

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-04-01-03-0000

Name: Union Free School District Of The Tarrytowns

Superintendent: Howard W. Smith

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	53	59	59
Kindergarten	199	183	208
First	187	178	185
Second	189	177	183
Third	187	188	175
Fourth	201	181	190
Fifth	156	198	189
Sixth	165	157	207
Ungraded Elementary	0	13	0
Seventh	157	165	159
Eighth	160	170	171
Ninth	185	202	215
Tenth	160	179	172
Eleventh	130	144	160
Twelfth	125	143	134
Ungraded Secondary	54	0	0
Total K-12 Enrollment	2255	2278	2348

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	57	2.5%	65	2.9%	91	3.9%
Black (Not Hispanic)	187	8.3%	184	8.1%	176	7.5%
Hispanic	1142	50.6%	1141	50.1%	1170	49.8%
White (Not Hispanic)	869	38.5%	888	39.0%	911	38.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	21	20
Common Branch	21	22	21
English Grade 8	19	22	18
Mathematics Grade 8	22	18	21
Science Grade 8	22	23	23
Social Studies Grade 8	21	24	23
English Grade 10	24	20	22
Mathematics Grade 10	14	17	18
Science Grade 10	21	21	0
Social Studies Grade 10	18	21	21

(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	469	20.3%	488	20.9%	472	19.6%
Eligible for Free Lunch	600	26.6%	659	28.9%	740	31.5%

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		94.4%		94.7%		95.0%
Student Suspensions	46	2.1%	163	7.2%	44	1.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.3%	6.5%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	209
Total Other Professional Staff	41
Total Paraprofessionals	89
Teaching Out of Certification*	22
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	94	55	59%	98	55	56%	99	56	57%
Students with Disabilities	15	1	7%	13	4	31%	16	3	19%
All Students	109	56	51%	111	59	53%	115	59	51%

*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	66	12	1	1	0	35
Percent	57%	10%	1%	1%	0%	30%

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)
16	3	6	22

*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			16		9	
	Entered GED Program*			2		19	
	Total Noncompleters			18		28	
Students with Disabilities	Dropped Out			4		4	
	Entered GED Program*			0		0	
	Total Noncompleters			4		4	
All Students	Dropped Out	20	3.1%	20	3.0%	13	1.9%
	Entered GED Program*	7	1.1%	2	0.3%	19	2.8%
	Total Noncompleters	27	4.3%	22	3.3%	32	4.7%

*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		319	0
	Number of Students with Disabilities		16	0
	Number of All Students		335	0
	Percent of Enrollment		68%	0%
9-12	Number of General-Education Students		32	0
	Number of Students with Disabilities		0	0
	Number of All Students		32	0
	Percent of Enrollment		5%	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	18	89%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	33	100%	0	0%	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	64	97%	8	100%	20	85%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	3	#	3	#	0	0%
Science	8	38%	8	62%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	7	86%	0	0%	1	#
U.S. Hist & Gov't	16	94%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	92%	16	56%	17	59%
Science	36	47%	31	39%	25	64%
Reading	0	0%	5	80%	9	78%
Writing	0	0%	6	100%	6	100%
Global Studies	1	#	3	#	18	67%
U.S. Hist & Gov't	5	40%	3	#	5	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	85	120	158	16	15	19
Number Scoring 55–100	61	103	144	11	8	16
Number Scoring 65–100	50	87	124	8	6	11
Number Scoring 85–100	0	38	48	0	1	1
Percentage of Tested Scoring 55–100	72%	86%	91%	69%	53%	84%
Percentage of Tested Scoring 65–100	59%	72%	78%	50%	40%	58%
Percentage of Tested Scoring 85–100	0%	32%	30%	0%	7%	5%
Mathematics A						
Number Tested	75	43	198	2	5	24
Number Scoring 55–100	70	28	179	#	4	21
Number Scoring 65–100	68	15	153	#	0	14
Number Scoring 85–100	33	6	53	#	0	3
Percentage of Tested Scoring 55–100	93%	65%	90%	#	80%	88%
Percentage of Tested Scoring 65–100	91%	35%	77%	#	0%	58%
Percentage of Tested Scoring 85–100	44%	14%	27%	#	0%	12%
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	121	144	162	16	12	22
Number Scoring 55–100	119	140	153	16	12	17
Number Scoring 65–100	107	129	141	14	11	11
Number Scoring 85–100	50	40	86	1	3	4
Percentage of Tested Scoring 55–100	98%	97%	94%	100%	100%	77%
Percentage of Tested Scoring 65–100	88%	90%	87%	88%	92%	50%
Percentage of Tested Scoring 85–100	41%	28%	53%	6%	25%	18%
U.S. History and Government (first administered June 2001)						
Number Tested	104	115	150	12	15	17
Number Scoring 55–100	93	106	144	8	14	15
Number Scoring 65–100	85	86	132	6	7	12
Number Scoring 85–100	29	33	63	0	1	5
Percentage of Tested Scoring 55–100	89%	92%	96%	67%	93%	88%
Percentage of Tested Scoring 65–100	82%	75%	88%	50%	47%	71%
Percentage of Tested Scoring 85–100	28%	29%	42%	0%	7%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	173	153	80	11	11	6
Number Scoring 55–100	166	153	79	11	11	6
Number Scoring 65–100	157	150	73	11	10	4
Number Scoring 85–100	48	39	31	2	1	0
Percentage of Tested Scoring 55–100	96%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	91%	98%	91%	100%	91%	67%
Percentage of Tested Scoring 85–100	28%	25%	39%	18%	9%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	72	69	103	14	13	8
Number Scoring 55–100	58	52	83	8	8	3
Number Scoring 65–100	42	44	67	4	6	2
Number Scoring 85–100	3	9	10	1	0	0
Percentage of Tested Scoring 55–100	81%	75%	81%	57%	62%	38%
Percentage of Tested Scoring 65–100	58%	64%	65%	29%	46%	25%
Percentage of Tested Scoring 85–100	4%	13%	10%	7%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		97	128		5	5
Number Scoring 55–100		85	113		4	4
Number Scoring 65–100		72	96		3	4
Number Scoring 85–100		18	32		0	2
Percentage of Tested Scoring 55–100		88%	88%		80%	80%
Percentage of Tested Scoring 65–100		74%	75%		60%	80%
Percentage of Tested Scoring 85–100		19%	25%		0%	40%
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	7	19	17	0	0	2
Number Scoring 55–100	7	18	17	0	0	#
Number Scoring 65–100	7	17	17	0	0	#
Number Scoring 85–100	4	6	14	0	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	89%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	57%	32%	82%	0%	0%	#
Comprehensive Italian						
Number Tested	12	23	23	1	0	1
Number Scoring 55–100	12	23	23	#	0	#
Number Scoring 65–100	12	23	23	#	0	#
Number Scoring 85–100	10	16	15	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	83%	70%	65%	#	0%	#
Comprehensive German						
Number Tested	1	2	0	0	0	0
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 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	97	89	103	1	6	1
Number Scoring 55–100	97	88	103	#	6	#
Number Scoring 65–100	97	88	103	#	6	#
Number Scoring 85–100	82	74	95	#	5	#
Percentage of Tested Scoring 55–100	100%	99%	100%	#	100%	#
Percentage of Tested Scoring 65–100	100%	99%	100%	#	100%	#
Percentage of Tested Scoring 85–100	85%	83%	92%	#	83%	#
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	31	113	0	8	6	0
Number Scoring 55–100	21	97	0	5	3	0
Number Scoring 65–100	12	83	0	2	3	0
Number Scoring 85–100	5	29	0	1	1	0
Percentage of Tested Scoring 55–100	68%	86%	0%	62%	50%	0%
Percentage of Tested Scoring 65–100	39%	73%	0%	25%	50%	0%
Percentage of Tested Scoring 85–100	16%	26%	0%	12%	17%	0%
Sequential Mathematics, Course III						
Number Tested	76	75	98	1	3	3
Number Scoring 55–100	71	72	87	#	#	#
Number Scoring 65–100	58	69	83	#	#	#
Number Scoring 85–100	34	43	51	#	#	#
Percentage of Tested Scoring 55–100	93%	96%	89%	#	#	#
Percentage of Tested Scoring 65–100	76%	92%	85%	#	#	#
Percentage of Tested Scoring 85–100	45%	57%	52%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	0	0%	4	#
Students with Disabilities	6	67%	0	0%	3	#

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	142	7%	18%	56%	19%
	Students with Disabilities	12	17%	17%	33%	33%
	All Students	154	8%	18%	55%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	112	1%	40%	39%	20%
	Students with Disabilities	20	0%	80%	15%	5%
	All Students	132	1%	46%	36%	17%

(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	2	1	#	#	#	#
Social Studies	2	1	#	#	#	#
Mathematics	2	1	#	#	#	#
Science	1	2	#	#	#	#

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	99	99	99	25	25	25	124	124	124
Number Scoring 55–64	5	13	4	1	7	1	6	20	5
Number Scoring 65–84	38	43	60	12	6	11	50	49	71
Number Scoring 85–100	47	31	27	2	1	0	49	32	27
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)