

# New York State School Report Card Comprehensive Information Report

BEDS Code: 03-15-01-06-0012  
 Name: Union Endicott High School  
 Principal: Mario Salati

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	380	357	370
Tenth	381	365	353
Eleventh	329	369	354
Twelfth	328	308	363
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1418	1399	1440

## 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	33	2.3%	41	2.9%	39	2.7%
Black (Not Hispanic)	51	3.6%	56	4.0%	70	4.9%
Hispanic	7	0.5%	10	0.7%	19	1.3%
White (Not Hispanic)	1327	93.6%	1292	92.4%	1312	91.1%

## 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	20	21	22
Mathematics Grade 10	22	15	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
50	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 middle 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	4	0.3%	6	0.4%	12	0.8%
Eligible for Free Lunch	150	10.6%	107	7.6%	148	10.3%

### 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		95.8%		95.5%		95.4%
Student Suspensions	106	7.5%	103	7.3%	74	5.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.8%	2.1%	3.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	97%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	112
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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%	244	183	75%	306	240	78%
Students with Disabilities	26	7	27%	25	5	20%	26	6	23%
All Students	305	200	66%	269	188	70%	332	246	74%

\*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	136	6	10	0	14
Percent	50%	41%	2%	3%	0%	4%

## 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)
26	6	7	33

\*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			20		4	
	Entered GED Program*			5		7	
	Total Noncompleters			25		11	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	22	1.6%	22	1.6%	6	0.4%
	Entered GED Program*	45	3.2%	5	0.4%	7	0.5%
	Total Noncompleters	67	4.7%	27	1.9%	13	0.9%

\*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	#	7	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%	4	#	9	100%
Science	3	#	0	0%	3	#
Reading	0	0%	1	#	4	#
Writing	0	0%	0	0%	4	#
Global Studies	3	#	1	#	3	#
U.S. Hist & Gov't	9	78%	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%	22	91%
Writing	16	100%	17	94%	24	75%
Global Studies	11	27%	13	38%	22	55%
U.S. Hist & Gov't	15	60%	0	0%	13	62%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	358	338	349	41	31	41
Number Scoring 55–100	331	324	321	25	23	23
Number Scoring 65–100	262	302	293	10	15	16
Number Scoring 85–100	41	108	133	0	0	1
Percentage of Tested Scoring 55–100	92%	96%	92%	61%	74%	56%
Percentage of Tested Scoring 65–100	73%	89%	84%	24%	48%	39%
Percentage of Tested Scoring 85–100	11%	32%	38%	0%	0%	2%
<b>Mathematics A</b>						
Number Tested	86	135	369	26	35	37
Number Scoring 55–100	41	75	297	8	12	18
Number Scoring 65–100	23	38	259	4	4	13
Number Scoring 85–100	0	1	85	0	0	1
Percentage of Tested Scoring 55–100	48%	56%	80%	31%	34%	49%
Percentage of Tested Scoring 65–100	27%	28%	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	342	347	347	43	42	38
Number Scoring 55–100	333	329	314	36	35	24
Number Scoring 65–100	314	294	273	26	22	16
Number Scoring 85–100	135	94	94	3	1	3
Percentage of Tested Scoring 55–100	97%	95%	90%	84%	83%	63%
Percentage of Tested Scoring 65–100	92%	85%	79%	60%	52%	42%
Percentage of Tested Scoring 85–100	39%	27%	27%	7%	2%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	277	353	350	29	35	41
Number Scoring 55–100	253	335	336	17	27	34
Number Scoring 65–100	226	288	310	9	14	27
Number Scoring 85–100	120	99	163	1	2	2
Percentage of Tested Scoring 55–100	91%	95%	96%	59%	77%	83%
Percentage of Tested Scoring 65–100	82%	82%	89%	31%	40%	66%
Percentage of Tested Scoring 85–100	43%	28%	47%	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	327	335	317	33	35	28
Number Scoring 55–100	326	333	306	32	35	24
Number Scoring 65–100	318	323	291	29	31	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%	31%	0%	9%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	250	249	248	10	8	19
Number Scoring 55–100	243	246	237	10	8	16
Number Scoring 65–100	230	236	224	9	5	15
Number Scoring 85–100	95	101	105	0	1	3
Percentage of Tested Scoring 55–100	97%	99%	96%	100%	100%	84%
Percentage of Tested Scoring 65–100	92%	95%	90%	90%	62%	79%
Percentage of Tested Scoring 85–100	38%	41%	42%	0%	12%	16%
<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	286	55	16	11	4
Number Scoring 55–100	276	245	41	12	11	#
Number Scoring 65–100	246	213	35	10	8	#
Number Scoring 85–100	136	86	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	67	100%	89	100%	73	95%
Students with Disabilities	30	90%	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	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
<b>June 2003</b>	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
<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	304	304	304	36	36	36	340	340	340
Number Scoring 55–64	6	20	4	8	11	2	14	31	6
Number Scoring 65–84	162	177	165	17	12	24	179	189	189
Number Scoring 85–100	126	97	133	2	1	1	128	98	134
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)