

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-17-01-06-0013
 Name: Rush-Henrietta Senior High School
 Principal: Beth Patton

Grade Range : 10-12

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	0	1	0
Tenth	447	479	466
Eleventh	441	433	478
Twelfth	413	442	477
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1301	1355	1421

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	97	7.5%	96	7.1%	96	6.8%
Black (Not Hispanic)	145	11.1%	152	11.2%	172	12.1%
Hispanic	37	2.8%	40	3.0%	48	3.4%
White (Not Hispanic)	1022	78.6%	1067	78.7%	1105	77.8%

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	26	22	24
Mathematics Grade 10	22	23	23
Science Grade 10	23	23	22
Social Studies Grade 10	26	21	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	22	1.7%	7	0.5%	19	1.3%
Eligible for Free Lunch	96	7.4%	109	8.0%	129	9.1%

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		94.1%		93.4%		94.1%
Student Suspensions	180	10.5%	0	0.0%	152	11.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.5%	6.0%	7.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	95%

Staff Counts

Staff	2002–2003
Total Teachers	120
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	9
Teachers with Temporary Licenses	1

*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	281	205	73%	315	219	70%	362	276	76%
Students with Disabilities	51	10	20%	24	5	21%	28	5	18%
All Students	332	215	65%	339	224	66%	390	281	72%

*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	171	154	17	12	36	0
Percent	44%	39%	4%	3%	9%	0%

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)
28	5	13	41

*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			27		45	
	Entered GED Program*			13		9	
	Total Noncompleters			40		54	
Students with Disabilities	Dropped Out			4		13	
	Entered GED Program*			3		2	
	Total Noncompleters			7		15	
All Students	Dropped Out	56	4.3%	31	2.3%	58	4.1%
	Entered GED Program*	24	1.8%	16	1.2%	11	0.8%
	Total Noncompleters	80	6.1%	47	3.5%	69	4.9%

*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		1176	1211
	Number of Students with Disabilities		179	210
	Number of All Students		1355	1421
	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%	4	#	12	83%

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%	2	#	2	#

(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	7	71%	2	#	3	#
Science	6	83%	3	#	2	#
Reading	1	#	0	0%	2	#
Writing	0	0%	0	0%	4	#
Global Studies	6	0%	3	#	0	0%
U.S. Hist & Gov't	11	64%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	94%	34	74%	61	75%
Science	19	53%	20	40%	12	58%
Reading	13	77%	9	89%	59	76%
Writing	14	86%	4	#	53	40%
Global Studies	7	43%	29	62%	26	31%
U.S. Hist & Gov't	13	38%	5	20%	17	59%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	463	346	399	45	40	54
Number Scoring 55–100	450	318	364	41	25	35
Number Scoring 65–100	407	274	314	31	17	17
Number Scoring 85–100	107	107	95	3	3	0
Percentage of Tested Scoring 55–100	97%	92%	91%	91%	62%	65%
Percentage of Tested Scoring 65–100	88%	79%	79%	69%	42%	31%
Percentage of Tested Scoring 85–100	23%	31%	24%	7%	7%	0%
Mathematics A						
Number Tested	0	360	510	0	64	67
Number Scoring 55–100	0	261	411	0	25	36
Number Scoring 65–100	0	214	338	0	14	27
Number Scoring 85–100	0	55	37	0	2	1
Percentage of Tested Scoring 55–100	0%	72%	81%	0%	39%	54%
Percentage of Tested Scoring 65–100	0%	59%	66%	0%	22%	40%
Percentage of Tested Scoring 85–100	0%	15%	7%	0%	3%	1%
Mathematics B (first administered June 2001)						
Number Tested	0	0	168	0	0	3
Number Scoring 55–100	0	0	122	0	0	#
Number Scoring 65–100	0	0	102	0	0	#
Number Scoring 85–100	0	0	29	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	73%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	61%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	#
Global History and Geography						
Number Tested	483	494	486	47	73	56
Number Scoring 55–100	474	463	470	45	55	50
Number Scoring 65–100	454	425	449	39	43	41
Number Scoring 85–100	199	130	232	6	2	5
Percentage of Tested Scoring 55–100	98%	94%	97%	96%	75%	89%
Percentage of Tested Scoring 65–100	94%	86%	92%	83%	59%	73%
Percentage of Tested Scoring 85–100	41%	26%	48%	13%	3%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	390	439	455	36	45	56
Number Scoring 55–100	368	424	445	29	40	50
Number Scoring 65–100	354	371	426	26	26	42
Number Scoring 85–100	180	118	266	6	1	15
Percentage of Tested Scoring 55–100	94%	97%	98%	81%	89%	89%
Percentage of Tested Scoring 65–100	91%	85%	94%	72%	58%	75%
Percentage of Tested Scoring 85–100	46%	27%	58%	17%	2%	27%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	434	478	418	42	74	35
Number Scoring 55–100	426	465	409	38	67	33
Number Scoring 65–100	406	449	386	29	59	28
Number Scoring 85–100	95	117	116	1	3	3
Percentage of Tested Scoring 55–100	98%	97%	98%	90%	91%	94%
Percentage of Tested Scoring 65–100	94%	94%	92%	69%	80%	80%
Percentage of Tested Scoring 85–100	22%	24%	28%	2%	4%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	17	68	77	2	15	24
Number Scoring 55–100	13	62	55	#	14	14
Number Scoring 65–100	8	33	38	#	4	8
Number Scoring 85–100	0	2	2	#	0	0
Percentage of Tested Scoring 55–100	76%	91%	71%	#	93%	58%
Percentage of Tested Scoring 65–100	47%	49%	49%	#	27%	33%
Percentage of Tested Scoring 85–100	0%	3%	3%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		183	240		5	7
Number Scoring 55–100		163	219		3	5
Number Scoring 65–100		102	151		2	3
Number Scoring 85–100		8	9		0	0
Percentage of Tested Scoring 55–100		89%	91%		60%	71%
Percentage of Tested Scoring 65–100		56%	63%		40%	43%
Percentage of Tested Scoring 85–100		4%	4%		0%	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	59	63	73	2	1	3
Number Scoring 55–100	58	61	72	#	#	#
Number Scoring 65–100	54	54	69	#	#	#
Number Scoring 85–100	17	11	33	#	#	#
Percentage of Tested Scoring 55–100	98%	97%	99%	#	#	#
Percentage of Tested Scoring 65–100	92%	86%	95%	#	#	#
Percentage of Tested Scoring 85–100	29%	17%	45%	#	#	#
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	33	30	18	1	0	0
Number Scoring 55–100	33	30	18	#	0	0
Number Scoring 65–100	33	30	18	#	0	0
Number Scoring 85–100	26	22	11	#	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	79%	73%	61%	#	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	159	134	129	4	5	1
Number Scoring 55–100	159	128	125	#	5	#
Number Scoring 65–100	156	125	124	#	5	#
Number Scoring 85–100	80	64	74	#	1	#
Percentage of Tested Scoring 55–100	100%	96%	97%	#	100%	#
Percentage of Tested Scoring 65–100	98%	93%	96%	#	100%	#
Percentage of Tested Scoring 85–100	50%	48%	57%	#	20%	#
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	414	99	53	24	11	6
Number Scoring 55–100	365	74	42	17	7	5
Number Scoring 65–100	331	57	28	13	5	3
Number Scoring 85–100	119	5	5	3	0	0
Percentage of Tested Scoring 55–100	88%	75%	79%	71%	64%	83%
Percentage of Tested Scoring 65–100	80%	58%	53%	54%	45%	50%
Percentage of Tested Scoring 85–100	29%	5%	9%	12%	0%	0%
Sequential Mathematics, Course III						
Number Tested	203	301	62	8	4	3
Number Scoring 55–100	183	264	40	5	#	#
Number Scoring 65–100	171	239	24	4	#	#
Number Scoring 85–100	80	118	3	0	#	#
Percentage of Tested Scoring 55–100	90%	88%	65%	62%	#	#
Percentage of Tested Scoring 65–100	84%	79%	39%	50%	#	#
Percentage of Tested Scoring 85–100	39%	39%	5%	0%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	142	100%	95	100%	47	98%
Students with Disabilities	40	98%	18	83%	10	70%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

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	372	372	372	39	39	39	411	411	411
Number Scoring 55–64	3	22	2	2	7	2	5	29	4
Number Scoring 65–84	174	226	243	27	24	31	201	250	274
Number Scoring 85–100	187	110	117	5	0	0	192	110	117
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)