	17.6%	66	19.1%
White (Not Hispanic)	249	73.5%	263	73.7%	248	71.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	19	18	22
Mathematics Grade 10	17	19	17
Science Grade 10	17	18	18
Social Studies Grade 10	21	23	19

(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
54	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 higher 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	4.1%	20	5.6%	23	6.7%
Eligible for Free Lunch	12	3.5%	4	1.1%	9	2.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.1%		95.9%		96.7%
Student Suspensions	14	4.5%	24	7.1%	4	1.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	2.8%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	96%	96%

Staff Counts

Staff	2002–2003
Total Teachers	22
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	54	39	72%	71	59	83%	59	51	86%
Students with Disabilities	9	0	0%	4	3	75%	8	3	38%
All Students	63	39	62%	75	62	83%	67	54	81%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	52	10	1	0	2	2
Percent	78%	15%	1%	0%	3%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
8	3	0	8

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	3	0.9%
	Total Noncompleters	0	0.0%	0	0.0%	3	0.9%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		357	298
	Number of Students with Disabilities		0	48
	Number of All Students		357	346
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	83	69	84	7	10	13
Number Scoring 55–100	81	67	80	5	8	11
Number Scoring 65–100	81	65	75	5	6	8
Number Scoring 85–100	31	36	34	0	1	0
Percentage of Tested Scoring 55–100	98%	97%	95%	71%	80%	85%
Percentage of Tested Scoring 65–100	98%	94%	89%	71%	60%	62%
Percentage of Tested Scoring 85–100	37%	52%	40%	0%	10%	0%
Mathematics A						
Number Tested	57	78	61	0	4	7
Number Scoring 55–100	54	75	56	0	#	5
Number Scoring 65–100	51	68	49	0	#	4
Number Scoring 85–100	28	36	22	0	#	0
Percentage of Tested Scoring 55–100	95%	96%	92%	0%	#	71%
Percentage of Tested Scoring 65–100	89%	87%	80%	0%	#	57%
Percentage of Tested Scoring 85–100	49%	46%	36%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	19	63	0	0	1
Number Scoring 55–100	0	19	52	0	0	#
Number Scoring 65–100	0	19	43	0	0	#
Number Scoring 85–100	0	6	14	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	83%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	68%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	32%	22%	0%	0%	#
Global History and Geography						
Number Tested	67	75	91	9	7	9
Number Scoring 55–100	67	75	84	9	7	6
Number Scoring 65–100	67	70	83	9	4	6
Number Scoring 85–100	35	34	50	0	0	1
Percentage of Tested Scoring 55–100	100%	100%	92%	100%	100%	67%
Percentage of Tested Scoring 65–100	100%	93%	91%	100%	57%	67%
Percentage of Tested Scoring 85–100	52%	45%	55%	0%	0%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	86	68	76	6	10	8
Number Scoring 55–100	84	67	74	6	9	7
Number Scoring 65–100	80	59	72	6	6	6
Number Scoring 85–100	48	22	41	1	0	0
Percentage of Tested Scoring 55–100	98%	99%	97%	100%	90%	88%
Percentage of Tested Scoring 65–100	93%	87%	95%	100%	60%	75%
Percentage of Tested Scoring 85–100	56%	32%	54%	17%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	82	72	92	9	12	14
Number Scoring 55–100	82	72	89	9	12	13
Number Scoring 65–100	79	65	84	9	7	10
Number Scoring 85–100	13	24	28	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	100%	93%
Percentage of Tested Scoring 65–100	96%	90%	91%	100%	58%	71%
Percentage of Tested Scoring 85–100	16%	33%	30%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	61	68	66	2	7	6
Number Scoring 55–100	59	65	60	#	6	6
Number Scoring 65–100	53	60	60	#	3	6
Number Scoring 85–100	19	18	19	#	0	1
Percentage of Tested Scoring 55–100	97%	96%	91%	#	86%	100%
Percentage of Tested Scoring 65–100	87%	88%	91%	#	43%	100%
Percentage of Tested Scoring 85–100	31%	26%	29%	#	0%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		73	50		0	1
Number Scoring 55–100		72	42		0	#
Number Scoring 65–100		55	25		0	#
Number Scoring 85–100		9	3		0	#
Percentage of Tested Scoring 55–100		99%	84%		0%	#
Percentage of Tested Scoring 65–100		75%	50%		0%	#
Percentage of Tested Scoring 85–100		12%	6%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
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 are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	10	8	8	0	0	0
Number Scoring 55–100	10	8	8	0	0	0
Number Scoring 65–100	10	8	8	0	0	0
Number Scoring 85–100	5	7	7	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	50%	88%	88%	0%	0%	0%
Comprehensive Italian						
Number Tested	23	20	22	0	0	0
Number Scoring 55–100	23	20	22	0	0	0
Number Scoring 65–100	23	20	22	0	0	0
Number Scoring 85–100	21	16	18	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	91%	80%	82%	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	32	52	37	0	4	3
Number Scoring 55–100	32	51	37	0	#	#
Number Scoring 65–100	32	51	37	0	#	#
Number Scoring 85–100	27	41	34	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 85–100	84%	79%	92%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	57	9	15	5	3	5
Number Scoring 55–100	53	8	15	5	#	5
Number Scoring 65–100	53	8	15	5	#	5
Number Scoring 85–100	17	5	6	0	#	4
Percentage of Tested Scoring 55–100	93%	89%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	93%	89%	100%	100%	#	100%
Percentage of Tested Scoring 85–100	30%	56%	40%	0%	#	80%
Sequential Mathematics, Course III						
Number Tested	50	25	7	0	1	0
Number Scoring 55–100	49	21	6	0	#	0
Number Scoring 65–100	47	19	5	0	#	0
Number Scoring 85–100	24	2	2	0	#	0
Percentage of Tested Scoring 55–100	98%	84%	86%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	76%	71%	0%	#	0%
Percentage of Tested Scoring 85–100	48%	8%	29%	0%	#	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	62	62	62	7	7	7	69	69	69
Number Scoring 55–64	0	3	1	0	1	0	0	4	1
Number Scoring 65–84	27	32	36	7	5	7	34	37	43
Number Scoring 85–100	34	23	25	0	0	0	34	23	25
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)