

New York State District Report Card Comprehensive Information Report

BEDS Code: 67-15-01-04-0000
 Name: Warsaw Central School District
 Superintendent: Philip D. D'Angelo

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	88	72	72
First	69	92	75
Second	85	77	97
Third	78	86	75
Fourth	75	82	95
Fifth	78	79	79
Sixth	64	89	86
Ungraded Elementary	0	0	0
Seventh	79	80	117
Eighth	93	85	85
Ninth	107	102	89
Tenth	90	109	108
Eleventh	98	92	95
Twelfth	98	106	96
Ungraded Secondary	0	0	2
Total K-12 Enrollment	1102	1151	1171

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	14	1.3%	15	1.3%	16	1.4%
Black (Not Hispanic)	3	0.3%	3	0.3%	2	0.2%
Hispanic	7	0.6%	8	0.7%	12	1.0%
White (Not Hispanic)	1078	97.8%	1125	97.7%	1141	97.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	18	17
Common Branch	19	22	20
English Grade 8	23	19	18
Mathematics Grade 8	20	16	15
Science Grade 8	25	19	18
Social Studies Grade 8	23	19	18
English Grade 10	18	18	15
Mathematics Grade 10	17	19	17
Science Grade 10	20	15	21
Social Studies Grade 10	15	20	19

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	1	0.1%
Eligible for Free Lunch	164	14.9%	220	19.1%	246	21.0%

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		95.1%		95.3%		95.7%
Student Suspensions	41	3.7%	17	1.5%	24	2.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.2%	7.4%	7.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	93
Total Other Professional Staff	14
Total Paraprofessionals	28
Teaching Out of Certification*	4

*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	76	47	62%	79	53	67%	73	52	71%
Students with Disabilities	4	0	0%	6	2	33%	4	1	25%
All Students	80	47	59%	85	55	65%	77	53	69%

*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	28	33	3	4	6	3
Percent	36%	43%	4%	5%	8%	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	4	8

*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	19		15		11	3.4%
	Entered GED Program*	2		2		3	0.9%
	Total Noncompleters	21		17		14	4.3%
Students with Disabilities	Dropped Out	5		2		2	3.9%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	5		3		2	3.9%
All Students	Dropped Out	24	6.1%	17	4.2%	13	3.5%
	Entered GED Program*	2	0.5%	3	0.7%	3	0.8%
	Total Noncompleters	26	6.6%	20	4.9%	16	4.3%

*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	124	67	67
	Number of Students with Disabilities	29	13	12
	Number of All Students	153	80	79
	Percent of Enrollment	100%	50%	45%
6-8	Number of General-Education Students	199	0	212
	Number of Students with Disabilities	37	0	34
	Number of All Students	236	0	246
	Percent of Enrollment	100%	0%	85%
9-12	Number of General-Education Students	356	341	284
	Number of Students with Disabilities	37	37	48
	Number of All Students	393	378	332
	Percent of Enrollment	100%	92%	85%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	31		
Completed and Passed Regents Exams	26	84%	77%
Completed and had Course Average of 75% or More	30	97%	81%
Completed and Attained a HS Diploma or Equivalent	31	100%	96%
Completed and Whose Status is Known	26		
Completed and Were Successfully Placed	26	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	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	0	0%	37	84%	29	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	28	86%	34	65%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	17%	0	0%
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	#	2	#

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	8	100%	11	82%
Science	1	#	6	50%	14	93%
Reading	0	0%	2	#	9	100%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	9	33%	10	40%
U.S. Hist & Gov't	2	#	1	#	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	88	78	92	9	4	13
Number Scoring 55-100	84	76	86	8	#	9
Number Scoring 65-100	82	72	82	8	#	8
Number Scoring 85-100	41	45	51	1	#	1
Percentage of Tested Scoring 55-100	95%	97%	93%	89%	#	69%
Percentage of Tested Scoring 65-100	93%	92%	89%	89%	#	62%
Percentage of Tested Scoring 85-100	47%	58%	55%	11%	#	8%
Mathematics A						
Number Tested	47	84	126	5	12	19
Number Scoring 55-100	24	53	106	2	7	8
Number Scoring 65-100	11	31	88	1	4	4
Number Scoring 85-100	0	4	29	0	2	0
Percentage of Tested Scoring 55-100	51%	63%	84%	40%	58%	42%
Percentage of Tested Scoring 65-100	23%	37%	70%	20%	33%	21%
Percentage of Tested Scoring 85-100	0%	5%	23%	0%	17%	0%
Mathematics B						
Number Tested	0	55	42	0	1	1
Number Scoring 55-100	0	43	41	0	#	#
Number Scoring 65-100	0	42	38	0	#	#
Number Scoring 85-100	0	13	15	0	#	#
Percentage of Tested Scoring 55-100	0%	78%	98%	0%	#	#
Percentage of Tested Scoring 65-100	0%	76%	90%	0%	#	#
Percentage of Tested Scoring 85-100	0%	24%	36%	0%	#	#
Global History and Geography						
Number Tested	75	105	109	6	13	17
Number Scoring 55-100	69	94	86	5	12	11
Number Scoring 65-100	57	81	63	2	9	4
Number Scoring 85-100	25	33	27	0	2	0
Percentage of Tested Scoring 55-100	92%	90%	79%	83%	92%	65%
Percentage of Tested Scoring 65-100	76%	77%	58%	33%	69%	24%
Percentage of Tested Scoring 85-100	33%	31%	25%	0%	15%	0%
U.S. History and Government						
Number Tested	88	66	94	8	2	16
Number Scoring 55-100	85	66	89	8	#	14
Number Scoring 65-100	77	65	83	7	#	12
Number Scoring 85-100	35	40	45	1	#	2
Percentage of Tested Scoring 55-100	97%	100%	95%	100%	#	88%
Percentage of Tested Scoring 65-100	88%	98%	88%	88%	#	75%
Percentage of Tested Scoring 85-100	40%	61%	48%	12%	#	12%

(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	81	87	104	5	10	16
Number Scoring 55-100	76	84	91	4	10	9
Number Scoring 65-100	75	76	82	4	8	4
Number Scoring 85-100	26	13	16	0	2	0
Percentage of Tested Scoring 55-100	94%	97%	88%	80%	100%	56%
Percentage of Tested Scoring 65-100	93%	87%	79%	80%	80%	25%
Percentage of Tested Scoring 85-100	32%	15%	15%	0%	20%	0%
Physical Setting/Earth Science						
Number Tested	95	100	84	9	8	13
Number Scoring 55-100	87	85	74	8	5	7
Number Scoring 65-100	73	79	61	6	3	5
Number Scoring 85-100	23	32	20	2	0	0
Percentage of Tested Scoring 55-100	92%	85%	88%	89%	62%	54%
Percentage of Tested Scoring 65-100	77%	79%	73%	67%	38%	38%
Percentage of Tested Scoring 85-100	24%	32%	24%	22%	0%	0%
Physical Setting/Chemistry						
Number Tested	50	49	46	2	0	1
Number Scoring 55-100	50	45	46	#	0	#
Number Scoring 65-100	34	36	39	#	0	#
Number Scoring 85-100	6	13	5	#	0	#
Percentage of Tested Scoring 55-100	100%	92%	100%	#	0%	#
Percentage of Tested Scoring 65-100	68%	73%	85%	#	0%	#
Percentage of Tested Scoring 85-100	12%	27%	11%	#	0%	#
Physical Setting/Physics						
Number Tested			19			0
Number Scoring 55-100			19			0
Number Scoring 65-100			19			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			53%			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	31	28	0	0	1
Number Scoring 55-100	19	31	28	0	0	#
Number Scoring 65-100	18	31	28	0	0	#
Number Scoring 85-100	7	14	17	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	37%	45%	61%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	1	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	18	17	28	0	0	3
Number Scoring 55-100	18	17	28	0	0	#
Number Scoring 65-100	18	17	28	0	0	#
Number Scoring 85-100	11	12	20	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	61%	71%	71%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	36	39	3	1	2	0
Number Scoring 55-100	36	35	#	#	#	0
Number Scoring 65-100	36	30	#	#	#	0
Number Scoring 85-100	12	18	#	#	#	0
Percentage of Tested Scoring 55-100	100%	90%	#	#	#	0%
Percentage of Tested Scoring 65-100	100%	77%	#	#	#	0%
Percentage of Tested Scoring 85-100	33%	46%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	21	95%	21	100%
Students with Disabilities	1	#	3	#	6	100%

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	67	4%	10%	63%	22%
	Students with Disabilities	11	45%	18%	36%	0%
	All Students	78	10%	12%	59%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	67	0%	39%	54%	7%
	Students with Disabilities	8	25%	63%	13%	0%
	All Students	75	3%	41%	49%	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	1	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	80	80	80	7	7	7	87	87	87
Number Scoring 55–64	8	2	2	3	0	0	11	2	2
Number Scoring 65–84	36	24	43	1	3	3	37	27	46
Number Scoring 85–100	30	43	32	0	0	1	30	43	33
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
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
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)