

# New York State District Report Card Comprehensive Information Report

BEDS Code: 63-09-02-03-0000  
 Name: Queensbury Union Free School District  
 Superintendent: Brian Howard

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	268	270	238
First	276	291	299
Second	236	255	272
Third	293	235	265
Fourth	297	309	252
Fifth	289	313	309
Sixth	336	318	322
Ungraded Elementary	66	66	72
Seventh	300	329	315
Eighth	317	307	332
Ninth	329	327	345
Tenth	277	286	310
Eleventh	257	262	266
Twelfth	224	253	269
Ungraded Secondary	37	46	40
Total K-12 Enrollment	3802	3867	3906

## 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	78	2.1%	44	1.1%	55	1.4%
Black (Not Hispanic)	43	1.1%	56	1.4%	60	1.5%
Hispanic	39	1.0%	44	1.1%	36	0.9%
White (Not Hispanic)	3642	95.8%	3723	96.3%	3755	96.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	23	20
Common Branch	22	22	22
English Grade 8	21	24	25
Mathematics Grade 8	22	24	23
Science Grade 8	24	24	25
Social Studies Grade 8	26	24	28
English Grade 10	20	21	22
Mathematics Grade 10	21	20	23
Science Grade 10	21	25	23
Social Studies Grade 10	22	20	21

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.1%	3	0.1%	6	0.2%
<b>Eligible for Free Lunch</b>	281	7.4%	379	9.9%	332	8.5%

**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>		95.8%		95.6%		95.6%
<b>Student Suspensions</b>	115	3.1%	156	4.1%	197	5.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.0%	4.2%	4.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	264
Total Other Professional Staff	32
Total Paraprofessionals	48
Teaching Out of Certification*	1

\*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	198	167	84%	221	175	79%	222	190	86%
Students with Disabilities	13	5	38%	20	2	10%	20	5	25%
All Students	211	172	82%	241	177	73%	242	195	81%

\*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	136	74	5	5	22	0
Percent	56%	31%	2%	2%	9%	0%

## 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)
20	5	8	28

\*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	34		23		22	2.1%
	Entered GED Program*	2		8		5	0.5%
	Total Noncompleters	36		31		27	2.5%
Students with Disabilities	Dropped Out	5		10		5	3.3%
	Entered GED Program*	0		4		2	1.3%
	Total Noncompleters	5		14		7	4.7%
All Students	Dropped Out	39	3.5%	33	2.9%	27	2.2%
	Entered GED Program*	2	0.2%	12	1.0%	7	0.6%
	Total Noncompleters	41	3.7%	45	3.9%	34	2.8%

\*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	284	299	305
	Number of Students with Disabilities	33	3	34
	Number of All Students	317	302	339
	Percent of Enrollment	32%	31%	34%
9-12	Number of General-Education Students	902	904	1037
	Number of Students with Disabilities	95	147	155
	Number of All Students	997	1051	1192
	Percent of Enrollment	90%	91%	98%

## 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	102	91%	117	95%	122	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	157	92%	145	95%	169	91%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	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%	5	80%	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	#	5	100%
Science	0	0%	2	#	4	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
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	40	63%	45	76%	26	62%
Science	37	51%	31	48%	30	73%
Reading	16	100%	13	100%	20	100%
Writing	18	94%	13	100%	20	80%
Global Studies	11	55%	12	58%	7	29%
U.S. Hist & Gov't	7	29%	12	83%	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	248	272	263	19	19	22
Number Scoring 55-100	231	258	252	9	10	15
Number Scoring 65-100	209	234	233	5	5	10
Number Scoring 85-100	92	95	100	0	0	0
Percentage of Tested Scoring 55-100	93%	95%	96%	47%	53%	68%
Percentage of Tested Scoring 65-100	84%	86%	89%	26%	26%	45%
Percentage of Tested Scoring 85-100	37%	35%	38%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	320	325	361	21	29	38
Number Scoring 55-100	270	275	345	9	13	31
Number Scoring 65-100	218	230	312	6	7	22
Number Scoring 85-100	107	73	102	0	0	1
Percentage of Tested Scoring 55-100	84%	85%	96%	43%	45%	82%
Percentage of Tested Scoring 65-100	68%	71%	86%	29%	24%	58%
Percentage of Tested Scoring 85-100	33%	22%	28%	0%	0%	3%
<b>Mathematics B</b>						
Number Tested	159	211	155	2	3	2
Number Scoring 55-100	143	177	136	#	#	#
Number Scoring 65-100	121	144	115	#	#	#
Number Scoring 85-100	30	58	50	#	#	#
Percentage of Tested Scoring 55-100	90%	84%	88%	#	#	#
Percentage of Tested Scoring 65-100	76%	68%	74%	#	#	#
Percentage of Tested Scoring 85-100	19%	27%	32%	#	#	#
<b>Global History and Geography</b>						
Number Tested	280	287	290	27	21	31
Number Scoring 55-100	265	273	278	22	17	26
Number Scoring 65-100	237	252	253	15	11	19
Number Scoring 85-100	86	121	110	0	0	3
Percentage of Tested Scoring 55-100	95%	95%	96%	81%	81%	84%
Percentage of Tested Scoring 65-100	85%	88%	87%	56%	52%	61%
Percentage of Tested Scoring 85-100	31%	42%	38%	0%	0%	10%
<b>U.S. History and Government</b>						
Number Tested	265	261	263	20	22	20
Number Scoring 55-100	259	251	256	17	16	18
Number Scoring 65-100	238	247	244	12	15	12
Number Scoring 85-100	97	138	141	2	0	1
Percentage of Tested Scoring 55-100	98%	96%	97%	85%	73%	90%
Percentage of Tested Scoring 65-100	90%	95%	93%	60%	68%	60%
Percentage of Tested Scoring 85-100	37%	53%	54%	10%	0%	5%

(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	363	300	273	16	27	20
Number Scoring 55-100	361	295	268	15	24	18
Number Scoring 65-100	349	278	258	13	20	17
Number Scoring 85-100	156	105	96	1	4	0
Percentage of Tested Scoring 55-100	99%	98%	98%	94%	89%	90%
Percentage of Tested Scoring 65-100	96%	93%	95%	81%	74%	85%
Percentage of Tested Scoring 85-100	43%	35%	35%	6%	15%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	239	324	269	17	19	19
Number Scoring 55-100	234	316	258	15	15	16
Number Scoring 65-100	214	292	224	12	10	13
Number Scoring 85-100	109	179	111	0	0	5
Percentage of Tested Scoring 55-100	98%	98%	96%	88%	79%	84%
Percentage of Tested Scoring 65-100	90%	90%	83%	71%	53%	68%
Percentage of Tested Scoring 85-100	46%	55%	41%	0%	0%	26%
<b>Physical Setting/Chemistry</b>						
Number Tested	185	192	241	2	6	6
Number Scoring 55-100	180	187	233	#	6	5
Number Scoring 65-100	149	146	206	#	2	1
Number Scoring 85-100	37	35	60	#	0	0
Percentage of Tested Scoring 55-100	97%	97%	97%	#	100%	83%
Percentage of Tested Scoring 65-100	81%	76%	85%	#	33%	17%
Percentage of Tested Scoring 85-100	20%	18%	25%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			86			1
Number Scoring 55-100			86			#
Number Scoring 65-100			84			#
Number Scoring 85-100			28			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			98%			#
Percentage of Tested Scoring 85-100			33%			#

\* 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	72	38	65	1	0	2
Number Scoring 55-100	72	38	65	#	0	#
Number Scoring 65-100	71	38	65	#	0	#
Number Scoring 85-100	38	34	57	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	53%	89%	88%	#	0%	#
<b>Comprehensive Italian</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 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	94	118	98	1	2	2
Number Scoring 55-100	94	117	98	#	#	#
Number Scoring 65-100	94	117	97	#	#	#
Number Scoring 85-100	71	88	74	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	99%	99%	#	#	#
Percentage of Tested Scoring 85-100	76%	75%	76%	#	#	#
<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	169	0	2	3	0	0
Number Scoring 55-100	148	0	#	#	0	0
Number Scoring 65-100	123	0	#	#	0	0
Number Scoring 85-100	30	0	#	#	0	0
Percentage of Tested Scoring 55-100	88%	0%	#	#	0%	0%
Percentage of Tested Scoring 65-100	73%	0%	#	#	0%	0%
Percentage of Tested Scoring 85-100	18%	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	38	97%	51	94%	80	91%
Students with Disabilities	8	100%	35	66%	19	89%

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	289	2%	2%	40%	57%
	Students with Disabilities	27	22%	26%	44%	7%
	All Students	316	3%	4%	40%	53%

## 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	304	1%	26%	54%	19%
	Students with Disabilities	34	26%	56%	18%	0%
	All Students	338	4%	29%	50%	17%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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	238	238	238	30	30	30	268	268	268
Number Scoring 55–64	11	3	4	7	0	5	18	3	9
Number Scoring 65–84	129	90	100	8	12	12	137	102	112
Number Scoring 85–100	86	136	130	0	0	0	86	136	130
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
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 – 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
<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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
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)