

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 66-03-02-03-0002  
 Name: Tuckahoe High School  
 Principal: Bart Linehan

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	89	70	65
Tenth	62	86	72
Eleventh	64	64	83
Twelfth	62	65	64
Ungraded Secondary	3	6	5
Total K-12 Enrollment	280	291	289

### 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	7	2.5%	9	3.1%	8	2.8%
Black (Not Hispanic)	50	17.9%	48	16.5%	55	19.0%
Hispanic	28	10.0%	35	12.0%	41	14.2%
White (Not Hispanic)	195	69.6%	199	68.4%	185	64.0%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	19	19	18
Mathematics Grade 10	0	22	26
Science Grade 10	18	19	26
Social Studies Grade 10	18	22	20

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	5	1.8%	8	2.8%	9	3.1%
<b>Eligible for Free Lunch</b>	25	8.9%	39	13.4%	33	11.4%

**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>		95.0%		96.0%		95.8%
<b>Student Suspensions</b>	5	2.0%	23	8.2%	14	4.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.0%	0.0%	5.2%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	94%	95%	94%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	18
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	52	36	69%	53	52	98%	55	39	71%
Students with Disabilities	8	5	62%	6	5	83%	3	2	67%
All Students	60	41	68%	59	57	97%	58	41	71%

\*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	45	11	0	0	0	2
Percent	78%	19%	0%	0%	0%	3%

## 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)
3	2	0	3

\*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	20		0		1	0.4%
	Entered GED Program*	0		0		1	0.4%
	Total Noncompleters	20		0		2	0.8%
Students with Disabilities	Dropped Out	3		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		0		0	0.0%
All Students	Dropped Out	23	8.2%	0	0.0%	1	0.3%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.3%
	Total Noncompleters	23	8.2%	0	0.0%	2	0.7%

\*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%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
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	50	59	0
	Number of Students with Disabilities	0	3	0
	Number of All Students	50	62	0
	Percent of Enrollment	18%	21%	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; completion 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	8	88%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	9	89%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	84%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	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	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%	1	#
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	6	50%
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%	6	17%
U.S. Hist & Gov't	0	0%	0	0%	4	#

(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	66	61	80	0	3	14
Number Scoring 55–100	65	56	79	0	#	14
Number Scoring 65–100	64	53	73	0	#	11
Number Scoring 85–100	33	16	40	0	#	3
Percentage of Tested Scoring 55–100	98%	92%	99%	0%	#	100%
Percentage of Tested Scoring 65–100	97%	87%	91%	0%	#	79%
Percentage of Tested Scoring 85–100	50%	26%	50%	0%	#	21%
<b>Mathematics A</b>						
Number Tested	67	1	85	12	0	7
Number Scoring 55–100	54	#	82	9	0	5
Number Scoring 65–100	48	#	78	9	0	4
Number Scoring 85–100	1	#	28	0	0	0
Percentage of Tested Scoring 55–100	81%	#	96%	75%	0%	71%
Percentage of Tested Scoring 65–100	72%	#	92%	75%	0%	57%
Percentage of Tested Scoring 85–100	1%	#	33%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	36	50	0	2	1
Number Scoring 55–100	0	36	45	0	#	#
Number Scoring 65–100	0	36	40	0	#	#
Number Scoring 85–100	0	21	17	0	#	#
Percentage of Tested Scoring 55–100	0%	100%	90%	0%	#	#
Percentage of Tested Scoring 65–100	0%	100%	80%	0%	#	#
Percentage of Tested Scoring 85–100	0%	58%	34%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	54	80	72	2	20	9
Number Scoring 55–100	50	75	67	#	16	5
Number Scoring 65–100	46	64	55	#	11	1
Number Scoring 85–100	18	30	32	#	4	0
Percentage of Tested Scoring 55–100	93%	94%	93%	#	80%	56%
Percentage of Tested Scoring 65–100	85%	80%	76%	#	55%	11%
Percentage of Tested Scoring 85–100	33%	38%	44%	#	20%	0%
<b>U.S. History and Government</b>						
Number Tested	65	60	72	0	2	12
Number Scoring 55–100	63	58	68	0	#	9
Number Scoring 65–100	61	55	65	0	#	9
Number Scoring 85–100	23	26	28	0	#	4
Percentage of Tested Scoring 55–100	97%	97%	94%	0%	#	75%
Percentage of Tested Scoring 65–100	94%	92%	90%	0%	#	75%
Percentage of Tested Scoring 85–100	35%	43%	39%	0%	#	33%

(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	68	62	47	4	15	3
Number Scoring 55–100	68	61	46	#	14	#
Number Scoring 65–100	68	56	44	#	13	#
Number Scoring 85–100	17	19	15	#	0	#
Percentage of Tested Scoring 55–100	100%	98%	98%	#	93%	#
Percentage of Tested Scoring 65–100	100%	90%	94%	#	87%	#
Percentage of Tested Scoring 85–100	25%	31%	32%	#	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	57	30	59	13	6	3
Number Scoring 55–100	52	21	50	11	5	#
Number Scoring 65–100	49	10	41	11	1	#
Number Scoring 85–100	18	0	1	2	0	#
Percentage of Tested Scoring 55–100	91%	70%	85%	85%	83%	#
Percentage of Tested Scoring 65–100	86%	33%	69%	85%	17%	#
Percentage of Tested Scoring 85–100	32%	0%	2%	15%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	48	56	35	2	4	2
Number Scoring 55–100	36	34	33	#	#	#
Number Scoring 65–100	22	29	27	#	#	#
Number Scoring 85–100	2	6	4	#	#	#
Percentage of Tested Scoring 55–100	75%	61%	94%	#	#	#
Percentage of Tested Scoring 65–100	46%	52%	77%	#	#	#
Percentage of Tested Scoring 85–100	4%	11%	11%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			2			0
Number Scoring 55–100			#			0
Number Scoring 65–100			#			0
Number Scoring 85–100			#			0
Percentage of Tested Scoring 55–100			#			0%
Percentage of Tested Scoring 65–100			#			0%
Percentage of Tested Scoring 85–100			#			0%

\* 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	9	7	9	1	1	0
Number Scoring 55–100	9	7	9	#	#	0
Number Scoring 65–100	9	7	9	#	#	0
Number Scoring 85–100	4	4	8	#	#	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	44%	57%	89%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	19	22	11	0	3	0
Number Scoring 55–100	17	22	11	0	#	0
Number Scoring 65–100	17	22	11	0	#	0
Number Scoring 85–100	9	12	8	0	#	0
Percentage of Tested Scoring 55–100	89%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	89%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	47%	55%	73%	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	40	32	34	0	3	0
Number Scoring 55–100	38	31	34	0	#	0
Number Scoring 65–100	38	30	34	0	#	0
Number Scoring 85–100	16	16	21	0	#	0
Percentage of Tested Scoring 55–100	95%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	94%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	40%	50%	62%	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	48	29	0	0	2	0
Number Scoring 55–100	42	25	0	0	#	0
Number Scoring 65–100	38	22	0	0	#	0
Number Scoring 85–100	23	7	0	0	#	0
Percentage of Tested Scoring 55–100	88%	86%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	79%	76%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	48%	24%	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	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	54	54	54	5	5	5	59	59	59
Number Scoring 55–64	5	1	0	1	0	0	6	1	0
Number Scoring 65–84	24	25	37	2	2	2	26	27	39
Number Scoring 85–100	19	25	14	1	1	1	20	26	15
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – J)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<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			9			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			5			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			8			0
Beginning (0-14)			1			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			4			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)