

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 66-19-01-03-0002  
 Name: Rye Neck Senior High School  
 Principal: Barbara Ferraro

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	96	108	110
Tenth	92	86	109
Eleventh	83	92	80
Twelfth	75	80	87
Ungraded Secondary	0	0	0
Total K-12 Enrollment	346	366	386

### 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	21	6.1%	16	4.4%	21	5.4%
Black (Not Hispanic)	11	3.2%	9	2.5%	6	1.6%
Hispanic	66	19.1%	57	15.6%	58	15.0%
White (Not Hispanic)	248	71.7%	284	77.6%	301	78.0%

### 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	22	20	20
Mathematics Grade 10	17	16	20
Science Grade 10	18	20	18
Social Studies Grade 10	19	17	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	23	6.7%	53	14.5%	25	6.5%
<b>Eligible for Free Lunch</b>	9	2.6%	17	4.6%	4	1.0%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.7%		96.5%		96.8%
<b>Student Suspensions</b>	4	1.1%	12	3.5%	21	5.7%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	2.0%	1.9%	3.9%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	96%	100%	99%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	22
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*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*	59	67	80
	Regents Diplomas	51	54	78
	% Regents Diplomas	86%	81%	97%
	Regents Diplomas with Advanced Designation**			51
	% Regents Diplomas with Advanced Designation			64%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	9	8
	Regents Diplomas	3	3	4
	% Regents Diplomas	38%	33%	50%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	0	2	1
All Students	Total Graduates*	67	76	88
	Regents Diplomas	54	57	82
	% Regents Diplomas	81%	75%	93%
	Regents Diplomas with Advanced Designation**			52
	% Regents Diplomas with Advanced Designation			59%
	IEP Diplomas or Local Certificates	0	2	1

\* 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	66	8	2	1	3	0	0	0
	Percent	82%	10%	3%	1%	4%	0%	0%	0%
Students with Disabilities	Number	2	3	0	0	3	0	0	0
	Percent	25%	38%	0%	0%	38%	0%	0%	0%
All Students	Number	68	11	2	1	6	0	0	0
	Percent	77%	12%	2%	1%	7%	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	0		0	0.0%	0	0.0%
	Entered GED Program*	2		2	0.6%	3	0.9%
	Total Noncompleters	2		2	0.6%	3	0.9%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	3	0.9%	2	0.5%	3	0.8%
	Total Noncompleters	3	0.9%	2	0.5%	3	0.8%

\*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
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	298	344	336
	Number of Students with Disabilities	48	24	50
	Number of All Students	346	368	386
	Percent of Enrollment	100%	101%	100%

(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%	8	100%

## 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%	1	#

# 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%	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%	0	0%
U.S. Hist & Gov't	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
Mathematics	0	0%	1	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	2	#
U.S. Hist & Gov't	3	#	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	84	88	81	13	9	11
Number Scoring 55-100	80	87	81	11	9	11
Number Scoring 65-100	75	85	78	8	7	9
Number Scoring 85-100	34	59	58	0	0	3
Percentage of Tested Scoring 55-100	95%	99%	100%	85%	100%	100%
Percentage of Tested Scoring 65-100	89%	97%	96%	62%	78%	82%
Percentage of Tested Scoring 85-100	40%	67%	72%	0%	0%	27%
<b>Mathematics A</b>						
Number Tested	61	82	112	7	11	15
Number Scoring 55-100	56	80	111	5	10	15
Number Scoring 65-100	49	77	110	4	9	15
Number Scoring 85-100	22	20	56	0	3	6
Percentage of Tested Scoring 55-100	92%	98%	99%	71%	91%	100%
Percentage of Tested Scoring 65-100	80%	94%	98%	57%	82%	100%
Percentage of Tested Scoring 85-100	36%	24%	50%	0%	27%	40%
<b>Mathematics B</b>						
Number Tested	63	63	59	1	0	1
Number Scoring 55-100	52	59	55	#	0	#
Number Scoring 65-100	43	54	47	#	0	#
Number Scoring 85-100	14	27	15	#	0	#
Percentage of Tested Scoring 55-100	83%	94%	93%	#	0%	#
Percentage of Tested Scoring 65-100	68%	86%	80%	#	0%	#
Percentage of Tested Scoring 85-100	22%	43%	25%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	91	91	110	9	14	16
Number Scoring 55-100	84	86	108	6	11	14
Number Scoring 65-100	83	83	100	6	9	9
Number Scoring 85-100	50	52	47	1	3	2
Percentage of Tested Scoring 55-100	92%	95%	98%	67%	79%	88%
Percentage of Tested Scoring 65-100	91%	91%	91%	67%	64%	56%
Percentage of Tested Scoring 85-100	55%	57%	43%	11%	21%	12%
<b>U.S. History and Government</b>						
Number Tested	76	90	81	8	10	11
Number Scoring 55-100	74	89	78	7	9	8
Number Scoring 65-100	72	84	76	6	7	8
Number Scoring 85-100	41	61	59	0	1	3
Percentage of Tested Scoring 55-100	97%	99%	96%	88%	90%	73%
Percentage of Tested Scoring 65-100	95%	93%	94%	75%	70%	73%
Percentage of Tested Scoring 85-100	54%	68%	73%	0%	10%	27%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	92	100	104	14	8	17
Number Scoring 55-100	89	97	103	13	7	17
Number Scoring 65-100	84	96	101	10	6	16
Number Scoring 85-100	28	35	34	0	0	1
Percentage of Tested Scoring 55-100	97%	97%	99%	93%	88%	100%
Percentage of Tested Scoring 65-100	91%	96%	97%	71%	75%	94%
Percentage of Tested Scoring 85-100	30%	35%	33%	0%	0%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	66	70	56	6	16	0
Number Scoring 55-100	60	67	55	6	15	0
Number Scoring 65-100	60	62	48	6	13	0
Number Scoring 85-100	19	11	12	1	0	0
Percentage of Tested Scoring 55-100	91%	96%	98%	100%	94%	0%
Percentage of Tested Scoring 65-100	91%	89%	86%	100%	81%	0%
Percentage of Tested Scoring 85-100	29%	16%	21%	17%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	50	72	66	1	0	1
Number Scoring 55-100	42	69	65	#	0	#
Number Scoring 65-100	25	56	62	#	0	#
Number Scoring 85-100	3	12	20	#	0	#
Percentage of Tested Scoring 55-100	84%	96%	98%	#	0%	#
Percentage of Tested Scoring 65-100	50%	78%	94%	#	0%	#
Percentage of Tested Scoring 85-100	6%	17%	30%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		0	35		0	0
Number Scoring 55-100		0	34		0	0
Number Scoring 65-100		0	32		0	0
Number Scoring 85-100		0	13		0	0
Percentage of Tested Scoring 55-100		0%	97%		0%	0%
Percentage of Tested Scoring 65-100		0%	91%		0%	0%
Percentage of Tested Scoring 85-100		0%	37%		0%	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
<b>Comprehensive French</b>						
Number Tested	8	13	12	0	0	0
Number Scoring 55-100	8	13	12	0	0	0
Number Scoring 65-100	8	13	12	0	0	0
Number Scoring 85-100	7	11	12	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	88%	85%	100%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	22	25	30	0	0	1
Number Scoring 55-100	22	25	30	0	0	#
Number Scoring 65-100	22	25	30	0	0	#
Number Scoring 85-100	18	19	27	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	82%	76%	90%	0%	0%	#
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	37	33	40	3	1	3
Number Scoring 55-100	37	33	40	#	#	#
Number Scoring 65-100	37	33	40	#	#	#
Number Scoring 85-100	34	26	28	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	92%	79%	70%	#	#	#
<b>Comprehensive Latin</b>						
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)



# New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	79	79	79	6	6	6	85	85	85
Number Scoring 55–64	1	2	0	0	0	0	1	2	0
Number Scoring 65–84	27	15	36	2	4	5	29	19	41
Number Scoring 85–100	51	61	43	1	1	1	52	62	44
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
<b>Listening and Speaking (Grade 7–8)</b>						
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
<b>Reading and Writing (Grade 7–8)</b>						
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
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		0	11		0	1
Beginning		0	0		0	#
Intermediate		0	3		0	#
Advanced		0	5		0	#
Proficient		0	3		0	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		14	11		1	1
Beginning		0	0		#	#
Intermediate		4	2		#	#
Advanced		8	4		#	#
Proficient		2	5		#	#

\*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)