

New York State School Report Card Comprehensive Information Report

BEDS Code: 10-05-01-04-0003
 Name: Taconic Hills High School
 Principal: John Gulisane Jr.

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	185	205	215
Tenth	125	135	161
Eleventh	117	119	122
Twelfth	89	101	116
Ungraded Secondary	0	0	0
Total K-12 Enrollment	516	560	614

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	6	1.2%	5	0.9%	8	1.3%
Black (Not Hispanic)	11	2.1%	14	2.5%	16	2.6%
Hispanic	6	1.2%	5	0.9%	9	1.5%
White (Not Hispanic)	493	95.5%	536	95.7%	581	94.6%

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	19	20	23
Mathematics Grade 10	21	20	20
Science Grade 10	23	25	17
Social Studies Grade 10	21	20	21

(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
51	All schools in this group are secondary level schools in school districts with average 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	1	0.2%	3	0.5%	0	0.0%
Eligible for Free Lunch	89	17.2%	81	14.5%	117	19.1%

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		89.0%		89.0%		89.3%
Student Suspensions	44	8.4%	38	7.4%	65	11.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.7%	10.9%	8.1%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	99%	98%	95%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

*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	79	47	59%	79	57	72%	95	63	66%
Students with Disabilities	3	0	0%	6	2	33%	7	2	29%
All Students	82	47	57%	85	59	69%	102	65	64%

*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	35	46	0	0	19	2
Percent	34%	45%	0%	0%	19%	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)
7	2	6	13

*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			14		6	
	Entered GED Program*			15		2	
	Total Noncompleters			29		8	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		4	
	Total Noncompleters			3		4	
All Students	Dropped Out	18	3.5%	17	3.0%	6	1.0%
	Entered GED Program*	7	1.4%	15	2.7%	6	1.0%
	Total Noncompleters	25	4.8%	32	5.7%	12	2.0%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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	13	100%	3	#	35	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	61	70%	3	#	65	98%

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%	1	#

(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	3	#	0	0%	1	#
Science	3	#	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	9	67%	0	0%	1	#
U.S. Hist & Gov't	6	50%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	6	83%
Science	4	#	1	#	6	100%
Reading	0	0%	3	#	7	100%
Writing	0	0%	3	#	0	0%
Global Studies	2	#	4	#	14	86%
U.S. Hist & Gov't	2	#	4	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	103	111	126	7	10	9
Number Scoring 55–100	97	106	113	6	7	6
Number Scoring 65–100	88	90	96	5	4	3
Number Scoring 85–100	27	35	30	1	1	0
Percentage of Tested Scoring 55–100	94%	95%	90%	86%	70%	67%
Percentage of Tested Scoring 65–100	85%	81%	76%	71%	40%	33%
Percentage of Tested Scoring 85–100	26%	32%	24%	14%	10%	0%
Mathematics A						
Number Tested	0	99	179	0	3	14
Number Scoring 55–100	0	79	145	0	#	9
Number Scoring 65–100	0	64	128	0	#	6
Number Scoring 85–100	0	21	29	0	#	2
Percentage of Tested Scoring 55–100	0%	80%	81%	0%	#	64%
Percentage of Tested Scoring 65–100	0%	65%	72%	0%	#	43%
Percentage of Tested Scoring 85–100	0%	21%	16%	0%	#	14%
Mathematics B (first administered June 2001)						
Number Tested	0	0	51	0	0	1
Number Scoring 55–100	0	0	44	0	0	#
Number Scoring 65–100	0	0	37	0	0	#
Number Scoring 85–100	0	0	6	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	131	137	162	8	10	14
Number Scoring 55–100	120	120	119	6	6	5
Number Scoring 65–100	98	102	94	5	3	2
Number Scoring 85–100	24	13	28	1	0	0
Percentage of Tested Scoring 55–100	92%	88%	73%	75%	60%	36%
Percentage of Tested Scoring 65–100	75%	74%	58%	62%	30%	14%
Percentage of Tested Scoring 85–100	18%	9%	17%	12%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	95	107	120	6	7	6
Number Scoring 55–100	85	100	115	4	4	4
Number Scoring 65–100	78	89	108	3	4	4
Number Scoring 85–100	49	24	61	2	0	1
Percentage of Tested Scoring 55–100	89%	93%	96%	67%	57%	67%
Percentage of Tested Scoring 65–100	82%	83%	90%	50%	57%	67%
Percentage of Tested Scoring 85–100	52%	22%	51%	33%	0%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	122	151	181	6	13	12
Number Scoring 55–100	117	148	165	4	13	11
Number Scoring 65–100	107	138	146	3	10	7
Number Scoring 85–100	24	22	44	0	1	1
Percentage of Tested Scoring 55–100	96%	98%	91%	67%	100%	92%
Percentage of Tested Scoring 65–100	88%	91%	81%	50%	77%	58%
Percentage of Tested Scoring 85–100	20%	15%	24%	0%	8%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	114	140	144	13	15	15
Number Scoring 55–100	109	135	119	12	15	8
Number Scoring 65–100	91	125	109	6	10	5
Number Scoring 85–100	41	48	43	1	3	1
Percentage of Tested Scoring 55–100	96%	96%	83%	92%	100%	53%
Percentage of Tested Scoring 65–100	80%	89%	76%	46%	67%	33%
Percentage of Tested Scoring 85–100	36%	34%	30%	8%	20%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		46	65		1	2
Number Scoring 55–100		43	60		#	#
Number Scoring 65–100		33	48		#	#
Number Scoring 85–100		5	7		#	#
Percentage of Tested Scoring 55–100		93%	92%		#	#
Percentage of Tested Scoring 65–100		72%	74%		#	#
Percentage of Tested Scoring 85–100		11%	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	26	24	38	0	0	0
Number Scoring 55–100	25	23	37	0	0	0
Number Scoring 65–100	23	20	37	0	0	0
Number Scoring 85–100	8	8	19	0	0	0
Percentage of Tested Scoring 55–100	96%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	83%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	33%	50%	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	39	52	86	0	0	1
Number Scoring 55–100	39	52	85	0	0	#
Number Scoring 65–100	38	52	82	0	0	#
Number Scoring 85–100	30	34	35	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	77%	65%	41%	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	121	18	1	5	0	0
Number Scoring 55–100	103	15	#	2	0	0
Number Scoring 65–100	87	10	#	2	0	0
Number Scoring 85–100	29	1	#	0	0	0
Percentage of Tested Scoring 55–100	85%	83%	#	40%	0%	0%
Percentage of Tested Scoring 65–100	72%	56%	#	40%	0%	0%
Percentage of Tested Scoring 85–100	24%	6%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	66	78	4	2	2	0
Number Scoring 55–100	49	71	#	#	#	0
Number Scoring 65–100	45	68	#	#	#	0
Number Scoring 85–100	15	31	#	#	#	0
Percentage of Tested Scoring 55–100	74%	91%	#	#	#	0%
Percentage of Tested Scoring 65–100	68%	87%	#	#	#	0%
Percentage of Tested Scoring 85–100	23%	40%	#	#	#	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	45	98%	54	100%	1	#
Students with Disabilities	14	93%	9	100%	2	#

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	100	100	100	18	18	18	118	118	118
Number Scoring 55–64	6	9	8	1	0	2	7	9	10
Number Scoring 65–84	51	52	47	4	4	6	55	56	53
Number Scoring 85–100	22	27	27	2	0	1	24	27	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)