

New York State School Report Card

Comprehensive Information Report

BEDS Code: 05-19-01-04-0005
 Name: Union Springs Middle School High School
 Principal: Jim Palumbo

Grade Range : 7-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	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	598	581	555

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	3	0.5%	6	1.0%	5	0.9%
Black (Not Hispanic)	7	1.2%	3	0.5%	4	0.7%
Hispanic	7	1.2%	5	0.9%	5	0.9%
White (Not Hispanic)	581	97.2%	567	97.6%	541	97.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
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

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	18	3.0%	40	6.9%	50	9.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.2%		94.5%		96.1%
Student Suspensions	32	8.4%	15	2.5%	47	8.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.5%	3.1%	4.0%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	99%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	49
Total Other Professional Staff	6
Total Paraprofessionals	NA
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	85%	100%	100%
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			
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	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
Comprehensive English						
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%
Mathematics A						
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%	#
Mathematics 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%
Global History and Geography						
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%
U.S. History and Government						
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
Living Environment						
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%
Physical Setting/Earth Science						
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%
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
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
Comprehensive French						
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%
Comprehensive Italian						
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%
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	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%	#	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
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
Nov 2003	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
June 2004	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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

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)