

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-18-00-01-0004
 Name: Rye High School
 Principal: Jim Rooney

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	196	188	182
Tenth	165	196	187
Eleventh	149	162	197
Twelfth	125	141	149
Ungraded Secondary	5	0	0
Total K-12 Enrollment	640	687	715

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	27	4.2%	25	3.6%	31	4.3%
Black (Not Hispanic)	5	0.8%	10	1.5%	6	0.8%
Hispanic	44	6.9%	38	5.5%	38	5.3%
White (Not Hispanic)	564	88.1%	614	89.4%	640	89.5%

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	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
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	8	1.3%	25	3.6%	17	2.4%
Eligible for Free Lunch	12	1.9%	14	2.0%	14	2.0%

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%		96.5%		96.4%
Student Suspensions	0	0.0%	30	4.7%	27	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	97%	100%

Staff Counts

Staff	2004-05
Total Teachers	60
Total Other Professional Staff	11
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
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	10	8
	Regents Diplomas	3	10	5
	% Regents Diplomas	23%	100%	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	141	141
	Regents Diplomas	100	141	136
	% Regents Diplomas	79%	100%	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%

(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	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	163	257	38	7	29	10
Number Scoring 55-100	160	255	36	6	27	9
Number Scoring 65-100	156	253	33	5	26	7
Number Scoring 85-100	68	135	14	0	4	1
Percentage of Tested Scoring 55-100	98%	99%	95%	86%	93%	90%
Percentage of Tested Scoring 65-100	96%	98%	87%	71%	90%	70%
Percentage of Tested Scoring 85-100	42%	53%	37%	0%	14%	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	30	20	15	8
Number Scoring 55-100	199	178	28	17	14	7
Number Scoring 65-100	199	174	27	17	12	6
Number Scoring 85-100	88	91	10	3	2	1
Percentage of Tested Scoring 55-100	98%	98%	93%	85%	93%	88%
Percentage of Tested Scoring 65-100	98%	96%	90%	85%	80%	75%
Percentage of Tested Scoring 85-100	43%	50%	33%	15%	13%	12%
Physical Setting/Earth Science						
Number Tested	57	47	50	11	5	14
Number Scoring 55-100	57	47	49	11	5	13
Number Scoring 65-100	56	44	46	11	4	11
Number Scoring 85-100	22	15	17	6	1	5
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	93%
Percentage of Tested Scoring 65-100	98%	94%	92%	100%	80%	79%
Percentage of Tested Scoring 85-100	39%	32%	34%	55%	20%	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	97	2	4	5
Number Scoring 55-100	93	96	97	#	#	5
Number Scoring 65-100	93	95	97	#	#	5
Number Scoring 85-100	79	66	94	#	#	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)

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	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

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 7-8)						
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
Reading and Writing (Grade 7-8)						
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
Listening and Speaking (Grade 9-12)						
Number Tested		13	10		0	0
Beginning		0	0		0	0
Intermediate		5	2		0	0
Advanced		5	2		0	0
Proficient		3	6		0	0
Reading and Writing (Grade 9-12)						
Number Tested		13	10		0	0
Beginning		1	1		0	0
Intermediate		7	1		0	0
Advanced		4	4		0	0
Proficient		1	4		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)