

New York State District Report Card

Comprehensive Information Report

BEDS Code: 50-01-08-03-0000
 Name: Nanuet Union Free School District
 Superintendent: Mark S. Mcneill

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	196	164	179
First	184	189	156
Second	182	187	190
Third	159	190	193
Fourth	186	160	193
Fifth	160	190	161
Sixth	195	157	196
Ungraded Elementary	0	0	0
Seventh	165	193	163
Eighth	157	169	197
Ninth	150	163	168
Tenth	144	151	163
Eleventh	138	133	144
Twelfth	139	135	129
Ungraded Secondary	9	11	11
Total K-12 Enrollment	2164	2192	2243

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	261	12.1%	249	11.4%	269	12.0%
Black (Not Hispanic)	89	4.1%	93	4.2%	79	3.5%
Hispanic	159	7.3%	168	7.7%	170	7.6%
White (Not Hispanic)	1655	76.5%	1682	76.7%	1725	76.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	20	22
Common Branch	22	23	22
English Grade 8	20	23	23
Mathematics Grade 8	25	20	23
Science Grade 8	23	18	24
Social Studies Grade 8	22	24	24
English Grade 10	16	22	24
Mathematics Grade 10	15	17	18
Science Grade 10	15	23	20
Social Studies Grade 10	20	22	20

(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
NA	NA

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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	57	2.6%	77	3.5%	75	3.3%
Eligible for Free Lunch	74	3.4%	81	3.7%	81	3.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.7%		96.0%
Student Suspensions	51	2.5%	54	2.5%	51	2.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	1.8%	3.3%	2.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	198
Total Other Professional Staff	34
Total Paraprofessionals	69
Teaching Out of Certification*	3

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	122	107	117
	Regents Diplomas	101	98	114
	% Regents Diplomas	83%	92%	97%
	Regents Diplomas with Advanced Designation**			76
	% Regents Diplomas with Advanced Designation			65%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	17	7
	Regents Diplomas	3	5	4
	% Regents Diplomas	38%	29%	57%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	0	0
All Students	Total Graduates*	130	124	124
	Regents Diplomas	104	103	118
	% Regents Diplomas	80%	83%	95%
	Regents Diplomas with Advanced Designation**			76
	% Regents Diplomas with Advanced Designation			61%
	IEP Diplomas or Local Certificates	4	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	85	23	0	4	1	0	4	0
	Percent	73%	20%	0%	3%	1%	0%	3%	0%
Students with Disabilities	Number	3	4	0	0	0	0	0	0
	Percent	43%	57%	0%	0%	0%	0%	0%	0%
All Students	Number	88	27	0	4	1	0	4	0
	Percent	71%	22%	0%	3%	1%	0%	3%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		5	1.0%	9	1.7%
	Entered GED Program*	4		3	0.6%	3	0.6%
	Total Noncompleters	12		8	1.6%	12	2.3%
Students with Disabilities	Dropped Out	1		1	1.3%	1	1.1%
	Entered GED Program*	0		1	1.3%	2	2.2%
	Total Noncompleters	1		2	2.6%	3	3.4%
All Students	Dropped Out	9	1.6%	6	1.0%	10	1.6%
	Entered GED Program*	4	0.7%	4	0.7%	5	0.8%
	Total Noncompleters	13	2.2%	10	1.7%	15	2.4%

*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	2002–03	2003–04	2004–05
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2002–03	2003–04	2004–05
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	129	155	179
	Number of Students with Disabilities	28	19	18
	Number of All Students	157	174	197
	Percent of Enrollment	30%	33%	35%
9–12	Number of General-Education Students	0	0	151
	Number of Students with Disabilities	0	0	76
	Number of All Students	0	0	227
	Percent of Enrollment	0%	0%	37%

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 2004–2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	29	97%	32	100%	25	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	97	97%	111	92%	153	95%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	10	70%	9	67%	9	89%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	132	134	140	18	12	16
Number Scoring 55-100	126	129	139	14	10	16
Number Scoring 65-100	118	127	130	8	9	12
Number Scoring 85-100	72	93	78	3	2	2
Percentage of Tested Scoring 55-100	95%	96%	99%	78%	83%	100%
Percentage of Tested Scoring 65-100	89%	95%	93%	44%	75%	75%
Percentage of Tested Scoring 85-100	55%	69%	56%	17%	17%	12%
Mathematics A						
Number Tested	175	159	171	23	13	25
Number Scoring 55-100	161	156	168	18	12	23
Number Scoring 65-100	144	148	165	12	8	22
Number Scoring 85-100	21	81	112	1	2	3
Percentage of Tested Scoring 55-100	92%	98%	98%	78%	92%	92%
Percentage of Tested Scoring 65-100	82%	93%	96%	52%	62%	88%
Percentage of Tested Scoring 85-100	12%	51%	65%	4%	15%	12%
Mathematics B						
Number Tested	0	1	49	0	0	0
Number Scoring 55-100	0	#	48	0	0	0
Number Scoring 65-100	0	#	44	0	0	0
Number Scoring 85-100	0	#	17	0	0	0
Percentage of Tested Scoring 55-100	0%	#	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	35%	0%	0%	0%
Global History and Geography						
Number Tested	142	152	165	13	15	25
Number Scoring 55-100	134	147	156	10	15	21
Number Scoring 65-100	130	142	144	9	15	17
Number Scoring 85-100	78	77	70	3	5	3
Percentage of Tested Scoring 55-100	94%	97%	95%	77%	100%	84%
Percentage of Tested Scoring 65-100	92%	93%	87%	69%	100%	68%
Percentage of Tested Scoring 85-100	55%	51%	42%	23%	33%	12%
U.S. History and Government						
Number Tested	132	131	145	17	11	17
Number Scoring 55-100	130	127	140	16	10	17
Number Scoring 65-100	129	124	130	15	10	12
Number Scoring 85-100	85	85	66	5	4	5
Percentage of Tested Scoring 55-100	98%	97%	97%	94%	91%	100%
Percentage of Tested Scoring 65-100	98%	95%	90%	88%	91%	71%
Percentage of Tested Scoring 85-100	64%	65%	46%	29%	36%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	128	152	157	9	15	30
Number Scoring 55-100	128	152	153	9	15	29
Number Scoring 65-100	125	148	142	8	14	23
Number Scoring 85-100	68	72	58	1	2	2
Percentage of Tested Scoring 55-100	100%	100%	97%	100%	100%	97%
Percentage of Tested Scoring 65-100	98%	97%	90%	89%	93%	77%
Percentage of Tested Scoring 85-100	53%	47%	37%	11%	13%	7%
Physical Setting/Earth Science						
Number Tested	150	139	149	14	15	12
Number Scoring 55-100	148	133	148	13	13	12
Number Scoring 65-100	141	128	141	10	13	10
Number Scoring 85-100	73	55	91	0	2	3
Percentage of Tested Scoring 55-100	99%	96%	99%	93%	87%	100%
Percentage of Tested Scoring 65-100	94%	92%	95%	71%	87%	83%
Percentage of Tested Scoring 85-100	49%	40%	61%	0%	13%	25%
Physical Setting/Chemistry						
Number Tested	89	99	109	4	1	4
Number Scoring 55-100	86	94	105	#	#	#
Number Scoring 65-100	76	78	86	#	#	#
Number Scoring 85-100	18	21	15	#	#	#
Percentage of Tested Scoring 55-100	97%	95%	96%	#	#	#
Percentage of Tested Scoring 65-100	85%	79%	79%	#	#	#
Percentage of Tested Scoring 85-100	20%	21%	14%	#	#	#
Physical Setting/Physics						
Number Tested		42	69		0	0
Number Scoring 55-100		42	64		0	0
Number Scoring 65-100		41	57		0	0
Number Scoring 85-100		18	17		0	0
Percentage of Tested Scoring 55-100		100%	93%		0%	0%
Percentage of Tested Scoring 65-100		98%	83%		0%	0%
Percentage of Tested Scoring 85-100		43%	25%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	31	34	25	1	0	1
Number Scoring 55-100	31	34	25	#	0	#
Number Scoring 65-100	31	34	25	#	0	#
Number Scoring 85-100	21	23	18	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	68%	68%	72%	#	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	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	85	78	115	1	4	6
Number Scoring 55-100	83	78	115	#	#	6
Number Scoring 65-100	81	77	114	#	#	6
Number Scoring 85-100	46	42	73	#	#	0
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	95%	99%	99%	#	#	100%
Percentage of Tested Scoring 85-100	54%	54%	63%	#	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	143	1%	1%	24%	74%
	Students with Disabilities	14	14%	21%	50%	14%
	All Students	157	2%	3%	27%	69%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	176	0%	5%	58%	38%
	Students with Disabilities	19	0%	37%	53%	11%
	All Students	195	0%	8%	57%	35%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	2	1	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	2	0	#	#	#	#

2001 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	119	119	119	12	12	12	131	131	131
Number Scoring 55–64	1	0	0	1	0	1	2	0	1
Number Scoring 65–84	39	34	43	5	5	6	44	39	49
Number Scoring 85–100	75	80	74	1	3	1	76	83	75
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		33	26		0	0
Beginning		0	1		0	0
Intermediate		5	9		0	0
Advanced		22	13		0	0
Proficient		6	3		0	0
Reading and Writing (Grade K–1)						
Number Tested		33	26		0	0
Beginning		4	4		0	0
Intermediate		11	11		0	0
Advanced		12	8		0	0
Proficient		6	3		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		21	20		0	2
Beginning		2	0		0	#
Intermediate		3	1		0	#
Advanced		4	9		0	#
Proficient		12	10		0	#
Reading and Writing (Grade 2–4)						
Number Tested		21	20		0	2
Beginning		4	1		0	#
Intermediate		4	3		0	#
Advanced		5	9		0	#
Proficient		8	7		0	#
Listening and Speaking (Grade 5–6)						
Number Tested		8	8		0	0
Beginning		1	1		0	0
Intermediate		0	1		0	0
Advanced		2	5		0	0
Proficient		5	1		0	0
Reading and Writing (Grade 5–6)						
Number Tested		8	8		0	0
Beginning		1	0		0	0
Intermediate		4	2		0	0
Advanced		1	2		0	0
Proficient		2	4		0	0

*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 – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		5	8		0	0
Beginning		0	1		0	0
Intermediate		0	4		0	0
Advanced		2	3		0	0
Proficient		3	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		5	8		0	0
Beginning		0	3		0	0
Intermediate		0	3		0	0
Advanced		2	0		0	0
Proficient		3	2		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		0	8		0	0
Beginning		0	0		0	0
Intermediate		0	3		0	0
Advanced		0	3		0	0
Proficient		0	2		0	0
Reading and Writing (Grade 9–12)						
Number Tested		0	8		0	0
Beginning		0	1		0	0
Intermediate		0	2		0	0
Advanced		0	4		0	0
Proficient		0	1		0	0

*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)