

# New York State District Report Card Comprehensive Information Report

BEDS Code: 05-03-01-04-0000  
 Name: Weedsport Central School District  
 Superintendent: Steven V. Hubbard

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	62	71	74
First	71	65	73
Second	67	68	64
Third	64	71	72
Fourth	76	61	79
Fifth	79	74	64
Sixth	92	76	76
Ungraded Elementary	0	0	0
Seventh	91	98	81
Eighth	82	88	91
Ninth	100	86	91
Tenth	98	102	80
Eleventh	93	98	93
Twelfth	86	83	93
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1061	1041	1031

## 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	11	1.0%	11	1.1%	12	1.2%
Black (Not Hispanic)	10	0.9%	12	1.2%	15	1.5%
Hispanic	8	0.8%	11	1.1%	7	0.7%
White (Not Hispanic)	1032	97.3%	1007	96.7%	997	96.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	17	19
Common Branch	19	19	19
English Grade 8	17	0	19
Mathematics Grade 8	17	22	18
Science Grade 8	20	22	22
Social Studies Grade 8	20	22	22
English Grade 10	23	25	18
Mathematics Grade 10	29	21	14
Science Grade 10	24	23	20
Social Studies Grade 10	24	24	19

(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>	3	0.3%	3	0.3%	4	0.4%
<b>Eligible for Free Lunch</b>	76	7.2%	84	8.1%	92	8.9%

**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>		95.9%		95.9%		95.8%
<b>Student Suspensions</b>	56	5.3%	42	4.0%	41	3.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.4%	4.0%	3.8%
<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	82
Total Other Professional Staff	13
Total Paraprofessionals	9
Teaching Out of Certification*	0

\*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	71	52	73%	75	53	71%	80	59	74%
Students with Disabilities	3	0	0%	4	0	0%	4	1	25%
All Students	74	52	70%	79	53	67%	84	60	71%

\*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	37	34	1	4	5	3
Percent	44%	40%	1%	5%	6%	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)
4	1	5	9

\*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	4		5		3	0.9%
	Entered GED Program*	3		4		1	0.3%
	Total Noncompleters	7		9		4	1.2%
Students with Disabilities	Dropped Out	0		0		1	2.3%
	Entered GED Program*	0		0		1	2.3%
	Total Noncompleters	0		0		2	4.5%
All Students	Dropped Out	4	1.1%	5	1.4%	4	1.1%
	Entered GED Program*	3	0.8%	4	1.1%	2	0.5%
	Total Noncompleters	7	1.9%	9	2.4%	6	1.6%

\*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	220
	Number of Students with Disabilities	0	0	25
	Number of All Students	0	0	245
	Percent of Enrollment	0%	0%	99%
9-12	Number of General-Education Students	0	0	323
	Number of Students with Disabilities	0	0	39
	Number of All Students	0	0	362
	Percent of Enrollment	0%	0%	101%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	9		
Completed and Passed Regents Exams	6	67%	77%
Completed and had Course Average of 75% or More	9	100%	81%
Completed and Attained a HS Diploma or Equivalent	9	100%	96%
Completed and Whose Status is Known	9		
Completed and Were Successfully Placed	9	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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	34	100%	40	100%	37	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	36	94%	41	100%	47	96%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	4	#	3	#

# 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%	1	#	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	2	#
Science	1	#	4	#	2	#
Reading	0	0%	0	0%	3	#
Writing	0	0%	1	#	3	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(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	83	89	81	7	6	5
Number Scoring 55-100	80	84	80	6	4	5
Number Scoring 65-100	79	80	78	5	3	5
Number Scoring 85-100	49	50	51	1	1	2
Percentage of Tested Scoring 55-100	96%	94%	99%	86%	67%	100%
Percentage of Tested Scoring 65-100	95%	90%	96%	71%	50%	100%
Percentage of Tested Scoring 85-100	59%	56%	63%	14%	17%	40%
<b>Mathematics A</b>						
Number Tested	0	95	81	0	3	3
Number Scoring 55-100	0	84	81	0	#	#
Number Scoring 65-100	0	84	77	0	#	#
Number Scoring 85-100	0	42	36	0	#	#
Percentage of Tested Scoring 55-100	0%	88%	100%	0%	#	#
Percentage of Tested Scoring 65-100	0%	88%	95%	0%	#	#
Percentage of Tested Scoring 85-100	0%	44%	44%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	0	43	0	0	1
Number Scoring 55-100	0	0	41	0	0	#
Number Scoring 65-100	0	0	38	0	0	#
Number Scoring 85-100	0	0	12	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	28%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	90	90	72	6	5	5
Number Scoring 55-100	89	85	70	6	5	4
Number Scoring 65-100	85	84	68	4	4	4
Number Scoring 85-100	35	45	40	0	0	0
Percentage of Tested Scoring 55-100	99%	94%	97%	100%	100%	80%
Percentage of Tested Scoring 65-100	94%	93%	94%	67%	80%	80%
Percentage of Tested Scoring 85-100	39%	50%	56%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	84	95	83	6	10	7
Number Scoring 55-100	82	92	82	5	8	6
Number Scoring 65-100	75	92	81	1	8	6
Number Scoring 85-100	24	47	54	0	2	1
Percentage of Tested Scoring 55-100	98%	97%	99%	83%	80%	86%
Percentage of Tested Scoring 65-100	89%	97%	98%	17%	80%	86%
Percentage of Tested Scoring 85-100	29%	49%	65%	0%	20%	14%

(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	90	86	73	4	4	5
Number Scoring 55-100	90	86	72	#	#	5
Number Scoring 65-100	89	82	69	#	#	4
Number Scoring 85-100	40	43	48	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 65-100	99%	95%	95%	#	#	80%
Percentage of Tested Scoring 85-100	44%	50%	66%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	90	75	93	7	6	12
Number Scoring 55-100	90	66	83	7	4	11
Number Scoring 65-100	88	63	80	5	3	8
Number Scoring 85-100	69	37	46	2	0	1
Percentage of Tested Scoring 55-100	100%	88%	89%	100%	67%	92%
Percentage of Tested Scoring 65-100	98%	84%	86%	71%	50%	67%
Percentage of Tested Scoring 85-100	77%	49%	49%	29%	0%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	57	68	58	0	0	1
Number Scoring 55-100	54	58	54	0	0	#
Number Scoring 65-100	38	47	44	0	0	#
Number Scoring 85-100	7	9	8	0	0	#
Percentage of Tested Scoring 55-100	95%	85%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	67%	69%	76%	0%	0%	#
Percentage of Tested Scoring 85-100	12%	13%	14%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			21			0
Number Scoring 55-100			17			0
Number Scoring 65-100			15			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			81%			0%
Percentage of Tested Scoring 65-100			71%			0%
Percentage of Tested Scoring 85-100			19%			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
<b>Comprehensive French</b>						
Number Tested	34	38	27	0	0	0
Number Scoring 55-100	34	38	27	0	0	0
Number Scoring 65-100	34	38	27	0	0	0
Number Scoring 85-100	12	23	24	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	35%	61%	89%	0%	0%	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	34	25	20	0	0	0
Number Scoring 55-100	34	24	19	0	0	0
Number Scoring 65-100	31	24	19	0	0	0
Number Scoring 85-100	15	16	16	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	96%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	44%	64%	80%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	43	65	0	0	0	0
Number Scoring 55-100	37	48	0	0	0	0
Number Scoring 65-100	35	45	0	0	0	0
Number Scoring 85-100	13	19	0	0	0	0
Percentage of Tested Scoring 55-100	86%	74%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	69%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	30%	29%	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	36	100%	39	97%	0	0%
Students with Disabilities	8	75%	10	60%	0	0%

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	55	0%	4%	62%	35%
	Students with Disabilities	8	38%	0%	63%	0%
	All Students	63	5%	3%	62%	30%

## 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	79	0%	8%	67%	25%
	Students with Disabilities	11	9%	64%	27%	0%
	All Students	90	1%	14%	62%	22%

(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	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

## 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	85	85	85	11	11	11	96	96	96
Number Scoring 55–64	2	0	0	4	0	2	6	0	2
Number Scoring 65–84	43	35	26	4	6	4	47	41	30
Number Scoring 85–100	35	46	55	0	2	1	35	48	56
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			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 5-6)</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 5-6)</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

\*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)