

New York State School Report Card Comprehensive Information Report

BEDS Code: 67-15-01-04-0002
 Name: Warsaw Junior-Senior High School
 Principal: R. Vitaglio & G. Feller

Grade Range : 7-12

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	95	79	80
Eighth	97	93	85
Ninth	90	107	102
Tenth	105	90	109
Eleventh	98	98	92
Twelfth	109	98	106
Ungraded Secondary	0	0	0
Total K-12 Enrollment	594	565	574

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	10	1.7%	10	1.8%	10	1.7%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	2	0.3%	3	0.5%	6	1.0%
White (Not Hispanic)	582	98.0%	552	97.7%	558	97.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	23	19
Mathematics Grade 8	22	20	16
Science Grade 8	24	25	19
Social Studies Grade 8	22	23	19
English Grade 10	21	18	18
Mathematics Grade 10	17	17	19
Science Grade 10	19	20	15
Social Studies Grade 10	21	15	20

(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
51	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 higher 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	3	0.5%	0	0.0%	0	0.0%
Eligible for Free Lunch	65	10.9%	68	12.0%	87	15.2%

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		95.7%		94.5%		94.5%
Student Suspensions	10	1.7%	38	6.4%	14	2.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	7.4%	7.8%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	92%	90%	85%

Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*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	89	45	51%	76	47	62%	79	53	67%
Students with Disabilities	3	0	0%	4	0	0%	6	2	33%
All Students	92	45	49%	80	47	59%	85	55	65%

*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	27	38	2	6	8	4
Percent	32%	45%	2%	7%	9%	5%

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)
6	2	3	9

*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			19		15	
	Entered GED Program*			2		2	
	Total Noncompleters			21		17	
Students with Disabilities	Dropped Out			5		2	
	Entered GED Program*			0		1	
	Total Noncompleters			5		3	
All Students	Dropped Out	14	3.5%	24	6.1%	17	4.2%
	Entered GED Program*	0	0.0%	2	0.5%	3	0.7%
	Total Noncompleters	14	3.5%	26	6.6%	20	4.9%

*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		144	0
	Number of Students with Disabilities		28	0
	Number of All Students		172	0
	Percent of Enrollment		100%	0%
9-12	Number of General-Education Students		356	341
	Number of Students with Disabilities		37	37
	Number of All Students		393	378
	Percent of Enrollment		100%	92%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	34	91%	0	0%	37	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	44	93%	0	0%	28	86%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	6	17%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	4	#

(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%	0	0%	3	#
Science	0	0%	0	0%	6	33%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	2	#
U.S. Hist & Gov't	3	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	1	#	8	100%
Science	3	#	1	#	6	50%
Reading	3	#	0	0%	2	#
Writing	3	#	0	0%	0	0%
Global Studies	1	#	1	#	9	33%
U.S. Hist & Gov't	2	#	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	90	88	78	4	9	4
Number Scoring 55–100	89	84	76	#	8	#
Number Scoring 65–100	77	82	72	#	8	#
Number Scoring 85–100	22	41	45	#	1	#
Percentage of Tested Scoring 55–100	99%	95%	97%	#	89%	#
Percentage of Tested Scoring 65–100	86%	93%	92%	#	89%	#
Percentage of Tested Scoring 85–100	24%	47%	58%	#	11%	#
Mathematics A						
Number Tested	43	47	84	8	5	12
Number Scoring 55–100	32	24	53	3	2	7
Number Scoring 65–100	16	11	31	0	1	4
Number Scoring 85–100	2	0	4	0	0	2
Percentage of Tested Scoring 55–100	74%	51%	63%	38%	40%	58%
Percentage of Tested Scoring 65–100	37%	23%	37%	0%	20%	33%
Percentage of Tested Scoring 85–100	5%	0%	5%	0%	0%	17%
Mathematics B (first administered June 2001)						
Number Tested	0	0	55	0	0	1
Number Scoring 55–100	0	0	43	0	0	#
Number Scoring 65–100	0	0	42	0	0	#
Number Scoring 85–100	0	0	13	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	76%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	#
Global History and Geography						
Number Tested	113	75	105	12	6	13
Number Scoring 55–100	104	69	94	9	5	12
Number Scoring 65–100	83	57	81	7	2	9
Number Scoring 85–100	20	25	33	1	0	2
Percentage of Tested Scoring 55–100	92%	92%	90%	75%	83%	92%
Percentage of Tested Scoring 65–100	73%	76%	77%	58%	33%	69%
Percentage of Tested Scoring 85–100	18%	33%	31%	8%	0%	15%
U.S. History and Government (first administered June 2001)						
Number Tested	88	88	66	5	8	2
Number Scoring 55–100	81	85	66	2	8	#
Number Scoring 65–100	72	77	65	2	7	#
Number Scoring 85–100	37	35	40	0	1	#
Percentage of Tested Scoring 55–100	92%	97%	100%	40%	100%	#
Percentage of Tested Scoring 65–100	82%	88%	98%	40%	88%	#
Percentage of Tested Scoring 85–100	42%	40%	61%	0%	12%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	92	81	87	9	5	10
Number Scoring 55–100	88	76	84	9	4	10
Number Scoring 65–100	81	75	76	6	4	8
Number Scoring 85–100	8	26	13	1	0	2
Percentage of Tested Scoring 55–100	96%	94%	97%	100%	80%	100%
Percentage of Tested Scoring 65–100	88%	93%	87%	67%	80%	80%
Percentage of Tested Scoring 85–100	9%	32%	15%	11%	0%	20%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	77	95	100	6	9	8
Number Scoring 55–100	71	87	85	3	8	5
Number Scoring 65–100	65	73	79	2	6	3
Number Scoring 85–100	25	23	32	1	2	0
Percentage of Tested Scoring 55–100	92%	92%	85%	50%	89%	62%
Percentage of Tested Scoring 65–100	84%	77%	79%	33%	67%	38%
Percentage of Tested Scoring 85–100	32%	24%	32%	17%	22%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		50	49		2	0
Number Scoring 55–100		50	45		#	0
Number Scoring 65–100		34	36		#	0
Number Scoring 85–100		6	13		#	0
Percentage of Tested Scoring 55–100		100%	92%		#	0%
Percentage of Tested Scoring 65–100		68%	73%		#	0%
Percentage of Tested Scoring 85–100		12%	27%		#	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	29	19	31	0	0	0
Number Scoring 55–100	28	19	31	0	0	0
Number Scoring 65–100	28	18	31	0	0	0
Number Scoring 85–100	9	7	14	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	37%	45%	0%	0%	0%
Comprehensive Italian						
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 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	14	18	17	0	0	0
Number Scoring 55–100	14	18	17	0	0	0
Number Scoring 65–100	13	18	17	0	0	0
Number Scoring 85–100	9	11	12	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	61%	71%	0%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	55	54	1	1	1	1
Number Scoring 55–100	46	47	#	#	#	#
Number Scoring 65–100	41	40	#	#	#	#
Number Scoring 85–100	14	17	#	#	#	#
Percentage of Tested Scoring 55–100	84%	87%	#	#	#	#
Percentage of Tested Scoring 65–100	75%	74%	#	#	#	#
Percentage of Tested Scoring 85–100	25%	31%	#	#	#	#
Sequential Mathematics, Course III						
Number Tested	47	36	39	1	1	2
Number Scoring 55–100	45	36	35	#	#	#
Number Scoring 65–100	41	36	30	#	#	#
Number Scoring 85–100	19	12	18	#	#	#
Percentage of Tested Scoring 55–100	96%	100%	90%	#	#	#
Percentage of Tested Scoring 65–100	87%	100%	77%	#	#	#
Percentage of Tested Scoring 85–100	40%	33%	46%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	4	#	21	95%
Students with Disabilities	4	#	1	#	3	#

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
Nov 2002	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 2003	General-Education Students	64	0%	25%	69%	6%
	Students with Disabilities	10	10%	60%	30%	0%
	All Students	74	1%	30%	64%	5%

(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
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

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	80	80	80	12	12	12	92	92	92
Number Scoring 55–64	8	6	6	2	1	2	10	7	8
Number Scoring 65–84	51	31	57	4	4	5	55	35	62
Number Scoring 85–100	18	33	14	1	1	2	19	34	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)