

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-03-01-06-0007
 Name: Tappan Zee High School
 Principal: Lynn Trager

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	221	231	264
Tenth	228	232	225
Eleventh	192	229	217
Twelfth	206	185	228
Ungraded Secondary	0	28	25
Total K-12 Enrollment	847	905	959

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	152	17.9%	158	17.5%	168	17.5%
Black (Not Hispanic)	42	5.0%	44	4.9%	49	5.1%
Hispanic	47	5.5%	51	5.6%	63	6.6%
White (Not Hispanic)	606	71.5%	652	72.0%	679	70.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	17	15	17
Mathematics Grade 10	16	9	16
Science Grade 10	22	21	21
Social Studies Grade 10	19	16	18

(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
54	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the higher 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	24	2.8%	33	3.6%	28	2.9%
Eligible for Free Lunch	76	9.0%	47	5.2%	48	5.0%

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		95.1%		96.0%		96.0%
Student Suspensions	51	6.1%	43	5.1%	51	5.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.4%	2.9%	2.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	77
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	146	124	85%	144	124	86%	192	153	80%
Students with Disabilities	35	5	14%	21	7	33%	12	3	25%
All Students	181	129	71%	165	131	79%	204	156	76%

*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	141	59	0	2	2	0
Percent	69%	29%	0%	1%	1%	0%

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)
12	3	6	18

*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			10		8	
	Entered GED Program*			11		3	
	Total Noncompleters			21		11	
Students with Disabilities	Dropped Out			3		2	
	Entered GED Program*			4		0	
	Total Noncompleters			7		2	
All Students	Dropped Out	7	0.8%	13	1.4%	10	1.0%
	Entered GED Program*	0	0.0%	15	1.7%	3	0.3%
	Total Noncompleters	7	0.8%	28	3.1%	13	1.4%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		114	0
	Number of Students with Disabilities		0	0
	Number of All Students		114	0
	Percent of Enrollment		13%	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	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	2000-2001		2001-2002		2002-2003	
	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%

(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	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%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	16	100%	6	83%
Science	8	38%	17	47%	3	#
Reading	9	89%	0	0%	10	70%
Writing	1	#	8	100%	0	0%
Global Studies	6	100%	13	23%	8	62%
U.S. Hist & Gov't	7	29%	3	#	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	180	223	223	23	33	26
Number Scoring 55–100	179	219	215	22	33	21
Number Scoring 65–100	174	203	197	20	26	17
Number Scoring 85–100	73	118	107	0	1	2
Percentage of Tested Scoring 55–100	99%	98%	96%	96%	100%	81%
Percentage of Tested Scoring 65–100	97%	91%	88%	87%	79%	65%
Percentage of Tested Scoring 85–100	41%	53%	48%	0%	3%	8%
Mathematics A						
Number Tested	0	298	175	0	42	23
Number Scoring 55–100	0	250	162	0	34	15
Number Scoring 65–100	0	223	153	0	22	14
Number Scoring 85–100	0	93	79	0	5	3
Percentage of Tested Scoring 55–100	0%	84%	93%	0%	81%	65%
Percentage of Tested Scoring 65–100	0%	75%	87%	0%	52%	61%
Percentage of Tested Scoring 85–100	0%	31%	45%	0%	12%	13%
Mathematics B (first administered June 2001)						
Number Tested	0	0	171	0	0	10
Number Scoring 55–100	0	0	143	0	0	8
Number Scoring 65–100	0	0	122	0	0	7
Number Scoring 85–100	0	0	28	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	0%	71%	0%	0%	70%
Percentage of Tested Scoring 85–100	0%	0%	16%	0%	0%	0%
Global History and Geography						
Number Tested	236	227	226	28	28	38
Number Scoring 55–100	231	215	220	26	22	33
Number Scoring 65–100	218	198	210	19	14	31
Number Scoring 85–100	102	84	130	3	3	8
Percentage of Tested Scoring 55–100	98%	95%	97%	93%	79%	87%
Percentage of Tested Scoring 65–100	92%	87%	93%	68%	50%	82%
Percentage of Tested Scoring 85–100	43%	37%	58%	11%	11%	21%
U.S. History and Government (first administered June 2001)						
Number Tested	175	225	222	19	27	26
Number Scoring 55–100	166	208	219	13	23	26
Number Scoring 65–100	152	180	216	10	17	24
Number Scoring 85–100	94	81	144	3	2	9
Percentage of Tested Scoring 55–100	95%	92%	99%	68%	85%	100%
Percentage of Tested Scoring 65–100	87%	80%	97%	53%	63%	92%
Percentage of Tested Scoring 85–100	54%	36%	65%	16%	7%	35%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	228	209	231	30	24	27
Number Scoring 55–100	227	205	228	30	24	26
Number Scoring 65–100	217	200	218	24	20	23
Number Scoring 85–100	65	73	87	6	5	1
Percentage of Tested Scoring 55–100	100%	98%	99%	100%	100%	96%
Percentage of Tested Scoring 65–100	95%	96%	94%	80%	83%	85%
Percentage of Tested Scoring 85–100	29%	35%	38%	20%	21%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	68	215	106	20	27	13
Number Scoring 55–100	58	204	98	15	21	11
Number Scoring 65–100	53	185	91	14	16	10
Number Scoring 85–100	10	78	22	3	2	2
Percentage of Tested Scoring 55–100	85%	95%	92%	75%	78%	85%
Percentage of Tested Scoring 65–100	78%	86%	86%	70%	59%	77%
Percentage of Tested Scoring 85–100	15%	36%	21%	15%	7%	15%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		170	162		4	9
Number Scoring 55–100		163	161		#	9
Number Scoring 65–100		122	148		#	9
Number Scoring 85–100		20	42		#	2
Percentage of Tested Scoring 55–100		96%	99%		#	100%
Percentage of Tested Scoring 65–100		72%	91%		#	100%
Percentage of Tested Scoring 85–100		12%	26%		#	22%
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	20	19	26	0	0	3
Number Scoring 55–100	20	19	26	0	0	#
Number Scoring 65–100	20	19	26	0	0	#
Number Scoring 85–100	14	10	16	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	70%	53%	62%	0%	0%	#
Comprehensive Italian						
Number Tested	21	47	32	1	4	7
Number Scoring 55–100	21	47	32	#	#	7
Number Scoring 65–100	21	46	32	#	#	7
Number Scoring 85–100	16	28	21	#	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	98%	100%	#	#	100%
Percentage of Tested Scoring 85–100	76%	60%	66%	#	#	43%
Comprehensive German						
Number Tested	18	0	0	1	0	0
Number Scoring 55–100	18	0	0	#	0	0
Number Scoring 65–100	17	0	0	#	0	0
Number Scoring 85–100	6	0	0	#	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	33%	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	136	118	130	8	4	8
Number Scoring 55–100	136	118	130	8	#	8
Number Scoring 65–100	135	116	129	8	#	8
Number Scoring 85–100	100	90	86	2	#	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	99%	98%	99%	100%	#	100%
Percentage of Tested Scoring 85–100	74%	76%	66%	25%	#	25%
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	233	21	0	20	2	0
Number Scoring 55–100	187	15	0	12	#	0
Number Scoring 65–100	173	12	0	11	#	0
Number Scoring 85–100	82	1	0	2	#	0
Percentage of Tested Scoring 55–100	80%	71%	0%	60%	#	0%
Percentage of Tested Scoring 65–100	74%	57%	0%	55%	#	0%
Percentage of Tested Scoring 85–100	35%	5%	0%	10%	#	0%
Sequential Mathematics, Course III						
Number Tested	180	196	17	9	9	0
Number Scoring 55–100	159	176	11	4	3	0
Number Scoring 65–100	140	166	7	2	3	0
Number Scoring 85–100	69	84	0	0	1	0
Percentage of Tested Scoring 55–100	88%	90%	65%	44%	33%	0%
Percentage of Tested Scoring 65–100	78%	85%	41%	22%	33%	0%
Percentage of Tested Scoring 85–100	38%	43%	0%	0%	11%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	15	100%	16	94%
Students with Disabilities	7	100%	10	100%	8	63%

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	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	202	202	202	17	17	17	219	219	219
Number Scoring 55–64	4	17	11	4	3	2	8	20	13
Number Scoring 65–84	91	94	96	7	5	7	98	99	103
Number Scoring 85–100	96	82	88	0	1	1	96	83	89
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)