

# New York State District Report Card Comprehensive Information Report

BEDS Code: 50-03-04-03-0000

Name: Nyack Union Free School District

Superintendent: Mrs. Roberta R. Zampolin

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	230	200	227
First	196	241	217
Second	219	186	231
Third	224	225	194
Fourth	211	225	211
Fifth	223	207	217
Sixth	255	220	198
Ungraded Elementary	18	13	15
Seventh	216	237	220
Eighth	232	220	227
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	2917	2855	2906

## 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	239	8.2%	241	8.4%	243	8.4%
Black (Not Hispanic)	873	29.9%	833	29.2%	833	28.7%
Hispanic	201	6.9%	177	6.2%	220	7.6%
White (Not Hispanic)	1604	55.0%	1604	56.2%	1610	55.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	19	19
Common Branch	21	19	19
English Grade 8	21	21	20
Mathematics Grade 8	26	21	19
Science Grade 8	22	20	20
Social Studies Grade 8	22	21	17
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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	168	5.8%	188	6.6%	170	5.9%
Eligible for Free Lunch	463	15.9%	468	16.4%	454	15.6%

### 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		95.1%		95.2%		94.7%
Student Suspensions	71	2.4%	69	2.4%	88	3.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.8%	5.4%	5.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	250
Total Other Professional Staff	47
Total Paraprofessionals	105
Teaching Out of Certification*	7
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%	152	101	66%	193	136	70%
Students with Disabilities	28	2	7%	14	1	7%	21	3	14%
All Students	214	108	50%	166	102	61%	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			19		20	
	Entered GED Program*			1		0	
	Total Noncompleters			20		20	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			1		0	
	Total Noncompleters			1		4	
All Students	Dropped Out	11	1.2%	19	2.2%	24	2.5%
	Entered GED Program*	5	0.6%	2	0.2%	0	0.0%
	Total Noncompleters	16	1.8%	21	2.4%	24	2.5%

\*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	48	100%	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	106	88%	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%	3	#	3	#
Reading	2	#	1	#	2	#
Writing	2	#	1	#	0	0%
Global Studies	2	#	4	#	1	#
U.S. Hist & Gov't	3	#	6	67%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	63%	23	78%	5	100%
Science	9	33%	10	60%	7	100%
Reading	12	92%	9	100%	5	100%
Writing	4	#	4	#	5	80%
Global Studies	13	92%	4	#	2	#
U.S. Hist & Gov't	6	0%	5	60%	9	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	206	235	239	16	19	21
Number Scoring 55–100	190	201	220	15	8	19
Number Scoring 65–100	166	171	201	14	5	16
Number Scoring 85–100	59	76	77	2	0	0
Percentage of Tested Scoring 55–100	92%	86%	92%	94%	42%	90%
Percentage of Tested Scoring 65–100	81%	73%	84%	88%	26%	76%
Percentage of Tested Scoring 85–100	29%	32%	32%	12%	0%	0%
<b>Mathematics A</b>						
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%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	243	221	234	31	17	23
Number Scoring 55–100	235	213	221	30	16	21
Number Scoring 65–100	225	202	209	24	12	19
Number Scoring 85–100	106	76	110	3	3	1
Percentage of Tested Scoring 55–100	97%	96%	94%	97%	94%	91%
Percentage of Tested Scoring 65–100	93%	91%	89%	77%	71%	83%
Percentage of Tested Scoring 85–100	44%	34%	47%	10%	18%	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	167	237	221	12	22	18
Number Scoring 55–100	159	215	216	12	14	18
Number Scoring 65–100	141	191	197	6	10	15
Number Scoring 85–100	70	59	110	2	0	2
Percentage of Tested Scoring 55–100	95%	91%	98%	100%	64%	100%
Percentage of Tested Scoring 65–100	84%	81%	89%	50%	45%	83%
Percentage of Tested Scoring 85–100	42%	25%	50%	17%	0%	11%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	218	247	231	22	16	22
Number Scoring 55–100	210	241	212	18	14	19
Number Scoring 65–100	197	235	191	12	13	15
Number Scoring 85–100	61	66	40	1	1	0
Percentage of Tested Scoring 55–100	96%	98%	92%	82%	88%	86%
Percentage of Tested Scoring 65–100	90%	95%	83%	55%	81%	68%
Percentage of Tested Scoring 85–100	28%	27%	17%	5%	6%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	189	184	170	5	6	7
Number Scoring 55–100	183	171	161	5	5	6
Number Scoring 65–100	169	155	158	5	5	5
Number Scoring 85–100	83	57	88	1	1	1
Percentage of Tested Scoring 55–100	97%	93%	95%	100%	83%	86%
Percentage of Tested Scoring 65–100	89%	84%	93%	100%	83%	71%
Percentage of Tested Scoring 85–100	44%	31%	52%	20%	17%	14%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
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%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
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%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
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%	#
<b>Sequential Mathematics, Course III</b>						
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	#	3	#	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
<b>Nov 2002</b>	General-Education Students	207	2%	7%	61%	29%
	Students with Disabilities	13	38%	23%	38%	0%
	All Students	220	5%	8%	60%	28%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	197	1%	28%	49%	23%
	Students with Disabilities	29	7%	52%	34%	7%
	All Students	226	1%	31%	47%	21%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	30	30	30	232	232	232
Number Scoring 55–64	5	18	9	6	5	5	11	23	14
Number Scoring 65–84	90	116	107	16	11	11	106	127	118
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)