

# 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	2001-02	2002-03	2003-04
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	99	96	108
Tenth	91	92	86
Eleventh	77	83	92
Twelfth	90	75	80
Ungraded Secondary	0	0	0
Total K-12 Enrollment	357	346	366

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	18	5.0%	21	6.1%	16	4.4%
Black (Not Hispanic)	13	3.6%	11	3.2%	9	2.5%
Hispanic	63	17.6%	66	19.1%	57	15.6%
White (Not Hispanic)	263	73.7%	248	71.7%	284	77.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	18	22	20
Mathematics Grade 10	19	17	16
Science Grade 10	18	18	20
Social Studies Grade 10	23	19	17

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	5.6%	23	6.7%	53	14.5%
Eligible for Free Lunch	4	1.1%	9	2.6%	17	4.6%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		96.7%		96.5%
Student Suspensions	24	7.1%	4	1.1%	12	3.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.8%	2.0%	1.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	96%	100%

### Staff Counts

Staff	2003-04
Total Teachers	25
Total Other Professional Staff	6
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 Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	71	59	83%	59	51	86%	67	54	81%
Students with Disabilities	4	3	75%	8	3	38%	9	3	33%
All Students	75	62	83%	67	54	81%	76	57	75%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	56	13	0	1	3	3
Percent	74%	17%	0%	1%	4%	4%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	3	2	11

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		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%
	Entered GED Program*	0		2		2	0.6%
	Total Noncompleters	0		2		2	0.6%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		1		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	3	0.9%	2	0.5%
	Total Noncompleters	0	0.0%	3	0.9%	2	0.5%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	357	298	344
	Number of Students with Disabilities	0	48	24
	Number of All Students	357	346	368
	Percent of Enrollment	100%	100%	101%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	0	0%	3	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	69	84	88	10	13	9
Number Scoring 55-100	67	80	87	8	11	9
Number Scoring 65-100	65	75	85	6	8	7
Number Scoring 85-100	36	34	59	1	0	0
Percentage of Tested Scoring 55-100	97%	95%	99%	80%	85%	100%
Percentage of Tested Scoring 65-100	94%	89%	97%	60%	62%	78%
Percentage of Tested Scoring 85-100	52%	40%	67%	10%	0%	0%
<b>Mathematics A</b>						
Number Tested	78	61	82	4	7	11
Number Scoring 55-100	75	56	80	#	5	10
Number Scoring 65-100	68	49	77	#	4	9
Number Scoring 85-100	36	22	20	#	0	3
Percentage of Tested Scoring 55-100	96%	92%	98%	#	71%	91%
Percentage of Tested Scoring 65-100	87%	80%	94%	#	57%	82%
Percentage of Tested Scoring 85-100	46%	36%	24%	#	0%	27%
<b>Mathematics B</b>						
Number Tested	19	63	63	0	1	0
Number Scoring 55-100	19	52	59	0	#	0
Number Scoring 65-100	19	43	54	0	#	0
Number Scoring 85-100	6	14	27	0	#	0
Percentage of Tested Scoring 55-100	100%	83%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	68%	86%	0%	#	0%
Percentage of Tested Scoring 85-100	32%	22%	43%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	75	91	91	7	9	14
Number Scoring 55-100	75	84	86	7	6	11
Number Scoring 65-100	70	83	83	4	6	9
Number Scoring 85-100	34	50	52	0	1	3
Percentage of Tested Scoring 55-100	100%	92%	95%	100%	67%	79%
Percentage of Tested Scoring 65-100	93%	91%	91%	57%	67%	64%
Percentage of Tested Scoring 85-100	45%	55%	57%	0%	11%	21%
<b>U.S. History and Government</b>						
Number Tested	68	76	90	10	8	10
Number Scoring 55-100	67	74	89	9	7	9
Number Scoring 65-100	59	72	84	6	6	7
Number Scoring 85-100	22	41	61	0	0	1
Percentage of Tested Scoring 55-100	99%	97%	99%	90%	88%	90%
Percentage of Tested Scoring 65-100	87%	95%	93%	60%	75%	70%
Percentage of Tested Scoring 85-100	32%	54%	68%	0%	0%	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	72	92	100	12	14	8
Number Scoring 55-100	72	89	97	12	13	7
Number Scoring 65-100	65	84	96	7	10	6
Number Scoring 85-100	24	28	35	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	97%	100%	93%	88%
Percentage of Tested Scoring 65-100	90%	91%	96%	58%	71%	75%
Percentage of Tested Scoring 85-100	33%	30%	35%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	68	66	70	7	6	16
Number Scoring 55-100	65	60	67	6	6	15
Number Scoring 65-100	60	60	62	3	6	13
Number Scoring 85-100	18	19	11	0	1	0
Percentage of Tested Scoring 55-100	96%	91%	96%	86%	100%	94%
Percentage of Tested Scoring 65-100	88%	91%	89%	43%	100%	81%
Percentage of Tested Scoring 85-100	26%	29%	16%	0%	17%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	73	50	72	0	1	0
Number Scoring 55-100	72	42	69	0	#	0
Number Scoring 65-100	55	25	56	0	#	0
Number Scoring 85-100	9	3	12	0	#	0
Percentage of Tested Scoring 55-100	99%	84%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	75%	50%	78%	0%	#	0%
Percentage of Tested Scoring 85-100	12%	6%	17%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	8	8	13	0	0	0
Number Scoring 55-100	8	8	13	0	0	0
Number Scoring 65-100	8	8	13	0	0	0
Number Scoring 85-100	7	7	11	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%	88%	85%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	20	22	25	0	0	0
Number Scoring 55-100	20	22	25	0	0	0
Number Scoring 65-100	20	22	25	0	0	0
Number Scoring 85-100	16	18	19	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	80%	82%	76%	0%	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	52	37	33	4	3	1
Number Scoring 55-100	51	37	33	#	#	#
Number Scoring 65-100	51	37	33	#	#	#
Number Scoring 85-100	41	34	26	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	79%	92%	79%	#	#	#
<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)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	25	7	0	1	0	0
Number Scoring 55-100	21	6	0	#	0	0
Number Scoring 65-100	19	5	0	#	0	0
Number Scoring 85-100	2	2	0	#	0	0
Percentage of Tested Scoring 55-100	84%	86%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	76%	71%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	8%	29%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	64	64	64	11	11	11	75	75	75
Number Scoring 55–64	0	0	0	1	2	3	1	2	3
Number Scoring 65–84	33	24	34	7	6	6	40	30	40
Number Scoring 85–100	31	39	30	0	0	0	31	39	30
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			14			1
Beginning (0-14)			0			#
Intermediate (15-24)			4			#
Advanced (25-32)			8			#
Proficient (33-35)			2			#

\*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)