

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-06-02-04-0008

Grade Range : 9-12

Name: Riverhead Senior High School

Principal: John Merone

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	427	472	467
Tenth	333	373	368
Eleventh	283	321	314
Twelfth	260	279	314
Ungraded Secondary	27	0	0
Total K-12 Enrollment	1330	1445	1463

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	27	2.0%	32	2.2%	27	1.8%
Black (Not Hispanic)	340	25.6%	357	24.7%	359	24.5%
Hispanic	67	5.0%	93	6.4%	109	7.5%
White (Not Hispanic)	896	67.4%	963	66.6%	968	66.2%

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	22
Social Studies Grade 8	0	0	0
English Grade 10	26	21	21
Mathematics Grade 10	25	26	23
Science Grade 10	19	24	25
Social Studies Grade 10	26	25	23

(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	44	3.3%	68	4.7%	95	6.5%
Eligible for Free Lunch	338	25.4%	232	16.1%	179	12.2%

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		90.2%		90.9%		94.2%
Student Suspensions	187	14.8%	172	12.9%	163	11.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.9%	3.7%	3.1%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	97%	97%	89%

Staff Counts

Staff	2002–2003
Total Teachers	102
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	216	132	61%	214	135	63%	256	167	65%
Students with Disabilities	21	3	14%	24	3	12%	37	13	35%
All Students	237	135	57%	238	138	58%	293	180	61%

*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	115	107	7	6	7	51
Percent	39%	37%	2%	2%	2%	17%

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)
37	13	5	42

*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			95		53	
	Entered GED Program*			18		8	
	Total Noncompleters			113		61	
Students with Disabilities	Dropped Out			30		19	
	Entered GED Program*			3		1	
	Total Noncompleters			33		20	
All Students	Dropped Out	37	2.8%	125	8.7%	72	4.9%
	Entered GED Program*	12	0.9%	21	1.5%	9	0.6%
	Total Noncompleters	49	3.7%	146	10.1%	81	5.5%

*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	794
	Number of Students with Disabilities		0	82
	Number of All Students		0	876
	Percent of Enrollment		0%	60%

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%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	7	100%
Spanish	44	82%	2	#	52	85%

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	1	#	0	0%	7	43%

(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	15	80%	0	0%	3	#
Science	21	33%	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	6	50%	0	0%	0	0%
U.S. Hist & Gov't	17	76%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	31	65%	0	0%	42	83%
Science	23	57%	38	47%	35	57%
Reading	17	59%	0	0%	8	88%
Writing	15	93%	1	#	12	83%
Global Studies	21	52%	12	67%	18	83%
U.S. Hist & Gov't	6	67%	5	100%	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	309	286	324	53	31	40
Number Scoring 55–100	276	272	301	40	27	34
Number Scoring 65–100	207	250	276	22	21	31
Number Scoring 85–100	33	112	112	1	2	2
Percentage of Tested Scoring 55–100	89%	95%	93%	75%	87%	85%
Percentage of Tested Scoring 65–100	67%	87%	85%	42%	68%	78%
Percentage of Tested Scoring 85–100	11%	39%	35%	2%	6%	5%
Mathematics A						
Number Tested	101	126	352	12	23	32
Number Scoring 55–100	24	66	317	3	8	23
Number Scoring 65–100	4	36	285	1	5	18
Number Scoring 85–100	2	1	57	1	1	4
Percentage of Tested Scoring 55–100	24%	52%	90%	25%	35%	72%
Percentage of Tested Scoring 65–100	4%	29%	81%	8%	22%	56%
Percentage of Tested Scoring 85–100	2%	1%	16%	8%	4%	12%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	1
Number Scoring 55–100	0	0	#	0	0	#
Number Scoring 65–100	0	0	#	0	0	#
Number Scoring 85–100	0	0	#	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
Global History and Geography						
Number Tested	334	341	367	38	38	54
Number Scoring 55–100	320	322	321	32	36	39
Number Scoring 65–100	282	289	295	21	25	34
Number Scoring 85–100	92	57	125	3	2	4
Percentage of Tested Scoring 55–100	96%	94%	87%	84%	95%	72%
Percentage of Tested Scoring 65–100	84%	85%	80%	55%	66%	63%
Percentage of Tested Scoring 85–100	28%	17%	34%	8%	5%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	248	301	322	31	36	35
Number Scoring 55–100	233	284	311	27	33	32
Number Scoring 65–100	203	246	281	19	26	28
Number Scoring 85–100	78	75	109	1	4	2
Percentage of Tested Scoring 55–100	94%	94%	97%	87%	92%	91%
Percentage of Tested Scoring 65–100	82%	82%	87%	61%	72%	80%
Percentage of Tested Scoring 85–100	31%	25%	34%	3%	11%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	363	423	256	26	56	42
Number Scoring 55–100	355	394	231	23	47	32
Number Scoring 65–100	331	368	200	19	42	26
Number Scoring 85–100	51	95	24	0	1	0
Percentage of Tested Scoring 55–100	98%	93%	90%	88%	84%	76%
Percentage of Tested Scoring 65–100	91%	87%	78%	73%	75%	62%
Percentage of Tested Scoring 85–100	14%	22%	9%	0%	2%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	127	53	152	12	6	27
Number Scoring 55–100	88	40	115	6	4	14
Number Scoring 65–100	66	31	103	5	4	12
Number Scoring 85–100	13	4	34	1	1	2
Percentage of Tested Scoring 55–100	69%	75%	76%	50%	67%	52%
Percentage of Tested Scoring 65–100	52%	58%	68%	42%	67%	44%
Percentage of Tested Scoring 85–100	10%	8%	22%	8%	17%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		235	339		8	18
Number Scoring 55–100		225	308		8	12
Number Scoring 65–100		162	250		2	6
Number Scoring 85–100		20	60		1	1
Percentage of Tested Scoring 55–100		96%	91%		100%	67%
Percentage of Tested Scoring 65–100		69%	74%		25%	33%
Percentage of Tested Scoring 85–100		9%	18%		12%	6%
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	45	50	56	0	0	0
Number Scoring 55–100	45	50	56	0	0	0
Number Scoring 65–100	44	50	56	0	0	0
Number Scoring 85–100	26	27	30	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	54%	54%	0%	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	10	11	0	0	0	0
Number Scoring 55–100	10	11	0	0	0	0
Number Scoring 65–100	10	11	0	0	0	0
Number Scoring 85–100	8	3	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	27%	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	115	141	125	8	5	3
Number Scoring 55–100	115	138	123	8	3	#
Number Scoring 65–100	115	137	123	8	3	#
Number Scoring 85–100	101	103	90	6	0	#
Percentage of Tested Scoring 55–100	100%	98%	98%	100%	60%	#
Percentage of Tested Scoring 65–100	100%	97%	98%	100%	60%	#
Percentage of Tested Scoring 85–100	88%	73%	72%	75%	0%	#
Comprehensive Latin						
Number Tested	29	26	43	0	0	1
Number Scoring 55–100	29	24	43	0	0	#
Number Scoring 65–100	29	23	42	0	0	#
Number Scoring 85–100	17	12	23	0	0	#
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	88%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	59%	46%	53%	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	269	308	9	15	16	1
Number Scoring 55–100	207	270	3	10	7	#
Number Scoring 65–100	171	244	0	9	6	#
Number Scoring 85–100	61	88	0	2	2	#
Percentage of Tested Scoring 55–100	77%	88%	33%	67%	44%	#
Percentage of Tested Scoring 65–100	64%	79%	0%	60%	38%	#
Percentage of Tested Scoring 85–100	23%	29%	0%	13%	12%	#
Sequential Mathematics, Course III						
Number Tested	130	150	184	1	6	6
Number Scoring 55–100	118	133	161	#	4	5
Number Scoring 65–100	105	123	134	#	3	4
Number Scoring 85–100	51	68	68	#	1	1
Percentage of Tested Scoring 55–100	91%	89%	88%	#	67%	83%
Percentage of Tested Scoring 65–100	81%	82%	73%	#	50%	67%
Percentage of Tested Scoring 85–100	39%	45%	37%	#	17%	17%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	96%	19	100%	27	96%
Students with Disabilities	7	71%	7	86%	8	88%

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	2	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	268	268	268	42	42	42	310	310	310
Number Scoring 55–64	17	26	9	8	8	2	25	34	11
Number Scoring 65–84	137	142	146	22	19	19	159	161	165
Number Scoring 85–100	95	71	95	2	4	1	97	75	96
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)