

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	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	612	685	734
Tenth	515	561	626
Eleventh	536	571	564
Twelfth	461	493	547
Ungraded Secondary	161	106	93
Total K-12 Enrollment	2285	2416	2564

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	71	3.1%	73	3.0%	94	3.7%
Black (Not Hispanic)	227	9.9%	260	10.8%	296	11.5%
Hispanic	731	32.0%	790	32.7%	838	32.7%
White (Not Hispanic)	1256	55.0%	1293	53.5%	1336	52.1%

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	19	18	20
Mathematics Grade 10	23	22	23
Science Grade 10	25	23	21
Social Studies Grade 10	18	18	19

(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	98	4.3%	125	5.2%	105	4.1%
Eligible for Free Lunch	461	20.2%	513	21.2%	545	21.3%

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		92.7%		92.5%		93.0%
Student Suspensions	413	17.6%	411	18.0%	338	14.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.3%	6.2%	8.8%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	92%	97%

Staff Counts

Staff	2002–2003
Total Teachers	177
Total Other Professional Staff	29
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	393	211	54%	388	224	58%	413	249	60%
Students with Disabilities	51	4	8%	50	4	8%	65	6	9%
All Students	444	215	48%	438	228	52%	478	255	53%

*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	251	166	8	6	25	22
Percent	53%	35%	2%	1%	5%	5%

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)
65	6	10	75

*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			53		65	
	Entered GED Program*			27		34	
	Total Noncompleters			80		99	
Students with Disabilities	Dropped Out			11		25	
	Entered GED Program*			4		1	
	Total Noncompleters			15		26	
All Students	Dropped Out	78	3.4%	64	2.6%	90	3.5%
	Entered GED Program*	24	1.1%	31	1.3%	35	1.4%
	Total Noncompleters	102	4.5%	95	3.9%	125	4.9%

*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		211	179
	Number of Students with Disabilities		350	398
	Number of All Students		561	577
	Percent of Enrollment		23%	23%

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

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	9	78%	1	#

(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	13	85%	2	#	5	100%
Science	20	85%	15	80%	8	50%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	4	#
Global Studies	29	38%	8	38%	4	#
U.S. Hist & Gov't	26	65%	8	62%	8	62%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	77%	32	69%	48	83%
Science	22	64%	22	77%	20	85%
Reading	6	83%	12	100%	21	90%
Writing	7	71%	12	83%	19	100%
Global Studies	47	45%	46	46%	39	44%
U.S. Hist & Gov't	21	71%	18	72%	13	69%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	490	502	548	49	73	82
Number Scoring 55–100	465	465	490	36	54	54
Number Scoring 65–100	413	411	450	24	32	36
Number Scoring 85–100	219	220	202	6	6	5
Percentage of Tested Scoring 55–100	95%	93%	89%	73%	74%	66%
Percentage of Tested Scoring 65–100	84%	82%	82%	49%	44%	44%
Percentage of Tested Scoring 85–100	45%	44%	37%	12%	8%	6%
Mathematics A						
Number Tested	0	10	650	0	2	72
Number Scoring 55–100	0	9	495	0	#	28
Number Scoring 65–100	0	6	390	0	#	14
Number Scoring 85–100	0	0	71	0	#	0
Percentage of Tested Scoring 55–100	0%	90%	76%	0%	#	39%
Percentage of Tested Scoring 65–100	0%	60%	60%	0%	#	19%
Percentage of Tested Scoring 85–100	0%	0%	11%	0%	#	0%
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	585	562	657	97	92	88
Number Scoring 55–100	550	499	560	75	57	45
Number Scoring 65–100	471	432	516	49	36	29
Number Scoring 85–100	198	127	223	7	6	4
Percentage of Tested Scoring 55–100	94%	89%	85%	77%	62%	51%
Percentage of Tested Scoring 65–100	81%	77%	79%	51%	39%	33%
Percentage of Tested Scoring 85–100	34%	23%	34%	7%	7%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	429	549	555	37	61	82
Number Scoring 55–100	406	512	527	31	55	73
Number Scoring 65–100	363	455	486	22	39	51
Number Scoring 85–100	176	157	281	8	4	17
Percentage of Tested Scoring 55–100	95%	93%	95%	84%	90%	89%
Percentage of Tested Scoring 65–100	85%	83%	88%	59%	64%	62%
Percentage of Tested Scoring 85–100	41%	29%	51%	22%	7%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	310	438	471	12	20	19
Number Scoring 55–100	309	438	457	11	20	16
Number Scoring 65–100	300	434	447	11	20	15
Number Scoring 85–100	76	159	134	2	2	1
Percentage of Tested Scoring 55–100	100%	100%	97%	92%	100%	84%
Percentage of Tested Scoring 65–100	97%	99%	95%	92%	100%	79%
Percentage of Tested Scoring 85–100	25%	36%	28%	17%	10%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	437	500	561	55	61	82
Number Scoring 55–100	395	456	475	46	47	53
Number Scoring 65–100	336	385	395	34	26	36
Number Scoring 85–100	105	97	110	5	3	5
Percentage of Tested Scoring 55–100	90%	91%	85%	84%	77%	65%
Percentage of Tested Scoring 65–100	77%	77%	70%	62%	43%	44%
Percentage of Tested Scoring 85–100	24%	19%	20%	9%	5%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		238	322		8	5
Number Scoring 55–100		229	285		8	4
Number Scoring 65–100		171	237		3	4
Number Scoring 85–100		15	54		0	0
Percentage of Tested Scoring 55–100		96%	89%		100%	80%
Percentage of Tested Scoring 65–100		72%	74%		38%	80%
Percentage of Tested Scoring 85–100		6%	17%		0%	0%
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	43	39	55	0	0	0
Number Scoring 55–100	43	39	55	0	0	0
Number Scoring 65–100	42	38	53	0	0	0
Number Scoring 85–100	20	13	33	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	97%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	33%	60%	0%	0%	0%
Comprehensive Italian						
Number Tested	48	56	69	0	2	1
Number Scoring 55–100	48	56	67	0	#	#
Number Scoring 65–100	48	56	66	0	#	#
Number Scoring 85–100	34	30	36	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	#	#
Percentage of Tested Scoring 85–100	71%	54%	52%	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	2	0	0	1
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%	#
Comprehensive Spanish						
Number Tested	256	235	311	4	8	12
Number Scoring 55–100	254	234	303	#	8	9
Number Scoring 65–100	248	229	292	#	8	9
Number Scoring 85–100	183	154	181	#	7	6
Percentage of Tested Scoring 55–100	99%	100%	97%	#	100%	75%
Percentage of Tested Scoring 65–100	97%	97%	94%	#	100%	75%
Percentage of Tested Scoring 85–100	71%	66%	58%	#	88%	50%
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	439	600	83	14	43	5
Number Scoring 55–100	333	451	53	10	21	0
Number Scoring 65–100	285	344	36	8	15	0
Number Scoring 85–100	123	132	4	0	3	0
Percentage of Tested Scoring 55–100	76%	75%	64%	71%	49%	0%
Percentage of Tested Scoring 65–100	65%	57%	43%	57%	35%	0%
Percentage of Tested Scoring 85–100	28%	22%	5%	0%	7%	0%
Sequential Mathematics, Course III						
Number Tested	271	323	350	1	7	8
Number Scoring 55–100	227	294	269	#	5	4
Number Scoring 65–100	201	265	230	#	3	4
Number Scoring 85–100	94	119	109	#	0	2
Percentage of Tested Scoring 55–100	84%	91%	77%	#	71%	50%
Percentage of Tested Scoring 65–100	74%	82%	66%	#	43%	50%
Percentage of Tested Scoring 85–100	35%	37%	31%	#	0%	25%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	121	99%	113	98%	81	89%
Students with Disabilities	87	74%	85	80%	63	54%

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	437	437	437	76	76	76	513	513	513
Number Scoring 55–64	23	21	21	14	20	18	37	41	39
Number Scoring 65–84	204	230	260	36	31	29	240	261	289
Number Scoring 85–100	188	150	122	8	4	2	196	154	124
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)