

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-19-03-02-0000

Name: Tuxedo Union Free School District

Superintendent: Joseph P. Zanetti

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	20	23	33
First	21	20	23
Second	22	28	19
Third	23	22	29
Fourth	22	22	20
Fifth	25	21	25
Sixth	22	25	20
Ungraded Elementary	0	0	1
Seventh	10	23	22
Eighth	20	10	20
Ninth	117	108	83
Tenth	92	116	98
Eleventh	75	89	114
Twelfth	80	70	87
Ungraded Secondary	0	0	0
Total K-12 Enrollment	549	577	594

## 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	20	3.6%	18	3.1%	24	4.0%
Black (Not Hispanic)	19	3.5%	13	2.3%	13	2.2%
Hispanic	30	5.5%	33	5.7%	47	7.9%
White (Not Hispanic)	480	87.4%	513	88.9%	510	85.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	0	17
Common Branch	18	20	18
English Grade 8	20	11	0
Mathematics Grade 8	12	7	0
Science Grade 8	17	8	14
Social Studies Grade 8	20	10	20
English Grade 10	19	19	19
Mathematics Grade 10	25	0	22
Science Grade 10	19	14	16
Social Studies Grade 10	23	22	19

(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
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	7	1.3%	7	1.2%	8	1.4%
Eligible for Free Lunch	13	2.4%	15	2.6%	22	3.7%

### 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		93.7%		93.3%		93.2%
Student Suspensions	19	3.5%	30	5.5%	36	6.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.7%	1.6%	1.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	56
Total Other Professional Staff	12
Total Paraprofessionals	10
Teaching Out of Certification*	4
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	65	30	46%	64	27	42%	69	33	48%
Students with Disabilities	12	0	0%	0	0	0%	13	0	0%
All Students	77	30	39%	64	27	42%	82	33	40%

\*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	27	33	0	5	11	6
Percent	33%	40%	0%	6%	13%	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)
13	0	0	13

\*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			5		9	
	Entered GED Program*			2		3	
	Total Noncompleters			7		12	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	5	1.4%	5	1.3%	12	3.1%
	Entered GED Program*	0	0.0%	2	0.5%	3	0.8%
	Total Noncompleters	5	1.4%	7	1.8%	15	3.9%

\*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%	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	2	#	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%	1	#	1	#
Science	4	#	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	7	86%	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	1	#
Science	9	0%	0	0%	3	#
Reading	1	#	0	0%	4	#
Writing	0	0%	0	0%	5	100%
Global Studies	1	#	0	0%	6	83%
U.S. Hist & Gov't	5	80%	0	0%	6	83%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	66	90	116	5	0	9
Number Scoring 55–100	65	89	109	4	0	7
Number Scoring 65–100	62	87	102	4	0	5
Number Scoring 85–100	13	44	48	0	0	0
Percentage of Tested Scoring 55–100	98%	99%	94%	80%	0%	78%
Percentage of Tested Scoring 65–100	94%	97%	88%	80%	0%	56%
Percentage of Tested Scoring 85–100	20%	49%	41%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	21	80	0	0	8
Number Scoring 55–100	0	21	75	0	0	6
Number Scoring 65–100	0	21	68	0	0	6
Number Scoring 85–100	0	10	15	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	94%	0%	0%	75%
Percentage of Tested Scoring 65–100	0%	100%	85%	0%	0%	75%
Percentage of Tested Scoring 85–100	0%	48%	19%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	18	0	0	0
Number Scoring 55–100	0	0	18	0	0	0
Number Scoring 65–100	0	0	16	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	89	114	99	12	0	14
Number Scoring 55–100	86	110	87	11	0	11
Number Scoring 65–100	80	91	72	11	0	7
Number Scoring 85–100	24	29	31	1	0	1
Percentage of Tested Scoring 55–100	97%	96%	88%	92%	0%	79%
Percentage of Tested Scoring 65–100	90%	80%	73%	92%	0%	50%
Percentage of Tested Scoring 85–100	27%	25%	31%	8%	0%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	75	87	104	11	0	9
Number Scoring 55–100	60	80	96	3	0	5
Number Scoring 65–100	50	66	86	1	0	4
Number Scoring 85–100	17	13	34	0	0	1
Percentage of Tested Scoring 55–100	80%	92%	92%	27%	0%	56%
Percentage of Tested Scoring 65–100	67%	76%	83%	9%	0%	44%
Percentage of Tested Scoring 85–100	23%	15%	33%	0%	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	105	82	92	16	0	16
Number Scoring 55–100	102	80	86	15	0	12
Number Scoring 65–100	92	76	78	12	0	11
Number Scoring 85–100	13	16	11	0	0	1
Percentage of Tested Scoring 55–100	97%	98%	93%	94%	0%	75%
Percentage of Tested Scoring 65–100	88%	93%	85%	75%	0%	69%
Percentage of Tested Scoring 85–100	12%	20%	12%	0%	0%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	72	82	59	2	0	3
Number Scoring 55–100	71	79	55	#	0	#
Number Scoring 65–100	68	74	53	#	0	#
Number Scoring 85–100	17	26	23	#	0	#
Percentage of Tested Scoring 55–100	99%	96%	93%	#	0%	#
Percentage of Tested Scoring 65–100	94%	90%	90%	#	0%	#
Percentage of Tested Scoring 85–100	24%	32%	39%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		17	28		0	2
Number Scoring 55–100		16	27		0	#
Number Scoring 65–100		12	20		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		94%	96%		0%	#
Percentage of Tested Scoring 65–100		71%	71%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#
<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	12	13	20	0	0	0
Number Scoring 55–100	12	12	20	0	0	0
Number Scoring 65–100	12	12	19	0	0	0
Number Scoring 85–100	4	4	12	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	31%	60%	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	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 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	29	17	52	0	0	1
Number Scoring 55–100	29	17	52	0	0	#
Number Scoring 65–100	27	17	52	0	0	#
Number Scoring 85–100	13	15	20	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	93%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	45%	88%	38%	0%	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	63	63	9	2	0	0
Number Scoring 55–100	47	54	2	#	0	0
Number Scoring 65–100	44	44	2	#	0	0
Number Scoring 85–100	17	9	0	#	0	0
Percentage of Tested Scoring 55–100	75%	86%	22%	#	0%	0%
Percentage of Tested Scoring 65–100	70%	70%	22%	#	0%	0%
Percentage of Tested Scoring 85–100	27%	14%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	42	46	44	0	0	1
Number Scoring 55–100	32	41	32	0	0	#
Number Scoring 65–100	28	38	27	0	0	#
Number Scoring 85–100	12	18	6	0	0	#
Percentage of Tested Scoring 55–100	76%	89%	73%	0%	0%	#
Percentage of Tested Scoring 65–100	67%	83%	61%	0%	0%	#
Percentage of Tested Scoring 85–100	29%	39%	14%	0%	0%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	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
<b>Nov 2002</b>	General-Education Students	21	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	25	0%	16%	36%	48%

## 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	19	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	20	0%	25%	60%	15%

(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	71	71	71	14	14	14	85	85	85
Number Scoring 55–64	5	12	5	1	1	3	6	13	8
Number Scoring 65–84	42	46	50	12	8	10	54	54	60
Number Scoring 85–100	23	10	16	1	1	1	24	11	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)