

# New York State School Report Card Comprehensive Information Report

BEDS Code: 50-02-01-06-0009  
 Name: North Rockland High School  
 Principal: Dennis Hand

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	685	734	863
Tenth	561	626	721
Eleventh	571	564	616
Twelfth	493	547	551
Ungraded Secondary	106	93	9
Total K-12 Enrollment	2416	2564	2760

## 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	73	3.0%	94	3.7%	99	3.6%
Black (Not Hispanic)	260	10.8%	296	11.5%	332	12.0%
Hispanic	790	32.7%	838	32.7%	937	33.9%
White (Not Hispanic)	1293	53.5%	1336	52.1%	1392	50.4%

## 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	20	20
Mathematics Grade 10	22	23	21
Science Grade 10	23	21	24
Social Studies Grade 10	18	19	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
51	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 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	125	5.2%	105	4.1%	132	4.8%
Eligible for Free Lunch	513	21.2%	545	21.3%	631	22.9%

**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		92.5%		93.0%		92.7%
Student Suspensions	411	18.0%	338	14.0%	367	14.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.2%	8.8%	6.3%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	92%	97%	97%

**Staff Counts**

Staff	2003-04
Total Teachers	187
Total Other Professional Staff	28
Total Paraprofessionals	NA
Teaching Out of Certification*	5

\*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	388	224	58%	413	249	60%	421	252	60%
Students with Disabilities	50	4	8%	65	6	9%	59	13	22%
All Students	438	228	52%	478	255	53%	480	265	55%

\*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	353	71	18	9	20	9
Percent	74%	15%	4%	2%	4%	2%

## 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)
59	13	19	78

\*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	53		65		30	1.4%
	Entered GED Program*	27		34		38	1.7%
	Total Noncompleters	80		99		68	3.1%
Students with Disabilities	Dropped Out	11		25		8	1.7%
	Entered GED Program*	4		1		3	0.6%
	Total Noncompleters	15		26		11	2.3%
All Students	Dropped Out	64	2.6%	90	3.5%	38	1.4%
	Entered GED Program*	31	1.3%	35	1.4%	41	1.5%
	Total Noncompleters	95	3.9%	125	4.9%	79	3.0%

\*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	211	179	152
	Number of Students with Disabilities	350	398	412
	Number of All Students	561	577	564
	Percent of Enrollment	23%	23%	20%

## 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	5	80%	12	75%	0	0%
German	0	0%	0	0%	0	0%
Italian	9	22%	4	#	9	33%
Latin	0	0%	0	0%	0	0%
Spanish	28	75%	28	64%	22	41%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	9	78%	1	#	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	0	0%
Science	15	80%	8	50%	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	4	#	0	0%
Global Studies	8	38%	4	#	1	#
U.S. Hist & Gov't	8	63%	8	63%	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	69%	48	83%	26	81%
Science	22	77%	20	85%	19	84%
Reading	12	100%	21	90%	3	#
Writing	12	83%	19	100%	6	100%
Global Studies	46	46%	39	44%	31	19%
U.S. Hist & Gov't	18	72%	13	69%	10	60%

(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	502	548	593	73	82	77
Number Scoring 55-100	465	490	536	54	54	51
Number Scoring 65-100	411	450	504	32	36	42
Number Scoring 85-100	220	202	256	6	5	3
Percentage of Tested Scoring 55-100	93%	89%	90%	74%	66%	66%
Percentage of Tested Scoring 65-100	82%	82%	85%	44%	44%	55%
Percentage of Tested Scoring 85-100	44%	37%	43%	8%	6%	4%
<b>Mathematics A</b>						
Number Tested	10	650	658	2	72	80
Number Scoring 55-100	9	495	627	#	28	61
Number Scoring 65-100	6	390	568	#	14	32
Number Scoring 85-100	0	71	156	#	0	3
Percentage of Tested Scoring 55-100	90%	76%	95%	#	39%	76%
Percentage of Tested Scoring 65-100	60%	60%	86%	#	19%	40%
Percentage of Tested Scoring 85-100	0%	11%	24%	#	0%	4%
<b>Mathematics B</b>						
Number Tested	0	0	322	0	0	7
Number Scoring 55-100	0	0	269	0	0	6
Number Scoring 65-100	0	0	220	0	0	5
Number Scoring 85-100	0	0	74	0	0	1
Percentage of Tested Scoring 55-100	0%	0%	84%	0%	0%	86%
Percentage of Tested Scoring 65-100	0%	0%	68%	0%	0%	71%
Percentage of Tested Scoring 85-100	0%	0%	23%	0%	0%	14%
<b>Global History and Geography</b>						
Number Tested	562	657	688	92	88	119
Number Scoring 55-100	499	560	580	57	45	70
Number Scoring 65-100	432	516	535	36	29	58
Number Scoring 85-100	127	223	252	6	4	11
Percentage of Tested Scoring 55-100	89%	85%	84%	62%	51%	59%
Percentage of Tested Scoring 65-100	77%	79%	78%	39%	33%	49%
Percentage of Tested Scoring 85-100	23%	34%	37%	7%	5%	9%
<b>U.S. History and Government</b>						
Number Tested	549	555	568	61	82	56
Number Scoring 55-100	512	527	525	55	73	41
Number Scoring 65-100	455	486	489	39	51	27
Number Scoring 85-100	157	281	291	4	17	6
Percentage of Tested Scoring 55-100	93%	95%	92%	90%	89%	73%
Percentage of Tested Scoring 65-100	83%	88%	86%	64%	62%	48%
Percentage of Tested Scoring 85-100	29%	51%	51%	7%	21%	11%

(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	438	471	452	20	19	14
Number Scoring 55-100	438	457	438	20	16	13
Number Scoring 65-100	434	447	431	20	15	13
Number Scoring 85-100	159	134	117	2	1	3
Percentage of Tested Scoring 55-100	100%	97%	97%	100%	84%	93%
Percentage of Tested Scoring 65-100	99%	95%	95%	100%	79%	93%
Percentage of Tested Scoring 85-100	36%	28%	26%	10%	5%	21%
<b>Physical Setting/Earth Science</b>						
Number Tested	500	561	635	61	82	101
Number Scoring 55-100	456	475	486	47	53	65
Number Scoring 65-100	385	395	382	26	36	45
Number Scoring 85-100	97	110	50	3	5	2
Percentage of Tested Scoring 55-100	91%	85%	77%	77%	65%	64%
Percentage of Tested Scoring 65-100	77%	70%	60%	43%	44%	45%
Percentage of Tested Scoring 85-100	19%	20%	8%	5%	6%	2%
<b>Physical Setting/Chemistry</b>						
Number Tested	238	322	331	8	5	7
Number Scoring 55-100	229	285	305	8	4	7
Number Scoring 65-100	171	237	220	3	4	5
Number Scoring 85-100	15	54	37	0	0	0
Percentage of Tested Scoring 55-100	96%	89%	92%	100%	80%	100%
Percentage of Tested Scoring 65-100	72%	74%	66%	38%	80%	71%
Percentage of Tested Scoring 85-100	6%	17%	11%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			2			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			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	39	55	52	0	0	0
Number Scoring 55-100	39	55	52	0	0	0
Number Scoring 65-100	38	53	52	0	0	0
Number Scoring 85-100	13	33	26	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	60%	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	56	69	72	2	1	0
Number Scoring 55-100	56	67	71	#	#	0
Number Scoring 65-100	56	66	70	#	#	0
Number Scoring 85-100	30	36	31	#	#	0
Percentage of Tested Scoring 55-100	100%	97%	99%	#	#	0%
Percentage of Tested Scoring 65-100	100%	96%	97%	#	#	0%
Percentage of Tested Scoring 85-100	54%	52%	43%	#	#	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	2	0	0	1	0
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%
<b>Comprehensive Spanish</b>						
Number Tested	235	311	245	8	12	9
Number Scoring 55-100	234	303	243	8	9	9
Number Scoring 65-100	229	292	240	8	9	9
Number Scoring 85-100	154	181	178	7	6	7
Percentage of Tested Scoring 55-100	100%	97%	99%	100%	75%	100%
Percentage of Tested Scoring 65-100	97%	94%	98%	100%	75%	100%
Percentage of Tested Scoring 85-100	66%	58%	73%	88%	50%	78%
<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	323	350	49	7	8	1
Number Scoring 55-100	294	269	28	5	4	#
Number Scoring 65-100	265	230	18	3	4	#
Number Scoring 85-100	119	109	0	0	2	#
Percentage of Tested Scoring 55-100	91%	77%	57%	71%	50%	#
Percentage of Tested Scoring 65-100	82%	66%	37%	43%	50%	#
Percentage of Tested Scoring 85-100	37%	31%	0%	0%	25%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	113	98%	81	89%	97	96%
Students with Disabilities	85	80%	63	54%	19	79%

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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	435	435	435	76	76	76	511	511	511
Number Scoring 55–64	13	9	15	13	11	12	26	20	27
Number Scoring 65–84	276	138	238	29	27	36	305	165	274
Number Scoring 85–100	121	256	155	6	18	7	127	274	162
Approved Alternatives	1	0	0	0	0	0	1	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			150			1
Beginning (0-18)			23			#
Intermediate (19-31)			42			#
Advanced (32-36)			48			#
Proficient (37-39)			37			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			149			1
Beginning (0-14)			40			#
Intermediate (15-24)			39			#
Advanced (25-32)			65			#
Proficient (33-35)			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)