

New York State School Report Card Comprehensive Information Report

BEDS Code: 65-09-02-04-0001

Grade Range : 9-12

Name: Ruben A Cirillo High School

Principal: Kenneth Dehn

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	92	78	111
Tenth	55	76	67
Eleventh	72	50	72
Twelfth	63	77	49
Ungraded Secondary	0	0	0
Total K-12 Enrollment	282	281	299

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	5	1.8%	8	2.8%	4	1.3%
Black (Not Hispanic)	4	1.4%	3	1.1%	8	2.7%
Hispanic	3	1.1%	3	1.1%	5	1.7%
White (Not Hispanic)	270	95.7%	267	95.0%	282	94.3%

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	14	20	18
Mathematics Grade 10	17	21	0
Science Grade 10	17	24	15
Social Studies Grade 10	14	19	17

(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
49	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 lower 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	15	5.3%	14	5.0%	17	5.7%

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		95.6%		96.5%		97.4%
Student Suspensions	30	10.9%	5	1.8%	4	1.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	4.3%	4.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	95%	100%

Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	47	35	74%	53	38	72%	44	35	80%
Students with Disabilities	9	0	0%	12	6	50%	5	1	20%
All Students	56	35	62%	65	44	68%	49	36	73%

*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	26	16	0	4	3	0
Percent	53%	33%	0%	8%	6%	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)
5	1	0	5

*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			1		3	
	Entered GED Program*			5		5	
	Total Noncompleters			6		8	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		3	
	Total Noncompleters			1		3	
All Students	Dropped Out	1	0.4%	2	0.7%	3	1.0%
	Entered GED Program*	11	3.9%	5	1.8%	8	2.7%
	Total Noncompleters	12	4.3%	7	2.5%	11	3.7%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	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
Mathematics	9	78%	6	50%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	5	40%	0	0%
Writing	0	0%	5	40%	0	0%
Global Studies	0	0%	4	#	1	#
U.S. Hist & Gov't	4	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	71	50	70	17	4	12
Number Scoring 55–100	70	48	68	16	#	10
Number Scoring 65–100	69	44	63	15	#	7
Number Scoring 85–100	11	18	21	0	#	1
Percentage of Tested Scoring 55–100	99%	96%	97%	94%	#	83%
Percentage of Tested Scoring 65–100	97%	88%	90%	88%	#	58%
Percentage of Tested Scoring 85–100	15%	36%	30%	0%	#	8%
Mathematics A						
Number Tested	65	84	111	17	12	13
Number Scoring 55–100	41	61	90	7	8	8
Number Scoring 65–100	28	53	81	4	6	7
Number Scoring 85–100	2	4	25	0	0	1
Percentage of Tested Scoring 55–100	63%	73%	81%	41%	67%	62%
Percentage of Tested Scoring 65–100	43%	63%	73%	24%	50%	54%
Percentage of Tested Scoring 85–100	3%	5%	23%	0%	0%	8%
Mathematics B (first administered June 2001)						
Number Tested	0	47	48	0	2	2
Number Scoring 55–100	0	46	45	0	#	#
Number Scoring 65–100	0	45	43	0	#	#
Number Scoring 85–100	0	12	13	0	#	#
Percentage of Tested Scoring 55–100	0%	98%	94%	0%	#	#
Percentage of Tested Scoring 65–100	0%	96%	90%	0%	#	#
Percentage of Tested Scoring 85–100	0%	26%	27%	0%	#	#
Global History and Geography						
Number Tested	50	77	64	7	12	4
Number Scoring 55–100	48	77	63	6	12	#
Number Scoring 65–100	47	71	61	5	9	#
Number Scoring 85–100	24	21	24	0	1	#
Percentage of Tested Scoring 55–100	96%	100%	98%	86%	100%	#
Percentage of Tested Scoring 65–100	94%	92%	95%	71%	75%	#
Percentage of Tested Scoring 85–100	48%	27%	38%	0%	8%	#
U.S. History and Government (first administered June 2001)						
Number Tested	68	53	71	15	6	12
Number Scoring 55–100	67	52	70	14	6	11
Number Scoring 65–100	62	47	65	11	5	8
Number Scoring 85–100	23	16	38	1	0	3
Percentage of Tested Scoring 55–100	99%	98%	99%	93%	100%	92%
Percentage of Tested Scoring 65–100	91%	89%	92%	73%	83%	67%
Percentage of Tested Scoring 85–100	34%	30%	54%	7%	0%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	119	77	98	23	7	10
Number Scoring 55–100	118	76	94	22	7	10
Number Scoring 65–100	117	72	92	21	6	10
Number Scoring 85–100	32	33	41	1	1	0
Percentage of Tested Scoring 55–100	99%	99%	96%	96%	100%	100%
Percentage of Tested Scoring 65–100	98%	94%	94%	91%	86%	100%
Percentage of Tested Scoring 85–100	27%	43%	42%	4%	14%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	3	51	53	0	9	6
Number Scoring 55–100	#	48	48	0	8	5
Number Scoring 65–100	#	44	45	0	7	3
Number Scoring 85–100	#	18	16	0	5	1
Percentage of Tested Scoring 55–100	#	94%	91%	0%	89%	83%
Percentage of Tested Scoring 65–100	#	86%	85%	0%	78%	50%
Percentage of Tested Scoring 85–100	#	35%	30%	0%	56%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		51	45		5	1
Number Scoring 55–100		51	43		5	#
Number Scoring 65–100		46	35		4	#
Number Scoring 85–100		8	6		0	#
Percentage of Tested Scoring 55–100		100%	96%		100%	#
Percentage of Tested Scoring 65–100		90%	78%		80%	#
Percentage of Tested Scoring 85–100		16%	13%		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	17	18	18	1	1	2
Number Scoring 55–100	17	18	16	#	#	#
Number Scoring 65–100	17	17	16	#	#	#
Number Scoring 85–100	8	3	9	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	89%	#	#	#
Percentage of Tested Scoring 65–100	100%	94%	89%	#	#	#
Percentage of Tested Scoring 85–100	47%	17%	50%	#	#	#
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	24	17	23	3	0	0
Number Scoring 55–100	24	17	23	#	0	0
Number Scoring 65–100	24	17	23	#	0	0
Number Scoring 85–100	15	11	16	#	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	62%	65%	70%	#	0%	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	8	4	0	4	1	0
Number Scoring 55–100	3	#	0	#	#	0
Number Scoring 65–100	2	#	0	#	#	0
Number Scoring 85–100	0	#	0	#	#	0
Percentage of Tested Scoring 55–100	38%	#	0%	#	#	0%
Percentage of Tested Scoring 65–100	25%	#	0%	#	#	0%
Percentage of Tested Scoring 85–100	0%	#	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	50	2	0	6	1	0
Number Scoring 55–100	47	#	0	4	#	0
Number Scoring 65–100	46	#	0	4	#	0
Number Scoring 85–100	17	#	0	1	#	0
Percentage of Tested Scoring 55–100	94%	#	0%	67%	#	0%
Percentage of Tested Scoring 65–100	92%	#	0%	67%	#	0%
Percentage of Tested Scoring 85–100	34%	#	0%	17%	#	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	9	100%	13	15%	16	100%
Students with Disabilities	12	75%	8	38%	4	#

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	46	46	46	8	8	8	54	54	54
Number Scoring 55–64	0	1	1	2	2	0	2	3	1
Number Scoring 65–84	21	25	24	6	5	7	27	30	31
Number Scoring 85–100	23	16	20	0	0	1	23	16	21
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)