

New York State School Report Card Comprehensive Information Report

BEDS Code: 49-02-02-04-0002
 Name: Tamarac Middle School High School
 Principal: Christopher Rockwell

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	136	108	133
Tenth	107	117	96
Eleventh	90	103	112
Twelfth	103	93	104
Ungraded Secondary	0	0	0
Total K-12 Enrollment	436	421	445

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	7	1.6%	6	1.4%	6	1.3%
Black (Not Hispanic)	7	1.6%	7	1.7%	10	2.2%
Hispanic	3	0.7%	1	0.2%	1	0.2%
White (Not Hispanic)	419	96.1%	407	96.7%	428	96.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	21	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	17	19	20
Mathematics Grade 10	16	15	19
Science Grade 10	25	16	20
Social Studies Grade 10	16	13	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
49	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 lower 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	3	0.7%	2	0.5%	2	0.5%
Eligible for Free Lunch	31	7.1%	24	5.7%	27	6.1%

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		94.6%		94.8%		95.2%
Student Suspensions	21	5.1%	21	4.8%	0	0.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.2%	4.8%	2.5%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	100%	99%	97%

Staff Counts

Staff	2003-04
Total Teachers	37
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	81	63	78%	79	56	71%	85	68	80%
Students with Disabilities	7	2	29%	5	1	20%	9	2	22%
All Students	88	65	74%	84	57	68%	94	70	74%

*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	40	37	5	4	8	0
Percent	43%	39%	5%	4%	9%	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)
9	2	4	13

*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	5		4		3	0.8%
	Entered GED Program*	7		4		2	0.5%
	Total Noncompleters	12		8		5	1.3%
Students with Disabilities	Dropped Out	1		2		2	2.7%
	Entered GED Program*	2		2		0	0.0%
	Total Noncompleters	3		4		2	2.7%
All Students	Dropped Out	6	1.4%	6	1.4%	5	1.1%
	Entered GED Program*	9	2.1%	6	1.4%	2	0.4%
	Total Noncompleters	15	3.4%	12	2.9%	7	1.6%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	369	354	376
	Number of Students with Disabilities	67	67	69
	Number of All Students	436	421	445
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	44	95%	1	#	41	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	44	95%	14	93%	39	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	7	71%	3	#	3	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

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

(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	95	99	120	6	9	20
Number Scoring 55-100	93	97	108	6	8	14
Number Scoring 65-100	86	91	104	3	5	11
Number Scoring 85-100	47	51	67	0	1	1
Percentage of Tested Scoring 55-100	98%	98%	90%	100%	89%	70%
Percentage of Tested Scoring 65-100	91%	92%	87%	50%	56%	55%
Percentage of Tested Scoring 85-100	49%	52%	56%	0%	11%	5%
Mathematics A						
Number Tested	26	91	140	2	6	27
Number Scoring 55-100	22	78	130	#	4	24
Number Scoring 65-100	21	63	116	#	2	20
Number Scoring 85-100	17	9	44	#	0	4
Percentage of Tested Scoring 55-100	85%	86%	93%	#	67%	89%
Percentage of Tested Scoring 65-100	81%	69%	83%	#	33%	74%
Percentage of Tested Scoring 85-100	65%	10%	31%	#	0%	15%
Mathematics B						
Number Tested	0	19	74	0	0	2
Number Scoring 55-100	0	18	66	0	0	#
Number Scoring 65-100	0	18	56	0	0	#
Number Scoring 85-100	0	13	22	0	0	#
Percentage of Tested Scoring 55-100	0%	95%	89%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	95%	76%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	68%	30%	0%	0%	#
Global History and Geography						
Number Tested	106	132	102	11	22	19
Number Scoring 55-100	101	124	82	8	19	11
Number Scoring 65-100	90	119	76	6	16	9
Number Scoring 85-100	30	45	38	1	2	2
Percentage of Tested Scoring 55-100	95%	94%	80%	73%	86%	58%
Percentage of Tested Scoring 65-100	85%	90%	75%	55%	73%	47%
Percentage of Tested Scoring 85-100	28%	34%	37%	9%	9%	11%
U.S. History and Government						
Number Tested	100	97	117	6	6	17
Number Scoring 55-100	93	95	112	5	6	17
Number Scoring 65-100	83	92	109	2	6	16
Number Scoring 85-100	30	43	68	0	1	4
Percentage of Tested Scoring 55-100	93%	98%	96%	83%	100%	100%
Percentage of Tested Scoring 65-100	83%	95%	93%	33%	100%	94%
Percentage of Tested Scoring 85-100	30%	44%	58%	0%	17%	24%

(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	105	44	99	12	15	12
Number Scoring 55-100	104	41	79	12	15	8
Number Scoring 65-100	100	34	73	9	9	7
Number Scoring 85-100	38	8	12	2	2	1
Percentage of Tested Scoring 55-100	99%	93%	80%	100%	100%	67%
Percentage of Tested Scoring 65-100	95%	77%	74%	75%	60%	58%
Percentage of Tested Scoring 85-100	36%	18%	12%	17%	13%	8%
Physical Setting/Earth Science						
Number Tested	80	80	93	8	9	11
Number Scoring 55-100	74	76	87	8	8	11
Number Scoring 65-100	68	71	79	5	7	8
Number Scoring 85-100	32	31	42	2	3	2
Percentage of Tested Scoring 55-100	93%	95%	94%	100%	89%	100%
Percentage of Tested Scoring 65-100	85%	89%	85%	62%	78%	73%
Percentage of Tested Scoring 85-100	40%	39%	45%	25%	33%	18%
Physical Setting/Chemistry						
Number Tested	74	80	71	1	2	3
Number Scoring 55-100	72	76	71	#	#	#
Number Scoring 65-100	49	55	57	#	#	#
Number Scoring 85-100	7	10	9	#	#	#
Percentage of Tested Scoring 55-100	97%	95%	100%	#	#	#
Percentage of Tested Scoring 65-100	66%	69%	80%	#	#	#
Percentage of Tested Scoring 85-100	9%	12%	13%	#	#	#
Physical Setting/Physics						
Number Tested			26			1
Number Scoring 55-100			26			#
Number Scoring 65-100			25			#
Number Scoring 85-100			5			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			19%			#

* 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	37	40	27	2	0	1
Number Scoring 55-100	37	39	27	#	0	#
Number Scoring 65-100	36	36	26	#	0	#
Number Scoring 85-100	13	20	14	#	0	#
Percentage of Tested Scoring 55-100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 65-100	97%	90%	96%	#	0%	#
Percentage of Tested Scoring 85-100	35%	50%	52%	#	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	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	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	34	36	28	3	3	1
Number Scoring 55-100	33	32	27	#	#	#
Number Scoring 65-100	33	30	27	#	#	#
Number Scoring 85-100	18	19	19	#	#	#
Percentage of Tested Scoring 55-100	97%	89%	96%	#	#	#
Percentage of Tested Scoring 65-100	97%	83%	96%	#	#	#
Percentage of Tested Scoring 85-100	53%	53%	68%	#	#	#
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	71	58	2	3	4	0
Number Scoring 55-100	66	47	#	#	#	0
Number Scoring 65-100	62	43	#	#	#	0
Number Scoring 85-100	23	14	#	#	#	0
Percentage of Tested Scoring 55-100	93%	81%	#	#	#	0%
Percentage of Tested Scoring 65-100	87%	74%	#	#	#	0%
Percentage of Tested Scoring 85-100	32%	24%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	35	100%	11	100%	6	100%
Students with Disabilities	16	100%	4	#	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	87	87	87	13	13	13	100	100	100
Number Scoring 55–64	5	2	1	1	0	4	6	2	5
Number Scoring 65–84	47	41	36	5	7	4	52	48	40
Number Scoring 85–100	31	41	48	1	1	1	32	42	49
Approved Alternatives	0	0	0	0	0	0	0	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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)