

New York State District Report Card Comprehensive Information Report

BEDS Code: 10-05-01-04-0000
 Name: Taconic Hills Central School District
 Superintendent: David A. Paciencia

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	127	115	97
First	86	126	102
Second	134	96	128
Third	136	141	97
Fourth	122	136	141
Fifth	157	131	143
Sixth	161	161	132
Ungraded Elementary	0	0	0
Seventh	165	166	164
Eighth	172	164	172
Ninth	215	218	212
Tenth	161	151	170
Eleventh	122	152	135
Twelfth	116	114	140
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1874	1871	1833

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	19	1.0%	15	0.8%	17	0.9%
Black (Not Hispanic)	47	2.5%	45	2.4%	56	3.1%
Hispanic	35	1.9%	38	2.0%	46	2.5%
White (Not Hispanic)	1773	94.6%	1773	94.8%	1714	93.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	19	19
Common Branch	20	22	20
English Grade 8	23	13	16
Mathematics Grade 8	21	17	22
Science Grade 8	24	21	24
Social Studies Grade 8	24	22	23
English Grade 10	23	19	21
Mathematics Grade 10	20	21	18
Science Grade 10	17	23	24
Social Studies Grade 10	21	23	18

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	4	0.2%	7	0.4%
Eligible for Free Lunch	433	23.1%	358	19.1%	388	21.2%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.6%		92.9%		92.8%
Student Suspensions	125	6.7%	124	6.6%	120	6.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.8%	13.5%	12.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	148
Total Other Professional Staff	15
Total Paraprofessionals	64
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	95	94	114
	Regents Diplomas	63	66	102
	% Regents Diplomas	66%	70%	89%
	Regents Diplomas with Advanced Designation**			46
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	7	9
	Regents Diplomas	2	2	6
	% Regents Diplomas	29%	29%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	2	2
All Students	Total Graduates*	102	101	123
	Regents Diplomas	65	68	108
	% Regents Diplomas	64%	67%	88%
	Regents Diplomas with Advanced Designation**			46
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates	6	2	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	45	56	0	2	11	0	0	0
	Percent	39%	49%	0%	2%	10%	0%	0%	0%
Students with Disabilities	Number	1	7	0	0	1	0	0	0
	Percent	11%	78%	0%	0%	11%	0%	0%	0%
All Students	Number	46	63	0	2	12	0	0	0
	Percent	37%	51%	0%	2%	10%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		18	3.1%	10	1.8%
	Entered GED Program*	2		4	0.7%	3	0.5%
	Total Noncompleters	8		22	3.7%	13	2.3%
Students with Disabilities	Dropped Out	0		5	10.0%	3	3.1%
	Entered GED Program*	4		2	4.0%	2	2.1%
	Total Noncompleters	4		7	14.0%	5	5.2%
All Students	Dropped Out	6	1.0%	23	3.6%	13	2.0%
	Entered GED Program*	6	1.0%	6	0.9%	5	0.8%
	Total Noncompleters	12	2.0%	29	4.5%	18	2.7%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	128	138	144
	Number of Students with Disabilities	43	26	28
	Number of All Students	171	164	172
	Percent of Enrollment	34%	33%	37%
9-12	Number of General-Education Students	0	0	423
	Number of Students with Disabilities	0	0	57
	Number of All Students	0	0	480
	Percent of Enrollment	0%	0%	73%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	88	94%	53	96%	38	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	166	91%	90	78%	66	80%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	3	#
Science	2	#	1	#	1	#
Reading	1	#	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	0	0%	8	75%
Science	6	100%	0	0%	8	88%
Reading	7	100%	2	#	7	57%
Writing	0	0%	2	#	8	88%
Global Studies	14	86%	2	#	7	57%
U.S. Hist & Gov't	2	#	0	0%	3	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	126	147	119	9	9	14
Number Scoring 55-100	113	141	100	6	8	10
Number Scoring 65-100	96	135	93	3	8	6
Number Scoring 85-100	30	43	18	0	0	1
Percentage of Tested Scoring 55-100	90%	96%	84%	67%	89%	71%
Percentage of Tested Scoring 65-100	76%	92%	78%	33%	89%	43%
Percentage of Tested Scoring 85-100	24%	29%	15%	0%	0%	7%
Mathematics A						
Number Tested	181	170	152	14	11	16
Number Scoring 55-100	147	164	143	9	7	13
Number Scoring 65-100	130	147	130	6	6	7
Number Scoring 85-100	30	37	51	2	2	0
Percentage of Tested Scoring 55-100	81%	96%	94%	64%	64%	81%
Percentage of Tested Scoring 65-100	72%	86%	86%	43%	55%	44%
Percentage of Tested Scoring 85-100	17%	22%	34%	14%	18%	0%
Mathematics B						
Number Tested	51	73	78	1	1	1
Number Scoring 55-100	44	70	66	#	#	#
Number Scoring 65-100	37	61	59	#	#	#
Number Scoring 85-100	6	23	14	#	#	#
Percentage of Tested Scoring 55-100	86%	96%	85%	#	#	#
Percentage of Tested Scoring 65-100	73%	84%	76%	#	#	#
Percentage of Tested Scoring 85-100	12%	32%	18%	#	#	#
Global History and Geography						
Number Tested	162	186	166	14	16	10
Number Scoring 55-100	119	143	129	5	9	4
Number Scoring 65-100	94	119	98	2	9	2
Number Scoring 85-100	28	29	25	0	0	0
Percentage of Tested Scoring 55-100	73%	77%	78%	36%	56%	40%
Percentage of Tested Scoring 65-100	58%	64%	59%	14%	56%	20%
Percentage of Tested Scoring 85-100	17%	16%	15%	0%	0%	0%
U.S. History and Government						
Number Tested	120	123	139	6	7	14
Number Scoring 55-100	115	116	129	4	7	11
Number Scoring 65-100	108	108	120	4	5	6
Number Scoring 85-100	61	76	65	1	3	2
Percentage of Tested Scoring 55-100	96%	94%	93%	67%	100%	79%
Percentage of Tested Scoring 65-100	90%	88%	86%	67%	71%	43%
Percentage of Tested Scoring 85-100	51%	62%	47%	17%	43%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	183	168	184	12	10	13
Number Scoring 55-100	167	156	171	11	8	8
Number Scoring 65-100	148	142	151	7	5	6
Number Scoring 85-100	44	44	51	1	0	0
Percentage of Tested Scoring 55-100	91%	93%	93%	92%	80%	62%
Percentage of Tested Scoring 65-100	81%	85%	82%	58%	50%	46%
Percentage of Tested Scoring 85-100	24%	26%	28%	8%	0%	0%
Physical Setting/Earth Science						
Number Tested	146	135	134	16	4	21
Number Scoring 55-100	121	124	110	9	#	14
Number Scoring 65-100	110	107	96	6	#	12
Number Scoring 85-100	43	40	28	1	#	1
Percentage of Tested Scoring 55-100	83%	92%	82%	56%	#	67%
Percentage of Tested Scoring 65-100	75%	79%	72%	38%	#	57%
Percentage of Tested Scoring 85-100	29%	30%	21%	6%	#	5%
Physical Setting/Chemistry						
Number Tested	65	71	69	2	2	1
Number Scoring 55-100	60	70	58	#	#	#
Number Scoring 65-100	48	56	49	#	#	#
Number Scoring 85-100	7	11	5	#	#	#
Percentage of Tested Scoring 55-100	92%	99%	84%	#	#	#
Percentage of Tested Scoring 65-100	74%	79%	71%	#	#	#
Percentage of Tested Scoring 85-100	11%	15%	7%	#	#	#
Physical Setting/Physics						
Number Tested		29	35		1	2
Number Scoring 55-100		28	33		#	#
Number Scoring 65-100		27	31		#	#
Number Scoring 85-100		6	10		#	#
Percentage of Tested Scoring 55-100		97%	94%		#	#
Percentage of Tested Scoring 65-100		93%	89%		#	#
Percentage of Tested Scoring 85-100		21%	29%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	38	29	32	0	0	0
Number Scoring 55-100	37	29	31	0	0	0
Number Scoring 65-100	37	29	29	0	0	0
Number Scoring 85-100	19	20	12	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	69%	38%	0%	0%	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	86	34	43	1	0	1
Number Scoring 55-100	85	34	42	#	0	#
Number Scoring 65-100	82	34	42	#	0	#
Number Scoring 85-100	35	17	22	#	0	#
Percentage of Tested Scoring 55-100	99%	100%	98%	#	0%	#
Percentage of Tested Scoring 65-100	95%	100%	98%	#	0%	#
Percentage of Tested Scoring 85-100	41%	50%	51%	#	0%	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	142	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	144	13%	11%	56%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	141	1%	35%	57%	6%
	Students with Disabilities	22	50%	50%	0%	0%
	All Students	163	8%	37%	50%	6%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	122	122	122	13	13	13	135	135	135
Number Scoring 55–64	6	2	0	0	1	2	6	3	2
Number Scoring 65–84	83	44	56	7	5	5	90	49	61
Number Scoring 85–100	24	67	62	0	3	2	24	70	64
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	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 - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)