

# New York State District Report Card Comprehensive Information Report

BEDS Code: 05-19-01-04-0000  
 Name: Union Springs Central School District  
 Superintendent: Linda Rice

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	79	72	59
First	71	77	70
Second	57	67	74
Third	73	66	74
Fourth	92	78	59
Fifth	91	92	82
Sixth	103	90	93
Ungraded Elementary	0	0	0
Seventh	101	107	91
Eighth	93	102	105
Ninth	108	83	89
Tenth	107	96	81
Eleventh	95	103	95
Twelfth	94	90	94
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1164	1123	1066

## 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	6	0.5%	11	1.0%	7	0.7%
Black (Not Hispanic)	12	1.0%	8	0.7%	9	0.8%
Hispanic	9	0.8%	9	0.8%	7	0.7%
White (Not Hispanic)	1137	97.7%	1095	97.5%	1043	97.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	12	20
Common Branch	20	18	17
English Grade 8	22	17	18
Mathematics Grade 8	19	14	17
Science Grade 8	19	17	18
Social Studies Grade 8	23	19	21
English Grade 10	17	15	20
Mathematics Grade 10	15	21	18
Science Grade 10	18	19	19
Social Studies Grade 10	18	16	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>	1	0.1%	5	0.5%	2	0.2%
<b>Eligible for Free Lunch</b>	85	7.3%	116	10.3%	119	11.2%

**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>		96.0%		95.9%		95.9%
<b>Student Suspensions</b>	38	3.3%	21	1.8%	66	5.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.9%	4.4%	5.4%
<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	89
Total Other Professional Staff	15
Total Paraprofessionals	30
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	69	44	64%	67	37	55%	71	49	69%
Students with Disabilities	9	1	11%	9	1	11%	7	0	0%
All Students	78	45	58%	76	38	50%	78	49	63%

\*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	25	47	0	0	4	2
Percent	32%	60%	0%	0%	5%	3%

## 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)
7	0	3	10

\*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	6		2		10	2.8%
	Entered GED Program*	3		5		3	0.8%
	Total Noncompleters	9		7		13	3.7%
Students with Disabilities	Dropped Out	1		2		2	3.1%
	Entered GED Program*	1		1		1	1.5%
	Total Noncompleters	2		3		3	4.6%
All Students	Dropped Out	7	1.7%	4	1.1%	12	2.9%
	Entered GED Program*	4	1.0%	6	1.6%	4	1.0%
	Total Noncompleters	11	2.7%	10	2.7%	16	3.8%

\*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	165	178	173
	Number of Students with Disabilities	0	31	23
	Number of All Students	165	209	196
	Percent of Enrollment	56%	70%	68%
9-12	Number of General-Education Students	401	313	296
	Number of Students with Disabilities	0	59	63
	Number of All Students	401	372	359
	Percent of Enrollment	99%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	8		
Completed and Passed Regents Exams	8	100%	77%
Completed and had Course Average of 75% or More	8	100%	81%
Completed and Attained a HS Diploma or Equivalent	8	100%	96%
Completed and Whose Status is Known	8		
Completed and Were Successfully Placed	8	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

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	32	97%	35	83%	41	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	38	100%	42	98%	58	84%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	5	40%	7	86%	5	60%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	5	80%
Science	1	#	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	2	#	1	#
U.S. Hist & Gov't	3	#	1	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	63%	11	82%	17	88%
Science	7	100%	13	69%	7	71%
Reading	1	#	3	#	4	#
Writing	1	#	0	0%	4	#
Global Studies	4	#	7	43%	6	50%
U.S. Hist & Gov't	4	#	2	#	2	#

(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	82	99	82	13	14	7
Number Scoring 55-100	73	91	81	5	8	6
Number Scoring 65-100	69	86	73	5	6	5
Number Scoring 85-100	28	39	30	1	1	0
Percentage of Tested Scoring 55-100	89%	92%	99%	38%	57%	86%
Percentage of Tested Scoring 65-100	84%	87%	89%	38%	43%	71%
Percentage of Tested Scoring 85-100	34%	39%	37%	8%	7%	0%
<b>Mathematics A</b>						
Number Tested	82	104	86	6	14	4
Number Scoring 55-100	67	85	86	4	7	#
Number Scoring 65-100	52	74	81	1	6	#
Number Scoring 85-100	20	4	15	0	0	#
Percentage of Tested Scoring 55-100	82%	82%	100%	67%	50%	#
Percentage of Tested Scoring 65-100	63%	71%	94%	17%	43%	#
Percentage of Tested Scoring 85-100	24%	4%	17%	0%	0%	#
<b>Mathematics B</b>						
Number Tested	0	0	30	0	0	0
Number Scoring 55-100	0	0	29	0	0	0
Number Scoring 65-100	0	0	24	0	0	0
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	13%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	99	82	88	12	10	11
Number Scoring 55-100	94	71	75	9	7	4
Number Scoring 65-100	83	67	56	5	6	1
Number Scoring 85-100	29	27	26	0	0	0
Percentage of Tested Scoring 55-100	95%	87%	85%	75%	70%	36%
Percentage of Tested Scoring 65-100	84%	82%	64%	42%	60%	9%
Percentage of Tested Scoring 85-100	29%	33%	30%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	81	95	87	12	10	10
Number Scoring 55-100	68	90	77	7	8	8
Number Scoring 65-100	50	87	59	4	8	4
Number Scoring 85-100	16	39	26	1	0	0
Percentage of Tested Scoring 55-100	84%	95%	89%	58%	80%	80%
Percentage of Tested Scoring 65-100	62%	92%	68%	33%	80%	40%
Percentage of Tested Scoring 85-100	20%	41%	30%	8%	0%	0%

(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	156	77	66	10	4	5
Number Scoring 55-100	156	76	61	10	#	4
Number Scoring 65-100	145	74	57	7	#	4
Number Scoring 85-100	38	21	15	0	#	0
Percentage of Tested Scoring 55-100	100%	99%	92%	100%	#	80%
Percentage of Tested Scoring 65-100	93%	96%	86%	70%	#	80%
Percentage of Tested Scoring 85-100	24%	27%	23%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	32	75	81	8	5	9
Number Scoring 55-100	32	73	73	8	4	6
Number Scoring 65-100	28	65	64	8	3	3
Number Scoring 85-100	0	24	21	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	90%	100%	80%	67%
Percentage of Tested Scoring 65-100	88%	87%	79%	100%	60%	33%
Percentage of Tested Scoring 85-100	0%	32%	26%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	37	43	38	0	0	0
Number Scoring 55-100	36	42	31	0	0	0
Number Scoring 65-100	28	38	23	0	0	0
Number Scoring 85-100	1	10	3	0	0	0
Percentage of Tested Scoring 55-100	97%	98%	82%	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	88%	61%	0%	0%	0%
Percentage of Tested Scoring 85-100	3%	23%	8%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			33			0
Number Scoring 55-100			33			0
Number Scoring 65-100			33			0
Number Scoring 85-100			10			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			30%			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	19	32	26	1	0	0
Number Scoring 55-100	19	31	24	#	0	0
Number Scoring 65-100	17	30	22	#	0	0
Number Scoring 85-100	6	15	8	#	0	0
Percentage of Tested Scoring 55-100	100%	97%	92%	#	0%	0%
Percentage of Tested Scoring 65-100	89%	94%	85%	#	0%	0%
Percentage of Tested Scoring 85-100	32%	47%	31%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	1	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	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	37	85	34	0	2	1
Number Scoring 55-100	37	85	34	0	#	#
Number Scoring 65-100	37	83	34	0	#	#
Number Scoring 85-100	32	53	30	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 85-100	86%	62%	88%	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	64	81	2	1	11	0
Number Scoring 55-100	49	41	#	#	3	0
Number Scoring 65-100	39	30	#	#	0	0
Number Scoring 85-100	16	10	#	#	0	0
Percentage of Tested Scoring 55-100	77%	51%	#	#	27%	0%
Percentage of Tested Scoring 65-100	61%	37%	#	#	0%	0%
Percentage of Tested Scoring 85-100	25%	12%	#	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	44	98%	23	100%	14	86%
Students with Disabilities	8	100%	5	60%	4	#

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	74	9%	7%	65%	19%
	Students with Disabilities	7	14%	29%	57%	0%
	All Students	81	10%	9%	64%	17%

## 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	92	0%	48%	45%	8%
	Students with Disabilities	11	27%	64%	9%	0%
	All Students	103	3%	50%	41%	7%

(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	81	81	81	11	11	11	92	92	92
Number Scoring 55–64	5	5	1	1	1	0	6	6	1
Number Scoring 65–84	44	34	42	6	7	10	50	41	52
Number Scoring 85–100	27	38	34	0	0	0	27	38	34
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			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 2-4)</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 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)