

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-03-02-03-0002

Grade Range : 9-12

Name: Tuckahoe High School

Principal: Bart Linehan

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	64	89	70
Tenth	61	62	86
Eleventh	55	64	64
Twelfth	54	62	65
Ungraded Secondary	11	3	6
Total K-12 Enrollment	245	280	291

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	12	4.9%	7	2.5%	9	3.1%
Black (Not Hispanic)	40	16.3%	50	17.9%	48	16.5%
Hispanic	17	6.9%	28	10.0%	35	12.0%
White (Not Hispanic)	176	71.8%	195	69.6%	199	68.4%

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	20	19	19
Mathematics Grade 10	0	0	22
Science Grade 10	21	18	19
Social Studies Grade 10	25	18	22

(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	11	4.5%	5	1.8%	8	2.8%
Eligible for Free Lunch	17	6.9%	25	8.9%	39	13.4%

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		96.0%		95.0%		96.0%
Student Suspensions	10	3.9%	5	2.0%	23	8.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	94%	95%

Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

*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	47	31	66%	52	36	69%	53	52	98%
Students with Disabilities	4	0	0%	8	5	62%	6	5	83%
All Students	51	31	61%	60	41	68%	59	57	97%

*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	47	11	0	0	0	1
Percent	80%	19%	0%	0%	0%	2%

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)
6	5	1	7

*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			20		0	
	Entered GED Program*			0		0	
	Total Noncompleters			20		0	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	0	0.0%	23	8.2%	0	0.0%
	Entered GED Program*	1	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.4%	23	8.2%	0	0.0%

*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		50	59
	Number of Students with Disabilities		0	3
	Number of All Students		50	62
	Percent of Enrollment		18%	21%

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%	8	88%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	9	89%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	37	84%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	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	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
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	3	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	60	66	61	14	0	3
Number Scoring 55–100	60	65	56	14	0	#
Number Scoring 65–100	54	64	53	10	0	#
Number Scoring 85–100	27	33	16	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	92%	100%	0%	#
Percentage of Tested Scoring 65–100	90%	97%	87%	71%	0%	#
Percentage of Tested Scoring 85–100	45%	50%	26%	0%	0%	#
Mathematics A						
Number Tested	98	67	1	8	12	0
Number Scoring 55–100	78	54	#	4	9	0
Number Scoring 65–100	75	48	#	4	9	0
Number Scoring 85–100	25	1	#	2	0	0
Percentage of Tested Scoring 55–100	80%	81%	#	50%	75%	0%
Percentage of Tested Scoring 65–100	77%	72%	#	50%	75%	0%
Percentage of Tested Scoring 85–100	26%	1%	#	25%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	36	0	0	2
Number Scoring 55–100	0	0	36	0	0	#
Number Scoring 65–100	0	0	36	0	0	#
Number Scoring 85–100	0	0	21	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	58%	0%	0%	#
Global History and Geography						
Number Tested	60	54	80	5	2	20
Number Scoring 55–100	60	50	75	5	#	16
Number Scoring 65–100	60	46	64	5	#	11
Number Scoring 85–100	33	18	30	2	#	4
Percentage of Tested Scoring 55–100	100%	93%	94%	100%	#	80%
Percentage of Tested Scoring 65–100	100%	85%	80%	100%	#	55%
Percentage of Tested Scoring 85–100	55%	33%	38%	40%	#	20%
U.S. History and Government (first administered June 2001)						
Number Tested	43	65	60	13	0	2
Number Scoring 55–100	40	63	58	10	0	#
Number Scoring 65–100	36	61	55	10	0	#
Number Scoring 85–100	16	23	26	3	0	#
Percentage of Tested Scoring 55–100	93%	97%	97%	77%	0%	#
Percentage of Tested Scoring 65–100	84%	94%	92%	77%	0%	#
Percentage of Tested Scoring 85–100	37%	35%	43%	23%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	61	68	62	6	4	15
Number Scoring 55–100	60	68	61	5	#	14
Number Scoring 65–100	52	68	56	3	#	13
Number Scoring 85–100	12	17	19	1	#	0
Percentage of Tested Scoring 55–100	98%	100%	98%	83%	#	93%
Percentage of Tested Scoring 65–100	85%	100%	90%	50%	#	87%
Percentage of Tested Scoring 85–100	20%	25%	31%	17%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	57	30	0	13	6
Number Scoring 55–100	0	52	21	0	11	5
Number Scoring 65–100	0	49	10	0	11	1
Number Scoring 85–100	0	18	0	0	2	0
Percentage of Tested Scoring 55–100	0%	91%	70%	0%	85%	83%
Percentage of Tested Scoring 65–100	0%	86%	33%	0%	85%	17%
Percentage of Tested Scoring 85–100	0%	32%	0%	0%	15%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		48	56		2	4
Number Scoring 55–100		36	34		#	#
Number Scoring 65–100		22	29		#	#
Number Scoring 85–100		2	6		#	#
Percentage of Tested Scoring 55–100		75%	61%		#	#
Percentage of Tested Scoring 65–100		46%	52%		#	#
Percentage of Tested Scoring 85–100		4%	11%		#	#
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	18	9	7	0	1	1
Number Scoring 55–100	18	9	7	0	#	#
Number Scoring 65–100	18	9	7	0	#	#
Number Scoring 85–100	5	4	4	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	28%	44%	57%	0%	#	#
Comprehensive Italian						
Number Tested	14	19	22	0	0	3
Number Scoring 55–100	13	17	22	0	0	#
Number Scoring 65–100	13	17	22	0	0	#
Number Scoring 85–100	9	9	12	0	0	#
Percentage of Tested Scoring 55–100	93%	89%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	93%	89%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	64%	47%	55%	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	19	40	32	0	0	3
Number Scoring 55–100	19	38	31	0	0	#
Number Scoring 65–100	19	38	30	0	0	#
Number Scoring 85–100	17	16	16	0	0	#
Percentage of Tested Scoring 55–100	100%	95%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	95%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	89%	40%	50%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	63	34	0	9	4	0
Number Scoring 55–100	60	30	0	7	#	0
Number Scoring 65–100	56	29	0	6	#	0
Number Scoring 85–100	33	17	0	2	#	0
Percentage of Tested Scoring 55–100	95%	88%	0%	78%	#	0%
Percentage of Tested Scoring 65–100	89%	85%	0%	67%	#	0%
Percentage of Tested Scoring 85–100	52%	50%	0%	22%	#	0%
Sequential Mathematics, Course III						
Number Tested	40	48	29	1	0	2
Number Scoring 55–100	40	42	25	#	0	#
Number Scoring 65–100	38	38	22	#	0	#
Number Scoring 85–100	22	23	7	#	0	#
Percentage of Tested Scoring 55–100	100%	88%	86%	#	0%	#
Percentage of Tested Scoring 65–100	95%	79%	76%	#	0%	#
Percentage of Tested Scoring 85–100	55%	48%	24%	#	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	4	#	0	0%	0	0%
Students with Disabilities	3	#	0	0%	0	0%

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	56	56	56	7	7	7	63	63	63
Number Scoring 55–64	0	1	3	0	0	0	0	1	3
Number Scoring 65–84	21	31	32	3	4	5	24	35	37
Number Scoring 85–100	30	21	18	2	1	0	32	22	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)