

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-03-04-03-0006
 Name: Nyack Senior High School
 Principal: Phyllis Aliberto

Grade Range : 9-12

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	250	266	263
Tenth	247	230	255
Eleventh	175	228	214
Twelfth	221	157	217
Ungraded Secondary	0	0	0
Total K-12 Enrollment	893	881	949

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	82	9.2%	73	8.3%	74	7.8%
Black (Not Hispanic)	279	31.2%	271	30.8%	306	32.2%
Hispanic	52	5.8%	46	5.2%	55	5.8%
White (Not Hispanic)	480	53.8%	491	55.7%	514	54.2%

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	0
Social Studies Grade 8	0	0	0
English Grade 10	20	20	21
Mathematics Grade 10	17	17	20
Science Grade 10	22	20	19
Social Studies Grade 10	21	20	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	58	6.5%	50	5.7%	43	4.5%
Eligible for Free Lunch	129	14.4%	127	14.4%	144	15.2%

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		95.9%		96.2%		95.2%
Student Suspensions	42	4.8%	45	5.0%	57	6.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.3%	4.5%	5.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	93%	100%	95%

Staff Counts

Staff	2002–2003
Total Teachers	79
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	186	106	57%	146	101	69%	193	136	70%
Students with Disabilities	28	2	7%	6	1	17%	21	3	14%
All Students	214	108	50%	152	102	67%	214	139	65%

*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	143	62	0	1	7	1
Percent	67%	29%	0%	0%	3%	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)
21	3	2	23

*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			11		15	
	Entered GED Program*			0		0	
	Total Noncompleters			11		15	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	11	1.2%	11	1.2%	18	1.9%
	Entered GED Program*	5	0.6%	0	0.0%	0	0.0%
	Total Noncompleters	16	1.8%	11	1.2%	18	1.9%

*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%	1	#	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	6	100%	4	#	1	#
Science	10	60%	1	#	3	#
Reading	2	#	1	#	2	#
Writing	2	#	0	0%	0	0%
Global Studies	2	#	2	#	1	#
U.S. Hist & Gov't	3	#	4	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	67%	15	67%	4	#
Science	8	25%	4	#	6	100%
Reading	4	#	2	#	5	100%
Writing	4	#	2	#	5	80%
Global Studies	5	80%	2	#	1	#
U.S. Hist & Gov't	1	#	3	#	9	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	198	227	239	8	14	21
Number Scoring 55–100	183	195	220	8	4	19
Number Scoring 65–100	159	166	201	7	2	16
Number Scoring 85–100	58	76	77	1	0	0
Percentage of Tested Scoring 55–100	92%	86%	92%	100%	29%	90%
Percentage of Tested Scoring 65–100	80%	73%	84%	88%	14%	76%
Percentage of Tested Scoring 85–100	29%	33%	32%	12%	0%	0%
Mathematics A						
Number Tested	0	0	204	0	0	18
Number Scoring 55–100	0	0	180	0	0	11
Number Scoring 65–100	0	0	153	0	0	9
Number Scoring 85–100	0	0	31	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	61%
Percentage of Tested Scoring 65–100	0%	0%	75%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	6%
Mathematics B (first administered June 2001)						
Number Tested	0	0	9	0	0	0
Number Scoring 55–100	0	0	6	0	0	0
Number Scoring 65–100	0	0	1	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	11%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	235	207	234	23	6	23
Number Scoring 55–100	227	200	221	22	6	21
Number Scoring 65–100	217	193	209	16	6	19
Number Scoring 85–100	105	74	110	2	2	1
Percentage of Tested Scoring 55–100	97%	97%	94%	96%	100%	91%
Percentage of Tested Scoring 65–100	92%	93%	89%	70%	100%	83%
Percentage of Tested Scoring 85–100	45%	36%	47%	9%	33%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	162	225	221	7	16	18
Number Scoring 55–100	154	203	216	7	8	18
Number Scoring 65–100	141	181	197	6	5	15
Number Scoring 85–100	70	58	110	2	0	2
Percentage of Tested Scoring 55–100	95%	90%	98%	100%	50%	100%
Percentage of Tested Scoring 65–100	87%	80%	89%	86%	31%	83%
Percentage of Tested Scoring 85–100	43%	26%	50%	29%	0%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	218	242	231	22	15	22
Number Scoring 55–100	210	236	212	18	13	19
Number Scoring 65–100	197	231	191	12	13	15
Number Scoring 85–100	61	66	40	1	1	0
Percentage of Tested Scoring 55–100	96%	98%	92%	82%	87%	86%
Percentage of Tested Scoring 65–100	90%	95%	83%	55%	87%	68%
Percentage of Tested Scoring 85–100	28%	27%	17%	5%	7%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	106	108	97	4	5	6
Number Scoring 55–100	100	95	88	#	4	5
Number Scoring 65–100	86	79	85	#	4	4
Number Scoring 85–100	21	12	23	#	1	0
Percentage of Tested Scoring 55–100	94%	88%	91%	#	80%	83%
Percentage of Tested Scoring 65–100	81%	73%	88%	#	80%	67%
Percentage of Tested Scoring 85–100	20%	11%	24%	#	20%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		157	167		3	3
Number Scoring 55–100		148	159		#	#
Number Scoring 65–100		117	135		#	#
Number Scoring 85–100		14	27		#	#
Percentage of Tested Scoring 55–100		94%	95%		#	#
Percentage of Tested Scoring 65–100		75%	81%		#	#
Percentage of Tested Scoring 85–100		9%	16%		#	#
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	47	50	55	0	0	0
Number Scoring 55–100	47	50	53	0	0	0
Number Scoring 65–100	46	50	53	0	0	0
Number Scoring 85–100	26	28	28	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	56%	51%	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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	115	116	107	2	1	0
Number Scoring 55–100	115	116	103	#	#	0
Number Scoring 65–100	114	114	101	#	#	0
Number Scoring 85–100	81	66	55	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	96%	#	#	0%
Percentage of Tested Scoring 65–100	99%	98%	94%	#	#	0%
Percentage of Tested Scoring 85–100	70%	57%	51%	#	#	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	213	295	27	14	22	4
Number Scoring 55–100	202	231	13	12	6	#
Number Scoring 65–100	190	197	11	10	5	#
Number Scoring 85–100	98	81	1	2	0	#
Percentage of Tested Scoring 55–100	95%	78%	48%	86%	27%	#
Percentage of Tested Scoring 65–100	89%	67%	41%	71%	23%	#
Percentage of Tested Scoring 85–100	46%	27%	4%	14%	0%	#
Sequential Mathematics, Course III						
Number Tested	155	161	194	3	1	7
Number Scoring 55–100	146	154	164	#	#	5
Number Scoring 65–100	134	146	148	#	#	5
Number Scoring 85–100	86	77	74	#	#	1
Percentage of Tested Scoring 55–100	94%	96%	85%	#	#	71%
Percentage of Tested Scoring 65–100	86%	91%	76%	#	#	71%
Percentage of Tested Scoring 85–100	55%	48%	38%	#	#	14%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	1	#	0	0%
Students with Disabilities	3	#	0	0%	1	#

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	202	202	202	28	28	28	230	230	230
Number Scoring 55–64	5	18	9	6	5	5	11	23	14
Number Scoring 65–84	90	116	107	15	10	10	105	126	117
Number Scoring 85–100	100	60	76	2	0	1	102	60	77
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)