

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	72	72	69
First	92	75	67
Second	77	97	74
Third	86	75	99
Fourth	82	95	78
Fifth	79	79	93
Sixth	89	86	83
Ungraded Elementary	0	0	0
Seventh	80	117	100
Eighth	85	85	110
Ninth	102	89	88
Tenth	109	108	95
Eleventh	92	95	99
Twelfth	106	96	106
Ungraded Secondary	0	2	0
Total K-12 Enrollment	1151	1171	1161

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	15	1.3%	16	1.4%	9	0.8%
Black (Not Hispanic)	3	0.3%	2	0.2%	1	0.1%
Hispanic	8	0.7%	12	1.0%	5	0.4%
White (Not Hispanic)	1125	97.7%	1141	97.4%	1146	98.7%

Average Class Size

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

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	1	0.1%	0	0.0%
Eligible for Free Lunch	220	19.1%	246	21.0%	176	15.2%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		95.7%		96.1%
Student Suspensions	17	1.5%	24	2.1%	27	2.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.4%	7.2%	7.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	98
Total Other Professional Staff	14
Total Paraprofessionals	9
Teaching Out of Certification*	3

*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*	79	73	76
	Regents Diplomas	53	52	65
	% Regents Diplomas	67%	71%	86%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	4	14
	Regents Diplomas	2	1	6
	% Regents Diplomas	33%	25%	43%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	4	2
All Students	Total Graduates*	85	77	90
	Regents Diplomas	55	53	71
	% Regents Diplomas	65%	69%	79%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	4	2

* 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	35	10	0	1	7	0	0	23
	Percent	46%	13%	0%	1%	9%	0%	0%	30%
Students with Disabilities	Number	4	3	0	0	3	0	0	4
	Percent	29%	21%	0%	0%	21%	0%	0%	29%
All Students	Number	39	13	0	1	10	0	0	27
	Percent	43%	14%	0%	1%	11%	0%	0%	30%

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	15		11	3.4%	12	3.9%
	Entered GED Program*	2		3	0.9%	0	0.0%
	Total Noncompleters	17		14	4.3%	12	3.9%
Students with Disabilities	Dropped Out	2		2	3.9%	1	1.8%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	3		2	3.9%	1	1.8%
All Students	Dropped Out	17	4.2%	13	3.5%	13	3.6%
	Entered GED Program*	3	0.7%	3	0.8%	0	0.0%
	Total Noncompleters	20	4.9%	16	4.3%	13	3.6%

*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	67	67	83
	Number of Students with Disabilities	13	12	7
	Number of All Students	80	79	90
	Percent of Enrollment	50%	45%	53%
6-8	Number of General-Education Students	0	212	233
	Number of Students with Disabilities	0	34	31
	Number of All Students	0	246	264
	Percent of Enrollment	0%	85%	90%
9-12	Number of General-Education Students	341	284	288
	Number of Students with Disabilities	37	48	38
	Number of All Students	378	332	326
	Percent of Enrollment	92%	85%	84%

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 2004-2005 school year; completer 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	37	84%	29	93%	44	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	86%	34	65%	35	74%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	17%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	2	#	5	40%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	2	#
Science	6	33%	2	#	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	11	82%	8	63%
Science	6	50%	14	93%	12	67%
Reading	2	#	9	100%	8	75%
Writing	0	0%	0	0%	8	100%
Global Studies	9	33%	10	40%	12	25%
U.S. Hist & Gov't	1	#	2	#	4	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	78	92	88	4	13	11
Number Scoring 55-100	76	86	82	#	9	6
Number Scoring 65-100	72	82	75	#	8	2
Number Scoring 85-100	45	51	19	#	1	0
Percentage of Tested Scoring 55-100	97%	93%	93%	#	69%	55%
Percentage of Tested Scoring 65-100	92%	89%	85%	#	62%	18%
Percentage of Tested Scoring 85-100	58%	55%	22%	#	8%	0%
Mathematics A						
Number Tested	84	126	75	12	19	10
Number Scoring 55-100	53	106	70	7	8	5
Number Scoring 65-100	31	88	62	4	4	4
Number Scoring 85-100	4	29	31	2	0	0
Percentage of Tested Scoring 55-100	63%	84%	93%	58%	42%	50%
Percentage of Tested Scoring 65-100	37%	70%	83%	33%	21%	40%
Percentage of Tested Scoring 85-100	5%	23%	41%	17%	0%	0%
Mathematics B						
Number Tested	55	42	27	1	1	0
Number Scoring 55-100	43	41	27	#	#	0
Number Scoring 65-100	42	38	27	#	#	0
Number Scoring 85-100	13	15	12	#	#	0
Percentage of Tested Scoring 55-100	78%	98%	100%	#	#	0%
Percentage of Tested Scoring 65-100	76%	90%	100%	#	#	0%
Percentage of Tested Scoring 85-100	24%	36%	44%	#	#	0%
Global History and Geography						
Number Tested	105	109	101	13	17	14
Number Scoring 55-100	94	86	79	12	11	6
Number Scoring 65-100	81	63	59	9	4	3
Number Scoring 85-100	33	27	23	2	0	0
Percentage of Tested Scoring 55-100	90%	79%	78%	92%	65%	43%
Percentage of Tested Scoring 65-100	77%	58%	58%	69%	24%	21%
Percentage of Tested Scoring 85-100	31%	25%	23%	15%	0%	0%
U.S. History and Government						
Number Tested	66	94	86	2	16	10
Number Scoring 55-100	66	89	73	#	14	5
Number Scoring 65-100	65	83	62	#	12	3
Number Scoring 85-100	40	45	38	#	2	2
Percentage of Tested Scoring 55-100	100%	95%	85%	#	88%	50%
Percentage of Tested Scoring 65-100	98%	88%	72%	#	75%	30%
Percentage of Tested Scoring 85-100	61%	48%	44%	#	12%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	87	104	84	10	16	15
Number Scoring 55-100	84	91	72	10	9	7
Number Scoring 65-100	76	82	67	8	4	4
Number Scoring 85-100	13	16	29	2	0	0
Percentage of Tested Scoring 55-100	97%	88%	86%	100%	56%	47%
Percentage of Tested Scoring 65-100	87%	79%	80%	80%	25%	27%
Percentage of Tested Scoring 85-100	15%	15%	35%	20%	0%	0%
Physical Setting/Earth Science						
Number Tested	100	84	74	8	13	5
Number Scoring 55-100	85	74	64	5	7	4
Number Scoring 65-100	79	61	49	3	5	3
Number Scoring 85-100	32	20	12	0	0	0
Percentage of Tested Scoring 55-100	85%	88%	86%	62%	54%	80%
Percentage of Tested Scoring 65-100	79%	73%	66%	38%	38%	60%
Percentage of Tested Scoring 85-100	32%	24%	16%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	49	46	36	0	1	0
Number Scoring 55-100	45	46	36	0	#	0
Number Scoring 65-100	36	39	32	0	#	0
Number Scoring 85-100	13	5	14	0	#	0
Percentage of Tested Scoring 55-100	92%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	73%	85%	89%	0%	#	0%
Percentage of Tested Scoring 85-100	27%	11%	39%	0%	#	0%
Physical Setting/Physics						
Number Tested		19	19		0	1
Number Scoring 55-100		19	19		0	#
Number Scoring 65-100		19	17		0	#
Number Scoring 85-100		10	12		0	#
Percentage of Tested Scoring 55-100		100%	100%		0%	#
Percentage of Tested Scoring 65-100		100%	89%		0%	#
Percentage of Tested Scoring 85-100		53%	63%		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
Comprehensive French						
Number Tested	31	28	12	0	1	0
Number Scoring 55-100	31	28	11	0	#	0
Number Scoring 65-100	31	28	11	0	#	0
Number Scoring 85-100	14	17	8	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	92%	0%	#	0%
Percentage of Tested Scoring 85-100	45%	61%	67%	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	17	28	29	0	3	0
Number Scoring 55-100	17	28	29	0	#	0
Number Scoring 65-100	17	28	29	0	#	0
Number Scoring 85-100	12	20	11	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	71%	71%	38%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	79	13%	6%	53%	28%
	Students with Disabilities	12	25%	8%	58%	8%
	All Students	91	14%	7%	54%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	81	0%	31%	54%	15%
	Students with Disabilities	17	24%	41%	35%	0%
	All Students	98	4%	33%	51%	12%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	1	1	#	#	#	#
Mathematics	1	1	#	#	#	#
Science	2	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	73	73	73	16	16	16	89	89	89
Number Scoring 55–64	3	4	1	1	2	2	4	6	3
Number Scoring 65–84	36	27	47	8	7	9	44	34	56
Number Scoring 85–100	25	38	23	2	2	2	27	40	25
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
Listening and Speaking (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		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)