

# New York State District Report Card Comprehensive Information Report

BEDS Code: 03-15-01-06-0000

Name: Union-Endicott Central School District

Superintendent: James P. Coon

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	291	341	332
First	336	312	341
Second	330	324	310
Third	349	343	324
Fourth	329	346	345
Fifth	372	354	330
Sixth	355	371	371
Ungraded Elementary	71	34	18
Seventh	364	370	380
Eighth	353	352	372
Ninth	380	357	370
Tenth	381	365	353
Eleventh	329	369	354
Twelfth	328	308	363
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4568	4546	4563

## 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	113	2.5%	116	2.6%	119	2.6%
Black (Not Hispanic)	193	4.2%	222	4.9%	257	5.6%
Hispanic	45	1.0%	67	1.5%	72	1.6%
White (Not Hispanic)	4217	92.3%	4141	91.1%	4115	90.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	20	18
Common Branch	21	21	20
English Grade 8	22	22	24
Mathematics Grade 8	21	22	24
Science Grade 8	22	22	24
Social Studies Grade 8	22	22	24
English Grade 10	20	21	22
Mathematics Grade 10	22	18	21
Science Grade 10	19	17	18
Social Studies Grade 10	19	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	24	0.5%	27	0.6%	34	0.7%
Eligible for Free Lunch	810	18.9%	790	17.4%	833	18.3%

### 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		95.3%		95.2%		95.7%
Student Suspensions	216	4.7%	204	4.5%	199	4.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.2%	5.7%	7.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	366
Total Other Professional Staff	55
Total Paraprofessionals	126
Teaching Out of Certification*	11
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	279	193	69%	254	183	72%	312	240	77%
Students with Disabilities	26	7	27%	25	5	20%	27	6	22%
All Students	305	200	66%	279	188	67%	339	246	73%

\*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	166	140	7	10	0	16
Percent	49%	41%	2%	3%	0%	5%

## 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)
27	6	8	35

\*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			34		5	
	Entered GED Program*			7		7	
	Total Noncompleters			41		12	
Students with Disabilities	Dropped Out			6		4	
	Entered GED Program*			1		0	
	Total Noncompleters			7		4	
All Students	Dropped Out	37	2.6%	40	2.9%	9	0.6%
	Entered GED Program*	45	3.2%	8	0.6%	7	0.5%
	Total Noncompleters	82	5.8%	48	3.4%	16	1.1%

\*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	0	0%	1	#	6	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	8	100%

### 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%	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%	5	100%	9	100%
Science	3	#	1	#	3	#
Reading	0	0%	1	#	4	#
Writing	0	0%	0	0%	4	#
Global Studies	3	#	1	#	3	#
U.S. Hist & Gov't	10	80%	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	45	73%	39	74%	32	84%
Science	13	92%	7	71%	16	75%
Reading	16	88%	15	100%	23	91%
Writing	16	100%	17	94%	25	76%
Global Studies	11	27%	13	38%	23	52%
U.S. Hist & Gov't	15	60%	0	0%	14	57%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	363	344	356	43	31	41
Number Scoring 55–100	336	330	328	27	23	23
Number Scoring 65–100	267	306	297	12	15	16
Number Scoring 85–100	41	109	133	0	0	1
Percentage of Tested Scoring 55–100	93%	96%	92%	63%	74%	56%
Percentage of Tested Scoring 65–100	74%	89%	83%	28%	48%	39%
Percentage of Tested Scoring 85–100	11%	32%	37%	0%	0%	2%
<b>Mathematics A</b>						
Number Tested	87	146	372	26	37	37
Number Scoring 55–100	42	76	299	8	12	18
Number Scoring 65–100	24	38	261	4	4	13
Number Scoring 85–100	0	1	86	0	0	1
Percentage of Tested Scoring 55–100	48%	52%	80%	31%	32%	49%
Percentage of Tested Scoring 65–100	28%	26%	70%	15%	11%	35%
Percentage of Tested Scoring 85–100	0%	1%	23%	0%	0%	3%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	346	354	358	43	43	38
Number Scoring 55–100	337	334	320	36	35	24
Number Scoring 65–100	317	299	278	26	22	16
Number Scoring 85–100	136	95	94	3	1	3
Percentage of Tested Scoring 55–100	97%	94%	89%	84%	81%	63%
Percentage of Tested Scoring 65–100	92%	84%	78%	60%	51%	42%
Percentage of Tested Scoring 85–100	39%	27%	26%	7%	2%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	284	355	367	29	35	42
Number Scoring 55–100	259	336	352	17	27	35
Number Scoring 65–100	229	289	323	9	14	27
Number Scoring 85–100	120	100	166	1	2	2
Percentage of Tested Scoring 55–100	91%	95%	96%	59%	77%	83%
Percentage of Tested Scoring 65–100	81%	81%	88%	31%	40%	64%
Percentage of Tested Scoring 85–100	42%	28%	45%	3%	6%	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	329	340	323	33	37	28
Number Scoring 55–100	328	338	312	32	37	24
Number Scoring 65–100	320	327	297	29	33	19
Number Scoring 85–100	105	148	98	0	3	2
Percentage of Tested Scoring 55–100	100%	99%	97%	97%	100%	86%
Percentage of Tested Scoring 65–100	97%	96%	92%	88%	89%	68%
Percentage of Tested Scoring 85–100	32%	44%	30%	0%	8%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	251	251	250	10	8	20
Number Scoring 55–100	244	248	237	10	8	16
Number Scoring 65–100	231	237	224	9	5	15
Number Scoring 85–100	95	102	105	0	1	3
Percentage of Tested Scoring 55–100	97%	99%	95%	100%	100%	80%
Percentage of Tested Scoring 65–100	92%	94%	90%	90%	62%	75%
Percentage of Tested Scoring 85–100	38%	41%	42%	0%	12%	15%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		197	205		3	5
Number Scoring 55–100		186	186		#	5
Number Scoring 65–100		153	152		#	4
Number Scoring 85–100		30	35		#	0
Percentage of Tested Scoring 55–100		94%	91%		#	100%
Percentage of Tested Scoring 65–100		78%	74%		#	80%
Percentage of Tested Scoring 85–100		15%	17%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	51	43	46	0	0	0
Number Scoring 55–100	49	41	42	0	0	0
Number Scoring 65–100	46	37	42	0	0	0
Number Scoring 85–100	12	8	28	0	0	0
Percentage of Tested Scoring 55–100	96%	95%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	86%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	19%	61%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	34	43	34	0	0	0
Number Scoring 55–100	34	43	34	0	0	0
Number Scoring 65–100	34	42	34	0	0	0
Number Scoring 85–100	24	36	30	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	84%	88%	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	90	98	88	0	1	0
Number Scoring 55–100	89	98	88	0	#	0
Number Scoring 65–100	89	98	88	0	#	0
Number Scoring 85–100	55	62	71	0	#	0
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	99%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	61%	63%	81%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	300	288	55	16	11	4
Number Scoring 55–100	276	247	41	12	11	#
Number Scoring 65–100	246	214	35	10	8	#
Number Scoring 85–100	136	87	7	3	0	#
Percentage of Tested Scoring 55–100	92%	86%	75%	75%	100%	#
Percentage of Tested Scoring 65–100	82%	74%	64%	62%	73%	#
Percentage of Tested Scoring 85–100	45%	30%	13%	19%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	230	246	225	10	6	13
Number Scoring 55–100	212	232	198	9	5	10
Number Scoring 65–100	202	221	184	7	5	8
Number Scoring 85–100	118	129	90	1	3	1
Percentage of Tested Scoring 55–100	92%	94%	88%	90%	83%	77%
Percentage of Tested Scoring 65–100	88%	90%	82%	70%	83%	62%
Percentage of Tested Scoring 85–100	51%	52%	40%	10%	50%	8%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	73	100%	95	99%	73	95%
Students with Disabilities	33	91%	17	94%	17	94%

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
<b>Nov 2002</b>	General-Education Students	268	3%	8%	71%	18%
	Students with Disabilities	62	18%	16%	61%	5%
	All Students	330	6%	9%	69%	15%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	306	1%	32%	58%	8%
	Students with Disabilities	39	10%	67%	23%	0%
	All Students	345	2%	36%	54%	8%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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

## 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	313	313	313	40	40	40	353	353	353
Number Scoring 55–64	6	20	4	8	11	2	14	31	6
Number Scoring 65–84	163	178	168	17	12	24	180	190	192
Number Scoring 85–100	127	97	133	2	1	1	129	98	134
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)