

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-03-02-03-0000
 Name: Tuckahoe Union Free School District
 Superintendent: Michael Yazurlo

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	74	81	73
First	82	77	82
Second	88	75	74
Third	78	86	70
Fourth	62	74	93
Fifth	69	62	76
Sixth	78	77	58
Ungraded Elementary	0	0	6
Seventh	75	81	78
Eighth	83	74	78
Ninth	70	65	62
Tenth	86	72	65
Eleventh	64	83	70
Twelfth	65	64	75
Ungraded Secondary	6	5	8
Total K-12 Enrollment	980	976	968

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	42	4.3%	27	2.8%	41	4.2%
Black (Not Hispanic)	143	14.6%	146	15.0%	138	14.3%
Hispanic	113	11.5%	123	12.6%	115	11.9%
White (Not Hispanic)	682	69.6%	680	69.7%	674	69.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	20	18
Common Branch	19	20	19
English Grade 8	18	14	17
Mathematics Grade 8	17	14	19
Science Grade 8	19	17	19
Social Studies Grade 8	17	14	19
English Grade 10	19	18	17
Mathematics Grade 10	22	26	13
Science Grade 10	19	26	26
Social Studies Grade 10	22	20	16

(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	21	2.1%	25	2.6%	40	4.1%
Eligible for Free Lunch	127	13.0%	108	11.1%	122	12.6%

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		95.3%		94.8%		95.2%
Student Suspensions	39	4.0%	26	2.7%	43	4.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	4.9%	5.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	88
Total Other Professional Staff	15
Total Paraprofessionals	29
Teaching Out of Certification*	4

*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*	53	55	65
	Regents Diplomas	52	39	54
	% Regents Diplomas	98%	71%	83%
	Regents Diplomas with Advanced Designation**			33
	% Regents Diplomas with Advanced Designation			51%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	4	12
	Regents Diplomas	5	2	4
	% Regents Diplomas	83%	50%	33%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			8%
	IEP Diplomas or Local Certificates	1	0	1
All Students	Total Graduates*	59	59	77
	Regents Diplomas	57	41	58
	% Regents Diplomas	97%	69%	75%
	Regents Diplomas with Advanced Designation**			34
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates	1	0	1

* 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	49	13	0	0	2	0	1	0
	Percent	75%	20%	0%	0%	3%	0%	2%	0%
Students with Disabilities	Number	7	3	0	0	2	0	0	0
	Percent	58%	25%	0%	0%	17%	0%	0%	0%
All Students	Number	56	16	0	0	4	0	1	0
	Percent	73%	21%	0%	0%	5%	0%	1%	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	0		1	0.4%	0	0.0%
	Entered GED Program*	0		1	0.4%	0	0.0%
	Total Noncompleters	0		2	0.8%	0	0.0%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	1	0.3%	0	0.0%
	Entered GED Program*	0	0.0%	1	0.3%	0	0.0%
	Total Noncompleters	0	0.0%	2	0.7%	0	0.0%

*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	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	59	57	58
	Number of Students with Disabilities	3	6	4
	Number of All Students	62	63	62
	Percent of Enrollment	21%	22%	22%

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%	8	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	13	100%	25	96%
Latin	0	0%	0	0%	8	100%
Spanish	0	0%	38	100%	35	100%

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%	1	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	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	0	0%	6	50%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	6	17%	5	60%
U.S. Hist & Gov't	0	0%	4	#	5	60%

(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	61	81	72	3	15	5
Number Scoring 55-100	56	79	71	#	14	4
Number Scoring 65-100	53	73	62	#	11	1
Number Scoring 85-100	16	40	32	#	3	0
Percentage of Tested Scoring 55-100	92%	98%	99%	#	93%	80%
Percentage of Tested Scoring 65-100	87%	90%	86%	#	73%	20%
Percentage of Tested Scoring 85-100	26%	49%	44%	#	20%	0%
Mathematics A						
Number Tested	1	87	81	0	7	5
Number Scoring 55-100	#	84	80	0	5	4
Number Scoring 65-100	#	80	78	0	4	4
Number Scoring 85-100	#	30	23	0	0	0
Percentage of Tested Scoring 55-100	#	97%	99%	0%	71%	80%
Percentage of Tested Scoring 65-100	#	92%	96%	0%	57%	80%
Percentage of Tested Scoring 85-100	#	34%	28%	0%	0%	0%
Mathematics B						
Number Tested	37	50	46	2	1	2
Number Scoring 55-100	37	45	37	#	#	#
Number Scoring 65-100	37	40	35	#	#	#
Number Scoring 85-100	22	17	13	#	#	#
Percentage of Tested Scoring 55-100	100%	90%	80%	#	#	#
Percentage of Tested Scoring 65-100	100%	80%	76%	#	#	#
Percentage of Tested Scoring 85-100	59%	34%	28%	#	#	#
Global History and Geography						
Number Tested	80	72	65	20	9	3
Number Scoring 55-100	75	67	60	16	5	#
Number Scoring 65-100	64	55	57	11	1	#
Number Scoring 85-100	30	32	19	4	0	#
Percentage of Tested Scoring 55-100	94%	93%	92%	80%	56%	#
Percentage of Tested Scoring 65-100	80%	76%	88%	55%	11%	#
Percentage of Tested Scoring 85-100	38%	44%	29%	20%	0%	#
U.S. History and Government						
Number Tested	60	72	73	2	12	7
Number Scoring 55-100	58	68	66	#	9	3
Number Scoring 65-100	55	65	64	#	9	2
Number Scoring 85-100	26	28	42	#	4	1
Percentage of Tested Scoring 55-100	97%	94%	90%	#	75%	43%
Percentage of Tested Scoring 65-100	92%	90%	88%	#	75%	29%
Percentage of Tested Scoring 85-100	43%	39%	58%	#	33%	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	62	47	68	15	3	3
Number Scoring 55-100	61	46	67	14	#	#
Number Scoring 65-100	56	44	67	13	#	#
Number Scoring 85-100	19	15	30	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	99%	93%	#	#
Percentage of Tested Scoring 65-100	90%	94%	99%	87%	#	#
Percentage of Tested Scoring 85-100	31%	32%	44%	0%	#	#
Physical Setting/Earth Science						
Number Tested	55	84	43	7	3	0
Number Scoring 55-100	46	75	43	6	#	0
Number Scoring 65-100	35	65	41	2	#	0
Number Scoring 85-100	16	10	20	1	#	0
Percentage of Tested Scoring 55-100	84%	89%	100%	86%	#	0%
Percentage of Tested Scoring 65-100	64%	77%	95%	29%	#	0%
Percentage of Tested Scoring 85-100	29%	12%	47%	14%	#	0%
Physical Setting/Chemistry						
Number Tested	56	35	24	4	2	0
Number Scoring 55-100	34	33	22	#	#	0
Number Scoring 65-100	29	27	17	#	#	0
Number Scoring 85-100	6	4	4	#	#	0
Percentage of Tested Scoring 55-100	61%	94%	92%	#	#	0%
Percentage of Tested Scoring 65-100	52%	77%	71%	#	#	0%
Percentage of Tested Scoring 85-100	11%	11%	17%	#	#	0%
Physical Setting/Physics						
Number Tested		2	3		0	0
Number Scoring 55-100		#	#		0	0
Number Scoring 65-100		#	#		0	0
Number Scoring 85-100		#	#		0	0
Percentage of Tested Scoring 55-100		#	#		0%	0%
Percentage of Tested Scoring 65-100		#	#		0%	0%
Percentage of Tested Scoring 85-100		#	#		0%	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	7	9	4	1	0	0
Number Scoring 55-100	7	9	#	#	0	0
Number Scoring 65-100	7	9	#	#	0	0
Number Scoring 85-100	4	8	#	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	#	#	0%	0%
Percentage of Tested Scoring 85-100	57%	89%	#	#	0%	0%
Comprehensive Italian						
Number Tested	22	11	10	3	0	0
Number Scoring 55-100	22	11	10	#	0	0
Number Scoring 65-100	22	11	10	#	0	0
Number Scoring 85-100	12	8	8	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	55%	73%	80%	#	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	32	34	29	3	0	0
Number Scoring 55-100	31	34	28	#	0	0
Number Scoring 65-100	30	34	28	#	0	0
Number Scoring 85-100	16	21	14	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	97%	#	0%	0%
Percentage of Tested Scoring 85-100	50%	62%	48%	#	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	67	0%	1%	28%	70%
	Students with Disabilities	7	14%	43%	43%	0%
	All Students	74	1%	5%	30%	64%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	69	0%	1%	46%	52%
	Students with Disabilities	6	0%	0%	67%	33%
	All Students	75	0%	1%	48%	51%

(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	2	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	62	62	62	11	11	11	73	73	73
Number Scoring 55–64	5	4	3	5	0	0	10	4	3
Number Scoring 65–84	26	30	35	2	2	9	28	32	44
Number Scoring 85–100	27	26	21	2	2	1	29	28	22
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		10	15		0	0
Beginning		1	1		0	0
Intermediate		1	4		0	0
Advanced		3	6		0	0
Proficient		5	4		0	0
Reading and Writing (Grade K-1)						
Number Tested		10	15		0	0
Beginning		3	3		0	0
Intermediate		1	3		0	0
Advanced		3	4		0	0
Proficient		3	5		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		11	9		0	0
Beginning		1	1		0	0
Intermediate		2	1		0	0
Advanced		5	4		0	0
Proficient		3	3		0	0
Reading and Writing (Grade 2-4)						
Number Tested		11	8		0	0
Beginning		2	0		0	0
Intermediate		2	2		0	0
Advanced		4	2		0	0
Proficient		3	4		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		4	5		0	0
Beginning		#	0		0	0
Intermediate		#	2		0	0
Advanced		#	3		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		4	5		0	0
Beginning		#	0		0	0
Intermediate		#	2		0	0
Advanced		#	2		0	0
Proficient		#	1		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		4	6		0	0
Beginning		#	0		0	0
Intermediate		#	1		0	0
Advanced		#	3		0	0
Proficient		#	2		0	0
Reading and Writing (Grade 7-8)						
Number Tested		4	6		0	0
Beginning		#	0		0	0
Intermediate		#	2		0	0
Advanced		#	0		0	0
Proficient		#	4		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		9	5		0	0
Beginning		1	0		0	0
Intermediate		0	1		0	0
Advanced		5	1		0	0
Proficient		3	3		0	0
Reading and Writing (Grade 9-12)						
Number Tested		8	4		0	0
Beginning		1	#		0	0
Intermediate		1	#		0	0
Advanced		2	#		0	0
Proficient		4	#		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)