

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	72	59	63
First	77	70	53
Second	67	74	68
Third	66	74	79
Fourth	78	59	73
Fifth	92	82	59
Sixth	90	93	84
Ungraded Elementary	0	0	0
Seventh	107	91	101
Eighth	102	105	86
Ninth	83	89	102
Tenth	96	81	94
Eleventh	103	95	85
Twelfth	90	94	89
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1123	1066	1036

### 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	11	1.0%	7	0.7%	2	0.2%
Black (Not Hispanic)	8	0.7%	9	0.8%	11	1.1%
Hispanic	9	0.8%	7	0.7%	6	0.6%
White (Not Hispanic)	1095	97.5%	1043	97.8%	1017	98.2%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	12	20	21
Common Branch	18	17	19
English Grade 8	17	18	17
Mathematics Grade 8	14	17	16
Science Grade 8	17	18	17
Social Studies Grade 8	19	21	17
English Grade 10	15	20	22
Mathematics Grade 10	21	18	17
Science Grade 10	19	19	16
Social Studies Grade 10	16	21	20

(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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	5	0.5%	2	0.2%	1	0.1%
<b>Eligible for Free Lunch</b>	116	10.3%	119	11.2%	120	11.6%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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%		95.9%
<b>Student Suspensions</b>	21	1.8%	66	5.9%	45	4.2%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	4.4%	5.4%	2.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	88
Total Other Professional Staff	15
Total Paraprofessionals	30
Teaching Out of Certification*	1

\*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*	67	71	70
	Regents Diplomas	37	49	58
	% Regents Diplomas	55%	69%	83%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	9	7	2
	Regents Diplomas	1	0	0
	% Regents Diplomas	11%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	3	4
All Students	Total Graduates*	76	78	72
	Regents Diplomas	38	49	58
	% Regents Diplomas	50%	63%	81%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	2	3	4

\* 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	25	39	1	2	2	0	0	1
	Percent	36%	56%	1%	3%	3%	0%	0%	1%
Students with Disabilities	Number	0	2	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	25	41	1	2	2	0	0	1
	Percent	35%	57%	1%	3%	3%	0%	0%	1%

## 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	2		10	2.8%	8	2.4%
	Entered GED Program*	5		3	0.8%	3	0.9%
	Total Noncompleters	7		13	3.7%	11	3.4%
Students with Disabilities	Dropped Out	2		2	3.1%	3	5.2%
	Entered GED Program*	1		1	1.5%	4	6.9%
	Total Noncompleters	3		3	4.6%	7	12.1%
All Students	Dropped Out	4	1.1%	12	2.9%	11	2.9%
	Entered GED Program*	6	1.6%	4	1.0%	7	1.8%
	Total Noncompleters	10	2.7%	16	3.8%	18	4.7%

\*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	178	173	169
	Number of Students with Disabilities	31	23	18
	Number of All Students	209	196	187
	Percent of Enrollment	70%	68%	69%
9–12	Number of General-Education Students	313	296	318
	Number of Students with Disabilities	59	63	52
	Number of All Students	372	359	370
	Percent of Enrollment	100%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	5		
Completed and Passed Regents Exams	5	100%	80%
Completed and had Course Average of 75% or More	4	80%	82%
Completed and Attained a HS Diploma or Equivalent	5	100%	96%
Completed and Whose Status is Known	5		
Completed and Were Successfully Placed	5	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	0%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004–2005 school year; completion 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	35	83%	41	85%	25	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	42	98%	58	84%	77	97%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	86%	5	60%	5	60%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	5	80%	1	#
Science	0	0%	1	#	2	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	1	#	2	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	17	88%	7	43%
Science	13	69%	7	71%	6	67%
Reading	3	#	4	#	0	0%
Writing	0	0%	4	#	0	0%
Global Studies	7	43%	6	50%	6	0%
U.S. Hist & Gov't	2	#	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	99	82	77	14	7	7
Number Scoring 55-100	91	81	75	8	6	6
Number Scoring 65-100	86	73	65	6	5	2
Number Scoring 85-100	39	30	34	1	0	0
Percentage of Tested Scoring 55-100	92%	99%	97%	57%	86%	86%
Percentage of Tested Scoring 65-100	87%	89%	84%	43%	71%	29%
Percentage of Tested Scoring 85-100	39%	37%	44%	7%	0%	0%
<b>Mathematics A</b>						
Number Tested	104	86	51	14	4	0
Number Scoring 55-100	85	86	50	7	#	0
Number Scoring 65-100	74	81	49	6	#	0
Number Scoring 85-100	4	15	10	0	#	0
Percentage of Tested Scoring 55-100	82%	100%	98%	50%	#	0%
Percentage of Tested Scoring 65-100	71%	94%	96%	43%	#	0%
Percentage of Tested Scoring 85-100	4%	17%	20%	0%	#	0%
<b>Mathematics B</b>						
Number Tested	0	30	41	0	0	0
Number Scoring 55-100	0	29	34	0	0	0
Number Scoring 65-100	0	24	27	0	0	0
Number Scoring 85-100	0	4	6	0	0	0
Percentage of Tested Scoring 55-100	0%	97%	83%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	80%	66%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	13%	15%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	82	88	90	10	11	13
Number Scoring 55-100	71	75	77	7	4	6
Number Scoring 65-100	67	56	66	6	1	4
Number Scoring 85-100	27	26	20	0	0	0
Percentage of Tested Scoring 55-100	87%	85%	86%	70%	36%	46%
Percentage of Tested Scoring 65-100	82%	64%	73%	60%	9%	31%
Percentage of Tested Scoring 85-100	33%	30%	22%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	95	87	90	10	10	6
Number Scoring 55-100	90	77	71	8	8	2
Number Scoring 65-100	87	59	66	8	4	2
Number Scoring 85-100	39	26	24	0	0	0
Percentage of Tested Scoring 55-100	95%	89%	79%	80%	80%	33%
Percentage of Tested Scoring 65-100	92%	68%	73%	80%	40%	33%
Percentage of Tested Scoring 85-100	41%	30%	27%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	77	66	117	4	5	17
Number Scoring 55-100	76	61	93	#	4	8
Number Scoring 65-100	74	57	88	#	4	6
Number Scoring 85-100	21	15	29	#	0	1
Percentage of Tested Scoring 55-100	99%	92%	79%	#	80%	47%
Percentage of Tested Scoring 65-100	96%	86%	75%	#	80%	35%
Percentage of Tested Scoring 85-100	27%	23%	25%	#	0%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	75	81	64	5	9	6
Number Scoring 55-100	73	73	61	4	6	6
Number Scoring 65-100	65	64	59	3	3	5
Number Scoring 85-100	24	21	24	0	0	0
Percentage of Tested Scoring 55-100	97%	90%	95%	80%	67%	100%
Percentage of Tested Scoring 65-100	87%	79%	92%	60%	33%	83%
Percentage of Tested Scoring 85-100	32%	26%	38%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	43	38	49	0	0	1
Number Scoring 55-100	42	31	44	0	0	#
Number Scoring 65-100	38	23	27	0	0	#
Number Scoring 85-100	10	3	2	0	0	#
Percentage of Tested Scoring 55-100	98%	82%	90%	0%	0%	#
Percentage of Tested Scoring 65-100	88%	61%	55%	0%	0%	#
Percentage of Tested Scoring 85-100	23%	8%	4%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		33	9		0	0
Number Scoring 55-100		33	9		0	0
Number Scoring 65-100		33	9		0	0
Number Scoring 85-100		10	2		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		30%	22%		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
<b>Comprehensive French</b>						
Number Tested	32	26	21	0	0	1
Number Scoring 55-100	31	24	20	0	0	#
Number Scoring 65-100	30	22	20	0	0	#
Number Scoring 85-100	15	8	7	0	0	#
Percentage of Tested Scoring 55-100	97%	92%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	85%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	47%	31%	33%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	1	0	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	85	34	36	2	1	3
Number Scoring 55-100	85	34	34	#	#	#
Number Scoring 65-100	83	34	34	#	#	#
Number Scoring 85-100	53	30	19	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	94%	#	#	#
Percentage of Tested Scoring 65-100	98%	100%	94%	#	#	#
Percentage of Tested Scoring 85-100	62%	88%	53%	#	#	#
<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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	48	4%	2%	44%	50%
	Students with Disabilities	7	0%	0%	86%	14%
	All Students	55	4%	2%	49%	45%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	78	0%	17%	72%	12%
	Students with Disabilities	14	0%	43%	50%	7%
	All Students	92	0%	21%	68%	11%

(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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	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	76	76	76	9	9	9	85	85	85
Number Scoring 55–64	5	5	3	0	2	1	5	7	4
Number Scoring 65–84	37	41	45	2	0	3	39	41	48
Number Scoring 85–100	28	24	27	0	0	0	28	24	27
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
<b>Listening and Speaking (Grade K–1)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade K–1)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 2–4)</b>						
Number Tested		0	1		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
<b>Reading and Writing (Grade 2–4)</b>						
Number Tested		0	1		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
<b>Listening and Speaking (Grade 5–6)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 5–6)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)