

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	2002-03	2003-04	2004-05
Pre-K	72	68	63
Kindergarten	171	191	169
First	178	194	206
Second	186	179	184
Third	192	193	165
Fourth	194	186	188
Fifth	189	192	187
Sixth	159	178	176
Ungraded Elementary	93	0	0
Seventh	131	181	185
Eighth	148	159	169
Ninth	147	163	189
Tenth	98	189	128
Eleventh	97	118	156
Twelfth	74	89	89
Ungraded Secondary	152	0	0
Total K-12 Enrollment	2209	2212	2191

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.0%	3	0.1%	0	0.0%
Black (Not Hispanic)	1851	83.8%	1846	83.5%	1782	81.3%
Hispanic	356	16.1%	358	16.2%	408	18.6%
White (Not Hispanic)	1	0.0%	5	0.2%	1	0.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	25	23	20
Common Branch	25	24	23
English Grade 8	21	20	16
Mathematics Grade 8	24	26	24
Science Grade 8	24	22	23
Social Studies Grade 8	23	0	23
English Grade 10	21	17	15
Mathematics Grade 10	25	25	12
Science Grade 10	0	11	22
Social Studies Grade 10	20	30	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	181	7.9%	211	9.3%	221	9.8%
Eligible for Free Lunch	1409	63.8%	1100	49.7%	964	44.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		91.8%		94.1%
Student Suspensions	361	16.3%	350	15.8%	423	19.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.3%	5.9%	5.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	165
Total Other Professional Staff	53
Total Paraprofessionals	45
Teaching Out of Certification*	14

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	63	62	50
	Regents Diplomas	19	29	29
	% Regents Diplomas	30%	47%	58%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			14%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	11	11
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	9%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	13	11	20
All Students	Total Graduates*	69	73	61
	Regents Diplomas	19	30	29
	% Regents Diplomas	28%	41%	48%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	13	11	20

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	18	12	1	1	3	0	2	13
	Percent	36%	24%	2%	2%	6%	0%	4%	26%
Students with Disabilities	Number	1	4	1	0	1	0	0	4
	Percent	9%	36%	9%	0%	9%	0%	0%	36%
All Students	Number	19	16	2	1	4	0	2	17
	Percent	31%	26%	3%	2%	7%	0%	3%	28%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	22		8	1.9%	21	5.0%
	Entered GED Program*	7		10	2.4%	24	5.7%
	Total Noncompleters	29		18	4.4%	45	10.8%
Students with Disabilities	Dropped Out	9		3	2.5%	9	6.2%
	Entered GED Program*	1		1	0.8%	4	2.8%
	Total Noncompleters	10		4	3.3%	13	9.0%
All Students	Dropped Out	31	6.1%	11	2.1%	30	5.3%
	Entered GED Program*	8	1.6%	11	2.1%	28	5.0%
	Total Noncompleters	39	7.7%	22	4.1%	58	10.3%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	145	163
	Number of Students with Disabilities	0	19	17
	Number of All Students	0	164	180
	Percent of Enrollment	0%	32%	34%
9-12	Number of General-Education Students	26	95	426
	Number of Students with Disabilities	89	30	136
	Number of All Students	115	125	562
	Percent of Enrollment	23%	22%	100%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	16	75%	0	0%	25	64%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	10	10%
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	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	2	#
Science	4	#	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	3	#	1	#	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	48	85%	14	100%	18	61%
Science	41	34%	3	#	15	47%
Reading	13	62%	0	0%	0	0%
Writing	18	44%	12	75%	13	69%
Global Studies	20	35%	20	55%	12	8%
U.S. Hist & Gov't	13	54%	13	77%	19	42%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	67	63	79	5	5	8
Number Scoring 55-100	55	47	52	4	2	7
Number Scoring 65-100	36	39	25	3	1	2
Number Scoring 85-100	1	7	2	0	0	0
Percentage of Tested Scoring 55-100	82%	75%	66%	80%	40%	88%
Percentage of Tested Scoring 65-100	54%	62%	32%	60%	20%	25%
Percentage of Tested Scoring 85-100	1%	11%	3%	0%	0%	0%
Mathematics A						
Number Tested	0	128	114	0	11	5
Number Scoring 55-100	0	103	78	0	10	1
Number Scoring 65-100	0	72	52	0	7	1
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	80%	68%	0%	91%	20%
Percentage of Tested Scoring 65-100	0%	56%	46%	0%	64%	20%
Percentage of Tested Scoring 85-100	0%	0%	4%	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	78	124	133	4	8	8
Number Scoring 55-100	47	56	53	#	1	1
Number Scoring 65-100	35	33	31	#	1	0
Number Scoring 85-100	3	1	3	#	0	0
Percentage of Tested Scoring 55-100	60%	45%	40%	#	12%	12%
Percentage of Tested Scoring 65-100	45%	27%	23%	#	12%	0%
Percentage of Tested Scoring 85-100	4%	1%	2%	#	0%	0%
U.S. History and Government						
Number Tested	51	104	98	2	22	18
Number Scoring 55-100	45	77	57	#	9	3
Number Scoring 65-100	42	72	43	#	5	2
Number Scoring 85-100	9	17	8	#	0	0
Percentage of Tested Scoring 55-100	88%	74%	58%	#	41%	17%
Percentage of Tested Scoring 65-100	82%	69%	44%	#	23%	11%
Percentage of Tested Scoring 85-100	18%	16%	8%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	151	102	135	29	2	20
Number Scoring 55-100	83	76	74	2	#	7
Number Scoring 65-100	57	58	65	2	#	6
Number Scoring 85-100	1	0	3	0	#	0
Percentage of Tested Scoring 55-100	55%	75%	55%	7%	#	35%
Percentage of Tested Scoring 65-100	38%	57%	48%	7%	#	30%
Percentage of Tested Scoring 85-100	1%	0%	2%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	100	57	1	13	1	0
Number Scoring 55-100	48	33	#	4	#	0
Number Scoring 65-100	28	17	#	3	#	0
Number Scoring 85-100	1	0	#	0	#	0
Percentage of Tested Scoring 55-100	48%	58%	#	31%	#	0%
Percentage of Tested Scoring 65-100	28%	30%	#	23%	#	0%
Percentage of Tested Scoring 85-100	1%	0%	#	0%	#	0%
Physical Setting/Chemistry						
Number Tested	35	16	34	1	0	0
Number Scoring 55-100	23	15	28	#	0	0
Number Scoring 65-100	12	11	13	#	0	0
Number Scoring 85-100	0	1	1	#	0	0
Percentage of Tested Scoring 55-100	66%	94%	82%	#	0%	0%
Percentage of Tested Scoring 65-100	34%	69%	38%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	6%	3%	#	0%	0%
Physical Setting/Physics						
Number Tested		0	0		0	0
Number Scoring 55-100		0	0		0	0
Number Scoring 65-100		0	0		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	0%		0%	0%
Percentage of Tested Scoring 65-100		0%	0%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	17	3	1	0	0	0
Number Scoring 55-100	16	#	#	0	0	0
Number Scoring 65-100	13	#	#	0	0	0
Number Scoring 85-100	1	#	#	0	0	0
Percentage of Tested Scoring 55-100	94%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	0	25	0	0	1	0
Number Scoring 55-100	0	17	0	0	#	0
Number Scoring 65-100	0	17	0	0	#	0
Number Scoring 85-100	0	4	0	0	#	0
Percentage of Tested Scoring 55-100	0%	68%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	68%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	16%	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	132	16%	13%	58%	13%
	Students with Disabilities	36	28%	19%	47%	6%
	All Students	168	18%	14%	56%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	135	7%	47%	41%	4%
	Students with Disabilities	26	19%	46%	35%	0%
	All Students	161	9%	47%	40%	3%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	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

2001 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	54	54	54	26	26	26	80	80	80
Number Scoring 55–64	7	3	5	1	3	2	8	6	7
Number Scoring 65–84	25	22	38	2	1	4	27	23	42
Number Scoring 85–100	2	7	2	0	0	0	2	7	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		55	51		2	0
Beginning		2	3		#	0
Intermediate		11	19		#	0
Advanced		31	28		#	0
Proficient		11	1		#	0
Reading and Writing (Grade K-1)						
Number Tested		55	51		2	0
Beginning		17	15		#	0
Intermediate		16	19		#	0
Advanced		14	10		#	0
Proficient		8	7		#	0
Listening and Speaking (Grade 2-4)						
Number Tested		50	67		3	1
Beginning		4	1		#	#
Intermediate		8	6		#	#
Advanced		28	52		#	#
Proficient		10	8		#	#
Reading and Writing (Grade 2-4)						
Number Tested		50	66		3	0
Beginning		12	8		#	0
Intermediate		27	28		#	0
Advanced		10	25		#	0
Proficient		1	5		#	0
Listening and Speaking (Grade 5-6)						
Number Tested		21	22		1	2
Beginning		3	3		#	#
Intermediate		1	4		#	#
Advanced		7	9		#	#
Proficient		10	6		#	#
Reading and Writing (Grade 5-6)						
Number Tested		21	21		1	2
Beginning		4	5		#	#
Intermediate		15	5		#	#
Advanced		0	11		#	#
Proficient		2	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		30	30		1	2
Beginning		7	5		#	#
Intermediate		3	10		#	#
Advanced		9	11		#	#
Proficient		11	4		#	#
Reading and Writing (Grade 7-8)						
Number Tested		30	30		1	2
Beginning		6	11		#	#
Intermediate		12	8		#	#
Advanced		11	4		#	#
Proficient		1	7		#	#
Listening and Speaking (Grade 9-12)						
Number Tested		44	40		0	1
Beginning		11	3		0	#
Intermediate		16	21		0	#
Advanced		10	11		0	#
Proficient		7	5		0	#
Reading and Writing (Grade 9-12)						
Number Tested		44	40		0	1
Beginning		19	7		0	#
Intermediate		15	22		0	#
Advanced		9	7		0	#
Proficient		1	4		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)