

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-01-09-02-0000
 Name: Wyandanch Union Free School District
 Superintendent: Frank Satchel Jr

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	62	72	68
Kindergarten	157	171	191
First	178	178	194
Second	206	186	179
Third	178	192	193
Fourth	190	194	186
Fifth	176	189	192
Sixth	141	159	178
Ungraded Elementary	120	93	0
Seventh	151	131	181
Eighth	130	148	159
Ninth	123	147	163
Tenth	118	98	189
Eleventh	116	97	118
Twelfth	94	74	89
Ungraded Secondary	143	152	0
Total K-12 Enrollment	2221	2209	2212

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	4	0.2%	1	0.0%	3	0.1%
Black (Not Hispanic)	1935	87.1%	1851	83.8%	1846	83.5%
Hispanic	274	12.3%	356	16.1%	358	16.2%
White (Not Hispanic)	8	0.4%	1	0.0%	5	0.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	25	23
Common Branch	23	25	24
English Grade 8	21	21	20
Mathematics Grade 8	23	24	26
Science Grade 8	22	24	22
Social Studies Grade 8	20	23	0
English Grade 10	29	21	17
Mathematics Grade 10	17	25	25
Science Grade 10	19	0	11
Social Studies Grade 10	24	20	30

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high 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	172	7.5%	181	7.9%	211	9.3%
Eligible for Free Lunch	1178	53.0%	1409	63.8%	1100	49.7%

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		91.4%		93.3%		91.8%
Student Suspensions	311	14.0%	361	16.3%	350	15.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.3%	6.3%	5.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	177
Total Other Professional Staff	12
Total Paraprofessionals	46
Teaching Out of Certification*	10

*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	62	25	40%	63	19	30%	62	29	47%
Students with Disabilities	4	0	0%	6	0	0%	11	1	9%
All Students	66	25	38%	69	19	28%	73	30	41%

*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	22	35	0	1	12	3
Percent	30%	48%	0%	1%	16%	4%

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)
11	1	11	22

*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	1		22		8	1.9%
	Entered GED Program*	0		7		10	2.4%
	Total Noncompleters	1		29		18	4.4%
Students with Disabilities	Dropped Out	0		9		3	2.5%
	Entered GED Program*	0		1		1	0.8%
	Total Noncompleters	0		10		4	3.3%
All Students	Dropped Out	1	0.2%	31	6.1%	11	2.1%
	Entered GED Program*	0	0.0%	8	1.6%	11	2.1%
	Total Noncompleters	1	0.2%	39	7.7%	22	4.1%

*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	145
	Number of Students with Disabilities	0	0	19
	Number of All Students	0	0	164
	Percent of Enrollment	0%	0%	32%
9-12	Number of General-Education Students	45	26	95
	Number of Students with Disabilities	0	89	30
	Number of All Students	45	115	125
	Percent of Enrollment	8%	23%	22%

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	8	100%	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%	16	75%	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	0	0%	2	#	0	0%
Science	0	0%	4	#	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	3	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	48	85%	14	100%
Science	4	#	41	34%	3	#
Reading	3	#	13	62%	0	0%
Writing	8	100%	18	44%	12	75%
Global Studies	0	0%	20	35%	20	55%
U.S. Hist & Gov't	0	0%	13	54%	13	77%

(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	55	67	63	5	5	5
Number Scoring 55-100	50	55	47	3	4	2
Number Scoring 65-100	35	36	39	2	3	1
Number Scoring 85-100	3	1	7	0	0	0
Percentage of Tested Scoring 55-100	91%	82%	75%	60%	80%	40%
Percentage of Tested Scoring 65-100	64%	54%	62%	40%	60%	20%
Percentage of Tested Scoring 85-100	5%	1%	11%	0%	0%	0%
Mathematics A						
Number Tested	0	0	128	0	0	11
Number Scoring 55-100	0	0	103	0	0	10
Number Scoring 65-100	0	0	72	0	0	7
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	80%	0%	0%	91%
Percentage of Tested Scoring 65-100	0%	0%	56%	0%	0%	64%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Mathematics 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%
Global History and Geography						
Number Tested	61	78	124	10	4	8
Number Scoring 55-100	48	47	56	5	#	1
Number Scoring 65-100	31	35	33	1	#	1
Number Scoring 85-100	3	3	1	0	#	0
Percentage of Tested Scoring 55-100	79%	60%	45%	50%	#	12%
Percentage of Tested Scoring 65-100	51%	45%	27%	10%	#	12%
Percentage of Tested Scoring 85-100	5%	4%	1%	0%	#	0%
U.S. History and Government						
Number Tested	61	51	104	5	2	22
Number Scoring 55-100	56	45	77	3	#	9
Number Scoring 65-100	40	42	72	3	#	5
Number Scoring 85-100	6	9	17	0	#	0
Percentage of Tested Scoring 55-100	92%	88%	74%	60%	#	41%
Percentage of Tested Scoring 65-100	66%	82%	69%	60%	#	23%
Percentage of Tested Scoring 85-100	10%	18%	16%	0%	#	0%

(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	119	151	102	20	29	2
Number Scoring 55-100	73	83	76	5	2	#
Number Scoring 65-100	48	57	58	2	2	#
Number Scoring 85-100	0	1	0	0	0	#
Percentage of Tested Scoring 55-100	61%	55%	75%	25%	7%	#
Percentage of Tested Scoring 65-100	40%	38%	57%	10%	7%	#
Percentage of Tested Scoring 85-100	0%	1%	0%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	87	100	57	16	13	1
Number Scoring 55-100	54	48	33	3	4	#
Number Scoring 65-100	37	28	17	1	3	#
Number Scoring 85-100	0	1	0	0	0	#
Percentage of Tested Scoring 55-100	62%	48%	58%	19%	31%	#
Percentage of Tested Scoring 65-100	43%	28%	30%	6%	23%	#
Percentage of Tested Scoring 85-100	0%	1%	0%	0%	0%	#
Physical Setting/Chemistry						
Number Tested	24	35	16	0	1	0
Number Scoring 55-100	20	23	15	0	#	0
Number Scoring 65-100	14	12	11	0	#	0
Number Scoring 85-100	0	0	1	0	#	0
Percentage of Tested Scoring 55-100	83%	66%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	58%	34%	69%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	#	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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
Comprehensive French						
Number Tested	0	17	3	0	0	0
Number Scoring 55-100	0	16	#	0	0	0
Number Scoring 65-100	0	13	#	0	0	0
Number Scoring 85-100	0	1	#	0	0	0
Percentage of Tested Scoring 55-100	0%	94%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	76%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	6%	#	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	5	0	25	0	0	1
Number Scoring 55-100	5	0	17	0	0	#
Number Scoring 65-100	5	0	17	0	0	#
Number Scoring 85-100	1	0	4	0	0	#
Percentage of Tested Scoring 55-100	100%	0%	68%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	0%	68%	0%	0%	#
Percentage of Tested Scoring 85-100	20%	0%	16%	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	21	0	0	0	0	0
Number Scoring 55-100	21	0	0	0	0	0
Number Scoring 65-100	21	0	0	0	0	0
Number Scoring 85-100	12	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	0%	0%	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	37	81%	36	92%	20	100%
Students with Disabilities	19	79%	24	54%	5	60%

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	165	22%	10%	63%	5%
	Students with Disabilities	31	45%	23%	29%	3%
	All Students	196	26%	12%	58%	5%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	115	5%	76%	18%	1%
	Students with Disabilities	45	56%	44%	0%	0%
	All Students	160	19%	67%	13%	1%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	2	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	65	65	65	19	19	19	84	84	84
Number Scoring 55–64	10	1	17	2	0	3	12	1	20
Number Scoring 65–84	29	30	36	1	3	2	30	33	38
Number Scoring 85–100	2	10	2	0	0	0	2	10	2
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			55			2
Beginning (0-18)			2			#
Intermediate (19-31)			11			#
Advanced (32-36)			31			#
Proficient (37-39)			11			#
Reading and Writing (Grade K-1)						
Number Tested			55			2
Beginning (0-14)			17			#
Intermediate (15-24)			16			#
Advanced (25-32)			14			#
Proficient (33-35)			8			#
Listening and Speaking (Grade 2-4)						
Number Tested			50			3
Beginning (0-18)			4			#
Intermediate (19-31)			8			#
Advanced (32-36)			28			#
Proficient (37-39)			10			#
Reading and Writing (Grade 2-4)						
Number Tested			50			3
Beginning (0-14)			12			#
Intermediate (15-24)			27			#
Advanced (25-32)			10			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 5-6)						
Number Tested			21			1
Beginning (0-18)			3			#
Intermediate (19-31)			1			#
Advanced (32-36)			7			#
Proficient (37-39)			10			#
Reading and Writing (Grade 5-6)						
Number Tested			21			1
Beginning (0-14)			4			#
Intermediate (15-24)			15			#
Advanced (25-32)			0			#
Proficient (33-35)			2			#

*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			30			1
Beginning (0-18)			7			#
Intermediate (19-31)			3			#
Advanced (32-36)			9			#
Proficient (37-39)			11			#
Reading and Writing (Grade 7-8)						
Number Tested			30			1
Beginning (0-14)			6			#
Intermediate (15-24)			12			#
Advanced (25-32)			11			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 9-12)						
Number Tested			44			0
Beginning (0-18)			11			0
Intermediate (19-31)			16			0
Advanced (32-36)			10			0
Proficient (37-39)			7			0
Reading and Writing (Grade 9-12)						
Number Tested			44			0
Beginning (0-14)			19			0
Intermediate (15-24)			15			0
Advanced (25-32)			9			0
Proficient (33-35)			1			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)