

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	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	266	263	265
Tenth	230	255	227
Eleventh	228	214	241
Twelfth	157	217	216
Ungraded Secondary	0	0	0
Total K-12 Enrollment	881	949	949

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	8.3%	74	7.8%	73	7.7%
Black (Not Hispanic)	271	30.8%	306	32.2%	292	30.8%
Hispanic	46	5.2%	55	5.8%	63	6.6%
White (Not Hispanic)	491	55.7%	514	54.2%	521	54.9%

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	20	21	22
Mathematics Grade 10	17	20	20
Science Grade 10	20	19	19
Social Studies Grade 10	20	17	20

(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	50	5.7%	43	4.5%	43	4.5%
Eligible for Free Lunch	127	14.4%	144	15.2%	144	15.2%

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		96.2%		95.2%		95.7%
Student Suspensions	45	5.0%	57	6.5%	50	5.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.5%	5.6%	5.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	95%	91%

Staff Counts

Staff	2003-04
Total Teachers	79
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	146	101	69%	193	136	70%	190	142	75%
Students with Disabilities	6	1	17%	21	3	14%	23	4	17%
All Students	152	102	67%	214	139	65%	213	146	69%

*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	133	65	0	4	11	0
Percent	62%	31%	0%	2%	5%	0%

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)
23	4	5	28

*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	11		15		6	0.7%
	Entered GED Program*	0		0		2	0.2%
	Total Noncompleters	11		15		8	1.0%
Students with Disabilities	Dropped Out	0		3		1	0.7%
	Entered GED Program*	0		0		4	2.7%
	Total Noncompleters	0		3		5	3.4%
All Students	Dropped Out	11	1.2%	18	1.9%	7	0.7%
	Entered GED Program*	0	0.0%	0	0.0%	6	0.6%
	Total Noncompleters	11	1.2%	18	1.9%	13	1.3%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	1	#
Science	1	#	3	#	0	0%
Reading	1	#	2	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	4	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	67%	4	#	12	83%
Science	4	#	6	100%	7	71%
Reading	2	#	5	100%	4	#
Writing	2	#	5	80%	1	#
Global Studies	2	#	1	#	11	73%
U.S. Hist & Gov't	3	#	9	100%	6	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	227	239	261	14	21	36
Number Scoring 55–100	195	220	248	4	19	31
Number Scoring 65–100	166	201	236	2	16	28
Number Scoring 85–100	76	77	129	0	0	4
Percentage of Tested Scoring 55–100	86%	92%	95%	29%	90%	86%
Percentage of Tested Scoring 65–100	73%	84%	90%	14%	76%	78%
Percentage of Tested Scoring 85–100	33%	32%	49%	0%	0%	11%
Mathematics A						
Number Tested	0	204	227	0	18	27
Number Scoring 55–100	0	180	217	0	11	20
Number Scoring 65–100	0	153	199	0	9	12
Number Scoring 85–100	0	31	77	0	1	3
Percentage of Tested Scoring 55–100	0%	88%	96%	0%	61%	74%
Percentage of Tested Scoring 65–100	0%	75%	88%	0%	50%	44%
Percentage of Tested Scoring 85–100	0%	15%	34%	0%	6%	11%
Mathematics B						
Number Tested	0	9	75	0	0	2
Number Scoring 55–100	0	6	74	0	0	#
Number Scoring 65–100	0	1	67	0	0	#
Number Scoring 85–100	0	0	28	0	0	#
Percentage of Tested Scoring 55–100	0%	67%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	11%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	37%	0%	0%	#
Global History and Geography						
Number Tested	207	234	231	6	23	31
Number Scoring 55–100	200	221	219	6	21	23
Number Scoring 65–100	193	209	201	6	19	16
Number Scoring 85–100	74	110	120	2	1	2
Percentage of Tested Scoring 55–100	97%	94%	95%	100%	91%	74%
Percentage of Tested Scoring 65–100	93%	89%	87%	100%	83%	52%
Percentage of Tested Scoring 85–100	36%	47%	52%	33%	4%	6%
U.S. History and Government						
Number Tested	225	221	240	16	18	27
Number Scoring 55–100	203	216	227	8	18	24
Number Scoring 65–100	181	197	208	5	15	20
Number Scoring 85–100	58	110	126	0	2	4
Percentage of Tested Scoring 55–100	90%	98%	95%	50%	100%	89%
Percentage of Tested Scoring 65–100	80%	89%	87%	31%	83%	74%
Percentage of Tested Scoring 85–100	26%	50%	53%	0%	11%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	242	231	230	15	22	21
Number Scoring 55–100	236	212	219	13	19	20
Number Scoring 65–100	231	191	195	13	15	13
Number Scoring 85–100	66	40	54	1	0	1
Percentage of Tested Scoring 55–100	98%	92%	95%	87%	86%	95%
Percentage of Tested Scoring 65–100	95%	83%	85%	87%	68%	62%
Percentage of Tested Scoring 85–100	27%	17%	23%	7%	0%	5%
Physical Setting/Earth Science						
Number Tested	108	97	120	5	6	14
Number Scoring 55–100	95	88	115	4	5	13
Number Scoring 65–100	79	85	101	4	4	10
Number Scoring 85–100	12	23	22	1	0	3
Percentage of Tested Scoring 55–100	88%	91%	96%	80%	83%	93%
Percentage of Tested Scoring 65–100	73%	88%	84%	80%	67%	71%
Percentage of Tested Scoring 85–100	11%	24%	18%	20%	0%	21%
Physical Setting/Chemistry						
Number Tested	157	167	137	3	3	2
Number Scoring 55–100	148	159	128	#	#	#
Number Scoring 65–100	117	135	113	#	#	#
Number Scoring 85–100	14	27	20	#	#	#
Percentage of Tested Scoring 55–100	94%	95%	93%	#	#	#
Percentage of Tested Scoring 65–100	75%	81%	82%	#	#	#
Percentage of Tested Scoring 85–100	9%	16%	15%	#	#	#
Physical Setting/Physics						
Number Tested			64			0
Number Scoring 55–100			60			0
Number Scoring 65–100			41			0
Number Scoring 85–100			7			0
Percentage of Tested Scoring 55–100			94%			0%
Percentage of Tested Scoring 65–100			64%			0%
Percentage of Tested Scoring 85–100			11%			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
Comprehensive French						
Number Tested	50	55	56	0	0	0
Number Scoring 55–100	50	53	56	0	0	0
Number Scoring 65–100	50	53	55	0	0	0
Number Scoring 85–100	28	28	34	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	51%	61%	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	0	0	1	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	116	107	78	1	0	1
Number Scoring 55–100	116	103	78	#	0	#
Number Scoring 65–100	114	101	75	#	0	#
Number Scoring 85–100	66	55	46	#	0	#
Percentage of Tested Scoring 55–100	100%	96%	100%	#	0%	#
Percentage of Tested Scoring 65–100	98%	94%	96%	#	0%	#
Percentage of Tested Scoring 85–100	57%	51%	59%	#	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	161	194	22	1	7	2
Number Scoring 55–100	154	164	19	#	5	#
Number Scoring 65–100	146	148	17	#	5	#
Number Scoring 85–100	77	74	1	#	1	#
Percentage of Tested Scoring 55–100	96%	85%	86%	#	71%	#
Percentage of Tested Scoring 65–100	91%	76%	77%	#	71%	#
Percentage of Tested Scoring 85–100	48%	38%	5%	#	14%	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	0	0%
Students with Disabilities	0	0%	1	#	2	#

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
Nov 2003	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 2004	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
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

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	189	189	189	25	25	25	214	214	214
Number Scoring 55–64	2	5	6	4	5	4	6	10	10
Number Scoring 65–84	109	71	104	12	9	12	121	80	116
Number Scoring 85–100	72	109	75	2	4	2	74	113	77
Approved Alternatives	3	0	0	0	0	0	3	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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			32			0
Beginning (0-18)			1			0
Intermediate (19-31)			4			0
Advanced (32-36)			14			0
Proficient (37-39)			13			0
Reading and Writing (Grade 9-12)						
Number Tested			32			0
Beginning (0-14)			3			0
Intermediate (15-24)			5			0
Advanced (25-32)			23			0
Proficient (33-35)			1			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)