

New York State District Report Card Comprehensive Information Report

BEDS Code: 10-05-01-04-0000
 Name: Taconic Hills Central School District
 Superintendent: David A. Paciencia

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	96	127	115
First	134	86	126
Second	141	134	96
Third	114	136	141
Fourth	157	122	136
Fifth	164	157	131
Sixth	167	161	161
Ungraded Elementary	0	0	0
Seventh	166	165	166
Eighth	169	172	164
Ninth	205	215	218
Tenth	135	161	151
Eleventh	119	122	152
Twelfth	101	116	114
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1868	1874	1871

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	22	1.2%	19	1.0%	15	0.8%
Black (Not Hispanic)	52	2.8%	47	2.5%	45	2.4%
Hispanic	33	1.8%	35	1.9%	38	2.0%
White (Not Hispanic)	1761	94.3%	1773	94.6%	1773	94.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	14	20	19
Common Branch	19	20	22
English Grade 8	20	23	13
Mathematics Grade 8	20	21	17
Science Grade 8	20	24	21
Social Studies Grade 8	20	24	22
English Grade 10	20	23	19
Mathematics Grade 10	20	20	21
Science Grade 10	25	17	23
Social Studies Grade 10	20	21	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.3%	3	0.2%	4	0.2%
Eligible for Free Lunch	363	19.4%	433	23.1%	358	19.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.3%		92.6%		92.9%
Student Suspensions	97	5.2%	125	6.7%	124	6.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.1%	10.8%	13.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	149
Total Other Professional Staff	20
Total Paraprofessionals	57
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 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	79	57	72%	95	63	66%	94	66	70%
Students with Disabilities	7	2	29%	7	2	29%	7	2	29%
All Students	86	59	69%	102	65	64%	101	68	67%

*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	32	48	2	3	15	1
Percent	32%	48%	2%	3%	15%	1%

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)
7	2	2	9

*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	14		6		18	3.1%
	Entered GED Program*	15		2		4	0.7%
	Total Noncompleters	29		8		22	3.7%
Students with Disabilities	Dropped Out	3		0		5	10.0%
	Entered GED Program*	0		4		2	4.0%
	Total Noncompleters	3		4		7	14.0%
All Students	Dropped Out	17	3.0%	6	1.0%	23	3.6%
	Entered GED Program*	15	2.7%	6	1.0%	6	0.9%
	Total Noncompleters	32	5.7%	12	2.0%	29	4.5%

*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	149	128	138
	Number of Students with Disabilities	18	43	26
	Number of All Students	167	171	164
	Percent of Enrollment	33%	34%	33%
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	14		
Completed and Passed Regents Exams	13	93%	77%
Completed and had Course Average of 75% or More	11	79%	81%
Completed and Attained a HS Diploma or Equivalent	14	100%	96%
Completed and Whose Status is Known	14		
Completed and Were Successfully Placed	13	93%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	0	.	19%

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	46	96%	88	94%	53	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	94	70%	166	91%	90	78%

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	2	#	2	#	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%	1	#	0	0%
Science	0	0%	2	#	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	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	2	#	6	83%	0	0%
Science	1	#	6	100%	0	0%
Reading	3	#	7	100%	2	#
Writing	3	#	0	0%	2	#
Global Studies	4	#	14	86%	2	#
U.S. Hist & Gov't	4	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	111	126	147	10	9	9
Number Scoring 55-100	106	113	141	7	6	8
Number Scoring 65-100	90	96	135	4	3	8
Number Scoring 85-100	35	30	43	1	0	0
Percentage of Tested Scoring 55-100	95%	90%	96%	70%	67%	89%
Percentage of Tested Scoring 65-100	81%	76%	92%	40%	33%	89%
Percentage of Tested Scoring 85-100	32%	24%	29%	10%	0%	0%
Mathematics A						
Number Tested	99	181	170	3	14	11
Number Scoring 55-100	79	147	164	#	9	7
Number Scoring 65-100	64	130	147	#	6	6
Number Scoring 85-100	21	30	37	#	2	2
Percentage of Tested Scoring 55-100	80%	81%	96%	#	64%	64%
Percentage of Tested Scoring 65-100	65%	72%	86%	#	43%	55%
Percentage of Tested Scoring 85-100	21%	17%	22%	#	14%	18%
Mathematics B						
Number Tested	0	51	73	0	1	1
Number Scoring 55-100	0	44	70	0	#	#
Number Scoring 65-100	0	37	61	0	#	#
Number Scoring 85-100	0	6	23	0	#	#
Percentage of Tested Scoring 55-100	0%	86%	96%	0%	#	#
Percentage of Tested Scoring 65-100	0%	73%	84%	0%	#	#
Percentage of Tested Scoring 85-100	0%	12%	32%	0%	#	#
Global History and Geography						
Number Tested	137	162	186	10	14	16
Number Scoring 55-100	120	119	143	6	5	9
Number Scoring 65-100	102	94	119	3	2	9
Number Scoring 85-100	13	28	29	0	0	0
Percentage of Tested Scoring 55-100	88%	73%	77%	60%	36%	56%
Percentage of Tested Scoring 65-100	74%	58%	64%	30%	14%	56%
Percentage of Tested Scoring 85-100	9%	17%	16%	0%	0%	0%
U.S. History and Government						
Number Tested	107	120	123	7	6	7
Number Scoring 55-100	100	115	116	4	4	7
Number Scoring 65-100	89	108	108	4	4	5
Number Scoring 85-100	24	61	76	0	1	3
Percentage of Tested Scoring 55-100	93%	96%	94%	57%	67%	100%
Percentage of Tested Scoring 65-100	83%	90%	88%	57%	67%	71%
Percentage of Tested Scoring 85-100	22%	51%	62%	0%	17%	43%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	151	183	168	13	12	10
Number Scoring 55-100	148	167	156	13	11	8
Number Scoring 65-100	138	148	142	10	7	5
Number Scoring 85-100	22	44	44	1	1	0
Percentage of Tested Scoring 55-100	98%	91%	93%	100%	92%	80%
Percentage of Tested Scoring 65-100	91%	81%	85%	77%	58%	50%
Percentage of Tested Scoring 85-100	15%	24%	26%	8%	8%	0%
Physical Setting/Earth Science						
Number Tested	140	146	135	15	16	4
Number Scoring 55-100	135	121	124	15	9	#
Number Scoring 65-100	125	110	107	10	6	#
Number Scoring 85-100	48	43	40	3	1	#
Percentage of Tested Scoring 55-100	96%	83%	92%	100%	56%	#
Percentage of Tested Scoring 65-100	89%	75%	79%	67%	38%	#
Percentage of Tested Scoring 85-100	34%	29%	30%	20%	6%	#
Physical Setting/Chemistry						
Number Tested	46	65	71	1	2	2
Number Scoring 55-100	43	60	70	#	#	#
Number Scoring 65-100	33	48	56	#	#	#
Number Scoring 85-100	5	7	11	#	#	#
Percentage of Tested Scoring 55-100	93%	92%	99%	#	#	#
Percentage of Tested Scoring 65-100	72%	74%	79%	#	#	#
Percentage of Tested Scoring 85-100	11%	11%	15%	#	#	#
Physical Setting/Physics						
Number Tested			29			1
Number Scoring 55-100			28			#
Number Scoring 65-100			27			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			93%			#
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
Comprehensive French						
Number Tested	24	38	29	0	0	0
Number Scoring 55-100	23	37	29	0	0	0
Number Scoring 65-100	20	37	29	0	0	0
Number Scoring 85-100	8	19	20	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	50%	69%	0%	0%	0%
Comprehensive Italian						
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 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	52	86	34	0	1	0
Number Scoring 55-100	52	85	34	0	#	0
Number Scoring 65-100	52	82	34	0	#	0
Number Scoring 85-100	34	35	17	0	#	0
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	95%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	65%	41%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	78	4	0	2	0	0
Number Scoring 55-100	71	#	0	#	0	0
Number Scoring 65-100	68	#	0	#	0	0
Number Scoring 85-100	31	#	0	#	0	0
Percentage of Tested Scoring 55-100	91%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	87%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	40%	#	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	54	100%	1	#	0	0%
Students with Disabilities	9	100%	2	#	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
Nov 2003	General-Education Students	116	9%	6%	54%	30%
	Students with Disabilities	16	50%	19%	31%	0%
	All Students	132	14%	8%	52%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	148	3%	38%	48%	11%
	Students with Disabilities	26	35%	38%	27%	0%
	All Students	174	8%	38%	45%	9%

(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
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

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	105	105	105	12	12	12	117	117	117
Number Scoring 55–64	4	0	4	3	1	1	7	1	5
Number Scoring 65–84	76	37	51	5	3	7	81	40	58
Number Scoring 85–100	14	61	47	0	1	1	14	62	48
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
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)