

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-01-08-03-0004
 Name: Nanuet Senior High School
 Principal: Vincent Carella

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	144	151	150
Tenth	160	137	144
Eleventh	130	152	138
Twelfth	125	125	139
Ungraded Secondary	10	11	9
Total K-12 Enrollment	569	576	580

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	85	14.9%	84	14.6%	81	14.0%
Black (Not Hispanic)	43	7.6%	35	6.1%	32	5.5%
Hispanic	55	9.7%	40	6.9%	39	6.7%
White (Not Hispanic)	386	67.8%	417	72.4%	428	73.8%

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	17	0	0
Science Grade 8	0	0	24
Social Studies Grade 8	0	0	0
English Grade 10	23	21	16
Mathematics Grade 10	15	15	15
Science Grade 10	17	17	15
Social Studies Grade 10	22	24	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
53	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 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	8	1.4%	9	1.6%	9	1.6%
Eligible for Free Lunch	33	5.8%	23	4.0%	9	1.6%

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		95.8%		95.7%		95.5%
Student Suspensions	32	5.8%	55	9.7%	45	7.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.7%	0.0%	1.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	90%	99%	99%

Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	111	81	73%	107	81	76%	122	101	83%
Students with Disabilities	7	0	0%	13	1	8%	8	3	38%
All Students	118	81	69%	120	82	68%	130	104	80%

*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	96	23	0	1	1	9
Percent	74%	18%	0%	1%	1%	7%

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)
8	3	4	12

*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			1		4	
	Entered GED Program*			0		2	
	Total Noncompleters			1		6	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	6	1.1%	1	0.2%	5	0.9%
	Entered GED Program*	7	1.2%	0	0.0%	2	0.3%
	Total Noncompleters	13	2.3%	1	0.2%	7	1.2%

*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%	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	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	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	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	5	40%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	123	138	132	19	10	18
Number Scoring 55–100	122	137	126	18	10	14
Number Scoring 65–100	118	132	118	15	7	8
Number Scoring 85–100	72	92	72	1	1	3
Percentage of Tested Scoring 55–100	99%	99%	95%	95%	100%	78%
Percentage of Tested Scoring 65–100	96%	96%	89%	79%	70%	44%
Percentage of Tested Scoring 85–100	59%	67%	55%	5%	10%	17%
Mathematics A						
Number Tested	1	34	175	0	16	23
Number Scoring 55–100	#	19	161	0	6	18
Number Scoring 65–100	#	8	144	0	1	12
Number Scoring 85–100	#	0	21	0	0	1
Percentage of Tested Scoring 55–100	#	56%	92%	0%	38%	78%
Percentage of Tested Scoring 65–100	#	24%	82%	0%	6%	52%
Percentage of Tested Scoring 85–100	#	0%	12%	0%	0%	4%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	159	128	142	21	17	13
Number Scoring 55–100	154	125	134	21	15	10
Number Scoring 65–100	149	120	130	20	11	9
Number Scoring 85–100	82	64	78	4	2	3
Percentage of Tested Scoring 55–100	97%	98%	94%	100%	88%	77%
Percentage of Tested Scoring 65–100	94%	94%	92%	95%	65%	69%
Percentage of Tested Scoring 85–100	52%	50%	55%	19%	12%	23%
U.S. History and Government (first administered June 2001)						
Number Tested	124	138	132	21	10	17
Number Scoring 55–100	112	136	130	17	10	16
Number Scoring 65–100	102	128	129	9	8	15
Number Scoring 85–100	50	59	85	1	2	5
Percentage of Tested Scoring 55–100	90%	99%	98%	81%	100%	94%
Percentage of Tested Scoring 65–100	82%	93%	98%	43%	80%	88%
Percentage of Tested Scoring 85–100	40%	43%	64%	5%	20%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	145	120	128	11	18	9
Number Scoring 55–100	145	120	128	11	18	9
Number Scoring 65–100	144	118	125	10	17	8
Number Scoring 85–100	35	52	68	0	2	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	98%	91%	94%	89%
Percentage of Tested Scoring 85–100	24%	43%	53%	0%	11%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	120	130	150	14	9	14
Number Scoring 55–100	111	128	148	13	7	13
Number Scoring 65–100	106	122	141	12	6	10
Number Scoring 85–100	54	61	73	2	1	0
Percentage of Tested Scoring 55–100	93%	98%	99%	93%	78%	93%
Percentage of Tested Scoring 65–100	88%	94%	94%	86%	67%	71%
Percentage of Tested Scoring 85–100	45%	47%	49%	14%	11%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		88	89		1	4
Number Scoring 55–100		86	86		#	#
Number Scoring 65–100		77	76		#	#
Number Scoring 85–100		10	18		#	#
Percentage of Tested Scoring 55–100		98%	97%		#	#
Percentage of Tested Scoring 65–100		88%	85%		#	#
Percentage of Tested Scoring 85–100		11%	20%		#	#
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	35	45	31	0	0	1
Number Scoring 55–100	34	45	31	0	0	#
Number Scoring 65–100	33	44	31	0	0	#
Number Scoring 85–100	22	25	21	0	0	#
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	98%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	63%	56%	68%	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	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	90	60	85	4	4	1
Number Scoring 55–100	90	60	83	#	#	#
Number Scoring 65–100	88	60	81	#	#	#
Number Scoring 85–100	54	39	46	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	95%	#	#	#
Percentage of Tested Scoring 85–100	60%	65%	54%	#	#	#
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	143	146	0	7	9	0
Number Scoring 55–100	129	125	0	5	4	0
Number Scoring 65–100	122	115	0	5	2	0
Number Scoring 85–100	58	49	0	2	1	0
Percentage of Tested Scoring 55–100	90%	86%	0%	71%	44%	0%
Percentage of Tested Scoring 65–100	85%	79%	0%	71%	22%	0%
Percentage of Tested Scoring 85–100	41%	34%	0%	29%	11%	0%
Sequential Mathematics, Course III						
Number Tested	86	98	120	1	2	3
Number Scoring 55–100	77	89	100	#	#	#
Number Scoring 65–100	68	83	94	#	#	#
Number Scoring 85–100	29	45	33	#	#	#
Percentage of Tested Scoring 55–100	90%	91%	83%	#	#	#
Percentage of Tested Scoring 65–100	79%	85%	78%	#	#	#
Percentage of Tested Scoring 85–100	34%	46%	28%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	17	100%	0	0%	0	0%
Students with Disabilities	5	100%	0	0%	0	0%

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	127	127	127	9	9	9	136	136	136
Number Scoring 55–64	0	4	0	0	1	1	0	5	1
Number Scoring 65–84	46	63	73	6	5	7	52	68	80
Number Scoring 85–100	78	55	52	2	2	0	80	57	52
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)