

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	33	33	32
First	23	30	34
Second	19	23	28
Third	29	22	29
Fourth	20	29	24
Fifth	25	21	26
Sixth	20	24	24
Ungraded Elementary	1	0	0
Seventh	22	22	27
Eighth	20	22	23
Ninth	83	106	112
Tenth	98	86	101
Eleventh	114	91	83
Twelfth	87	105	91
Ungraded Secondary	0	0	0
Total K-12 Enrollment	594	614	634

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	24	4.0%	25	4.1%	32	5.0%
Black (Not Hispanic)	13	2.2%	13	2.1%	14	2.2%
Hispanic	47	7.9%	40	6.5%	59	9.3%
White (Not Hispanic)	510	85.9%	536	87.3%	529	83.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	17	16
Common Branch	18	19	18
English Grade 8	0	22	23
Mathematics Grade 8	0	14	17
Science Grade 8	14	15	17
Social Studies Grade 8	20	22	23
English Grade 10	19	17	21
Mathematics Grade 10	22	21	23
Science Grade 10	16	14	10
Social Studies Grade 10	19	18	24

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	8	1.4%	7	1.1%	6	1.0%
Eligible for Free Lunch	22	3.7%	25	4.1%	31	4.9%

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		93.2%		93.0%		95.0%
Student Suspensions	36	6.2%	18	3.0%	38	6.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.9%	3.1%	4.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	57
Total Other Professional Staff	12
Total Paraprofessionals	10
Teaching Out of Certification*	6

*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*	69	99	87
	Regents Diplomas	33	49	65
	% Regents Diplomas	48%	49%	75%
	Regents Diplomas with Advanced Designation**			33
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	13	4	2
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	82	103	89
	Regents Diplomas	33	49	66
	% Regents Diplomas	40%	48%	74%
	Regents Diplomas with Advanced Designation**			33
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates	0	0	0

* 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	41	34	0	0	12	0	0	0
	Percent	47%	39%	0%	0%	14%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	41	36	0	0	12	0	0	0
	Percent	46%	40%	0%	0%	13%	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	9		2	0.6%	1	0.3%
	Entered GED Program*	3		12	3.6%	5	1.4%
	Total Noncompleters	12		14	4.2%	6	1.7%
Students with Disabilities	Dropped Out	3		2	3.0%	2	3.1%
	Entered GED Program*	0		4	6.1%	0	0.0%
	Total Noncompleters	3		6	9.1%	2	3.1%
All Students	Dropped Out	12	3.1%	4	1.0%	3	0.7%
	Entered GED Program*	3	0.8%	16	4.0%	5	1.2%
	Total Noncompleters	15	3.9%	20	5.0%	8	1.9%

*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%	102%	100%
2-3	0%	100%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	43	40
	Number of Students with Disabilities	0	7	10
	Number of All Students	0	50	50
	Percent of Enrollment	0%	100%	100%
6-8	Number of General-Education Students	0	58	65
	Number of Students with Disabilities	0	10	9
	Number of All Students	0	68	74
	Percent of Enrollment	0%	100%	100%
9-12	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%

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	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%

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	0	0%	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	#	3	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	60%	0	0%
Science	3	#	2	#	0	0%
Reading	4	#	0	0%	0	0%
Writing	5	100%	0	0%	0	0%
Global Studies	6	83%	0	0%	0	0%
U.S. Hist & Gov't	6	83%	0	0%	0	0%

(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	116	94	78	9	12	10
Number Scoring 55-100	109	88	74	7	10	8
Number Scoring 65-100	102	81	62	5	9	2
Number Scoring 85-100	48	32	24	0	1	1
Percentage of Tested Scoring 55-100	94%	94%	95%	78%	83%	80%
Percentage of Tested Scoring 65-100	88%	86%	79%	56%	75%	20%
Percentage of Tested Scoring 85-100	41%	34%	31%	0%	8%	10%
Mathematics A						
Number Tested	80	14	112	8	1	11
Number Scoring 55-100	75	13	112	6	#	11
Number Scoring 65-100	68	10	107	6	#	9
Number Scoring 85-100	15	0	32	0	#	0
Percentage of Tested Scoring 55-100	94%	93%	100%	75%	#	100%
Percentage of Tested Scoring 65-100	85%	71%	96%	75%	#	82%
Percentage of Tested Scoring 85-100	19%	0%	29%	0%	#	0%
Mathematics B						
Number Tested	18	63	69	0	1	0
Number Scoring 55-100	18	45	48	0	#	0
Number Scoring 65-100	16	41	31	0	#	0
Number Scoring 85-100	3	13	2	0	#	0
Percentage of Tested Scoring 55-100	100%	71%	70%	0%	#	0%
Percentage of Tested Scoring 65-100	89%	65%	45%	0%	#	0%
Percentage of Tested Scoring 85-100	17%	21%	3%	0%	#	0%
Global History and Geography						
Number Tested	99	83	94	14	11	10
Number Scoring 55-100	87	78	90	11	10	8
Number Scoring 65-100	72	67	81	7	7	4
Number Scoring 85-100	31	26	30	1	0	0
Percentage of Tested Scoring 55-100	88%	94%	96%	79%	91%	80%
Percentage of Tested Scoring 65-100	73%	81%	86%	50%	64%	40%
Percentage of Tested Scoring 85-100	31%	31%	32%	7%	0%	0%
U.S. History and Government						
Number Tested	104	74	78	9	13	10
Number Scoring 55-100	96	69	71	5	12	8
Number Scoring 65-100	86	65	65	4	10	8
Number Scoring 85-100	34	31	30	1	2	1
Percentage of Tested Scoring 55-100	92%	93%	91%	56%	92%	80%
Percentage of Tested Scoring 65-100	83%	88%	83%	44%	77%	80%
Percentage of Tested Scoring 85-100	33%	42%	38%	11%	15%	10%

(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	92	91	82	16	13	13
Number Scoring 55-100	86	86	79	12	11	12
Number Scoring 65-100	78	83	74	11	11	9
Number Scoring 85-100	11	14	18	1	1	0
Percentage of Tested Scoring 55-100	93%	95%	96%	75%	85%	92%
Percentage of Tested Scoring 65-100	85%	91%	90%	69%	85%	69%
Percentage of Tested Scoring 85-100	12%	15%	22%	6%	8%	0%
Physical Setting/Earth Science						
Number Tested	59	68	75	3	4	2
Number Scoring 55-100	55	65	72	#	#	#
Number Scoring 65-100	53	60	65	#	#	#
Number Scoring 85-100	23	15	25	#	#	#
Percentage of Tested Scoring 55-100	93%	96%	96%	#	#	#
Percentage of Tested Scoring 65-100	90%	88%	87%	#	#	#
Percentage of Tested Scoring 85-100	39%	22%	33%	#	#	#
Physical Setting/Chemistry						
Number Tested	28	46	39	2	1	0
Number Scoring 55-100	27	39	34	#	#	0
Number Scoring 65-100	20	27	25	#	#	0
Number Scoring 85-100	0	5	2	#	#	0
Percentage of Tested Scoring 55-100	96%	85%	87%	#	#	0%
Percentage of Tested Scoring 65-100	71%	59%	64%	#	#	0%
Percentage of Tested Scoring 85-100	0%	11%	5%	#	#	0%
Physical Setting/Physics						
Number Tested		14	13		1	0
Number Scoring 55-100		12	10		#	0
Number Scoring 65-100		10	8		#	0
Number Scoring 85-100		3	1		#	0
Percentage of Tested Scoring 55-100		86%	77%		#	0%
Percentage of Tested Scoring 65-100		71%	62%		#	0%
Percentage of Tested Scoring 85-100		21%	8%		#	0%

* 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	20	8	14	0	0	0
Number Scoring 55-100	20	8	14	0	0	0
Number Scoring 65-100	19	8	14	0	0	0
Number Scoring 85-100	12	2	2	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	25%	14%	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	52	32	36	1	0	0
Number Scoring 55-100	52	32	36	#	0	0
Number Scoring 65-100	52	32	35	#	0	0
Number Scoring 85-100	20	19	13	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	#	0%	0%
Percentage of Tested Scoring 85-100	38%	59%	36%	#	0%	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	21	0%	0%	29%	71%
	Students with Disabilities	5	40%	0%	60%	0%
	All Students	26	8%	0%	35%	58%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	18	0%	6%	61%	33%
	Students with Disabilities	5	0%	0%	80%	20%
	All Students	23	0%	4%	65%	30%

(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	1	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	82	82	82	2	2	2	84	84	84
Number Scoring 55–64	#	#	#	#	#	#	13	5	3
Number Scoring 65–84	#	#	#	#	#	#	34	33	50
Number Scoring 85–100	#	#	#	#	#	#	29	27	29
Approved Alternatives	#	#	#	#	#	#	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		3	3		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Reading and Writing (Grade K-1)						
Number Tested		3	3		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Listening and Speaking (Grade 2-4)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	0		1	0
Beginning		#	0		#	0
Intermediate		#	0		#	0
Advanced		#	0		#	0
Proficient		#	0		#	0
Reading and Writing (Grade 5-6)						
Number Tested		1	0		1	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 - 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		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		3	2		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Reading and Writing (Grade 9-12)						
Number Tested		3	2		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#

*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)