

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	23	33	33
First	20	23	30
Second	28	19	23
Third	22	29	22
Fourth	22	20	29
Fifth	21	25	21
Sixth	25	20	24
Ungraded Elementary	0	1	0
Seventh	23	22	22
Eighth	10	20	22
Ninth	108	83	106
Tenth	116	98	86
Eleventh	89	114	91
Twelfth	70	87	105
Ungraded Secondary	0	0	0
Total K-12 Enrollment	577	594	614

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	18	3.1%	24	4.0%	25	4.1%
Black (Not Hispanic)	13	2.3%	13	2.2%	13	2.1%
Hispanic	33	5.7%	47	7.9%	40	6.5%
White (Not Hispanic)	513	88.9%	510	85.9%	536	87.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	17	17
Common Branch	20	18	19
English Grade 8	11	0	22
Mathematics Grade 8	7	0	14
Science Grade 8	8	14	15
Social Studies Grade 8	10	20	22
English Grade 10	19	19	17
Mathematics Grade 10	0	22	21
Science Grade 10	14	16	14
Social Studies Grade 10	22	19	18

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	7	1.2%	8	1.4%	7	1.1%
<b>Eligible for Free Lunch</b>	15	2.6%	22	3.7%	25	4.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.3%		93.2%		93.0%
<b>Student Suspensions</b>	30	5.5%	36	6.2%	18	3.0%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.6%	1.9%	3.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	56
Total Other Professional Staff	13
Total Paraprofessionals	8
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 Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	64	27	42%	69	33	48%	99	49	49%
Students with Disabilities	0	0	0%	13	0	0%	4	0	0%
All Students	64	27	42%	82	33	40%	103	49	48%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	58	32	0	4	1	8
Percent	56%	31%	0%	4%	1%	8%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
4	0	0	4

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		9		2	0.6%
	Entered GED Program*	2		3		12	3.6%
	Total Noncompleters	7		12		14	4.2%
Students with Disabilities	Dropped Out	0		3		2	3.0%
	Entered GED Program*	0		0		4	6.1%
	Total Noncompleters	0		3		6	9.1%
All Students	Dropped Out	5	1.3%	12	3.1%	4	1.0%
	Entered GED Program*	2	0.5%	3	0.8%	16	4.0%
	Total Noncompleters	7	1.8%	15	3.9%	20	5.0%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	102%
2-3	0%	0%	100%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	43
	Number of Students with Disabilities	0	0	7
	Number of All Students	0	0	50
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	0	58
	Number of Students with Disabilities	0	0	10
	Number of All Students	0	0	68
	Percent of Enrollment	0%	0%	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 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	3	#
Science	0	0%	0	0%	0	0%
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	5	60%
Science	0	0%	3	#	2	#
Reading	0	0%	4	#	0	0%
Writing	0	0%	5	100%	0	0%
Global Studies	0	0%	6	83%	0	0%
U.S. Hist & Gov't	0	0%	6	83%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	90	116	94	0	9	12
Number Scoring 55-100	89	109	88	0	7	10
Number Scoring 65-100	87	102	81	0	5	9
Number Scoring 85-100	44	48	32	0	0	1
Percentage of Tested Scoring 55-100	99%	94%	94%	0%	78%	83%
Percentage of Tested Scoring 65-100	97%	88%	86%	0%	56%	75%
Percentage of Tested Scoring 85-100	49%	41%	34%	0%	0%	8%
<b>Mathematics A</b>						
Number Tested	21	80	14	0	8	1
Number Scoring 55-100	21	75	13	0	6	#
Number Scoring 65-100	21	68	10	0	6	#
Number Scoring 85-100	10	15	0	0	0	#
Percentage of Tested Scoring 55-100	100%	94%	93%	0%	75%	#
Percentage of Tested Scoring 65-100	100%	85%	71%	0%	75%	#
Percentage of Tested Scoring 85-100	48%	19%	0%	0%	0%	#
<b>Mathematics B</b>						
Number Tested	0	18	63	0	0	1
Number Scoring 55-100	0	18	45	0	0	#
Number Scoring 65-100	0	16	41	0	0	#
Number Scoring 85-100	0	3	13	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	71%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	89%	65%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	17%	21%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	114	99	83	0	14	11
Number Scoring 55-100	110	87	78	0	11	10
Number Scoring 65-100	91	72	67	0	7	7
Number Scoring 85-100	29	31	26	0	1	0
Percentage of Tested Scoring 55-100	96%	88%	94%	0%	79%	91%
Percentage of Tested Scoring 65-100	80%	73%	81%	0%	50%	64%
Percentage of Tested Scoring 85-100	25%	31%	31%	0%	7%	0%
<b>U.S. History and Government</b>						
Number Tested	87	104	74	0	9	13
Number Scoring 55-100	80	96	69	0	5	12
Number Scoring 65-100	66	86	65	0	4	10
Number Scoring 85-100	13	34	31	0	1	2
Percentage of Tested Scoring 55-100	92%	92%	93%	0%	56%	92%
Percentage of Tested Scoring 65-100	76%	83%	88%	0%	44%	77%
Percentage of Tested Scoring 85-100	15%	33%	42%	0%	11%	15%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	82	92	91	0	16	13
Number Scoring 55-100	80	86	86	0	12	11
Number Scoring 65-100	76	78	83	0	11	11
Number Scoring 85-100	16	11	14	0	1	1
Percentage of Tested Scoring 55-100	98%	93%	95%	0%	75%	85%
Percentage of Tested Scoring 65-100	93%	85%	91%	0%	69%	85%
Percentage of Tested Scoring 85-100	20%	12%	15%	0%	6%	8%
<b>Physical Setting/Earth Science</b>						
Number Tested	82	59	68	0	3	4
Number Scoring 55-100	79	55	65	0	#	#
Number Scoring 65-100	74	53	60	0	#	#
Number Scoring 85-100	26	23	15	0	#	#
Percentage of Tested Scoring 55-100	96%	93%	96%	0%	#	#
Percentage of Tested Scoring 65-100	90%	90%	88%	0%	#	#
Percentage of Tested Scoring 85-100	32%	39%	22%	0%	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	17	28	46	0	2	1
Number Scoring 55-100	16	27	39	0	#	#
Number Scoring 65-100	12	20	27	0	#	#
Number Scoring 85-100	0	0	5	0	#	#
Percentage of Tested Scoring 55-100	94%	96%	85%	0%	#	#
Percentage of Tested Scoring 65-100	71%	71%	59%	0%	#	#
Percentage of Tested Scoring 85-100	0%	0%	11%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			14			1
Number Scoring 55-100			12			#
Number Scoring 65-100			10			#
Number Scoring 85-100			3			#
Percentage of Tested Scoring 55-100			86%			#
Percentage of Tested Scoring 65-100			71%			#
Percentage of Tested Scoring 85-100			21%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	13	20	8	0	0	0
Number Scoring 55-100	12	20	8	0	0	0
Number Scoring 65-100	12	19	8	0	0	0
Number Scoring 85-100	4	12	2	0	0	0
Percentage of Tested Scoring 55-100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	60%	25%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	17	52	32	0	1	0
Number Scoring 55-100	17	52	32	0	#	0
Number Scoring 65-100	17	52	32	0	#	0
Number Scoring 85-100	15	20	19	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	88%	38%	59%	0%	#	0%
<b>Comprehensive Latin</b>						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	46	44	0	0	1	0
Number Scoring 55-100	41	32	0	0	#	0
Number Scoring 65-100	38	27	0	0	#	0
Number Scoring 85-100	18	6	0	0	#	0
Percentage of Tested Scoring 55-100	89%	73%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	83%	61%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	39%	14%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	17	6%	0%	47%	47%
	Students with Disabilities	5	20%	40%	40%	0%
	All Students	22	9%	9%	45%	36%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	22	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	25	4%	40%	48%	8%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
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

## 2000 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	92	92	92	7	7	7	99	99	99
Number Scoring 55–64	12	10	0	1	0	1	13	10	1
Number Scoring 65–84	51	41	62	2	2	4	53	43	66
Number Scoring 85–100	24	32	29	0	1	0	24	33	29
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

\*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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

\*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)