

New York State School Report Card Comprehensive Information Report

BEDS Code : 47-25-06-04-0001

Grade Range : K-12

Name : Worcester School

Principal: Mr. John Selover

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	32	42	36
First	41	32	36
Second	30	37	31
Third	30	31	37
Fourth	32	28	29
Fifth	42	37	28
Sixth	24	38	37
Ungraded Elementary	0	1	0
Seventh	43	29	42
Eighth	35	38	24
Ninth	44	35	43
Tenth	36	33	26
Eleventh	30	32	30
Twelfth	30	30	32
Ungraded Secondary	0	0	0
Total K-12 Enrollment	449	443	431

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	0	0.0%	3	0.7%
Black (Not Hispanic)	2	0.4%	1	0.2%	4	0.9%
Hispanic	0	0.0%	2	0.5%	2	0.5%
White (Not Hispanic)	447	99.6%	440	99.3%	422	97.9%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	16	21	18
Common Branch	17	16	17
English Grade 8	17	17	26
Mathematics Grade 8	35	35	26
Science Grade 8	19	20	22
Social Studies Grade 8	18	35	24
English Grade 10	18	19	22
Mathematics Grade 10	19	18	13
Science Grade 10	20	18	13
Social Studies Grade 10	36	18	15

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for elementary 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		95.2%		95.7%
Student Suspensions	12	2.6%	10	2.2%	1	0.2%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	26.1%	23.5%	19.0%
Reduced Lunch	16.9%	20.8%	17.4%
Public Assistance	11-20%	21-30%	31-40%
Student Stability	3%	100%	94%

Staff Counts

Staff	2001–2002
Total Teachers	38
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching out of Certification*	3
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	22	12	55%	30	15	50%	30	22	73%
Students with Disabilities	4	0	0%	0	0	0%	1	0	0%
All Students	26	12	46%	30	15	50%	31	22	71%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	18	10	1	1	1	0
Percent	58%	32%	3%	3%	3%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
1	0	0	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	6	4.3%	4	3.1%	0	0.0%
	Entered GED Program*	4	2.9%	1	0.8%	0	0.0%
	Total Noncompleters	10	7.1%	5	3.8%	0	0.0%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	9	89%	0	0%	2	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	2	#	0	0%
Science	1	0%	1	#	0	0%
Reading	0	0%	2	#	1	#
Writing	1	100%	2	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	34	33	30	0	2	1
Number Scoring 55–100	31	32	28	0	#	#
Number Scoring 65–100	24	31	22	0	#	#
Number Scoring 85–100	7	13	5	0	#	#
Percentage of Tested Scoring 55–100	91%	97%	93%	0%	#	#
Percentage of Tested Scoring 65–100	71%	94%	73%	0%	#	#
Percentage of Tested Scoring 85–100	21%	39%	17%	0%	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	36	24	0	5	2	0
Number Scoring 55–100	32	23	0	3	#	0
Number Scoring 65–100	27	23	0	0	#	0
Number Scoring 85–100	16	15	0	0	#	0
Percentage of Tested Scoring 55–100	89%	96%	0%	60%	#	0%
Percentage of Tested Scoring 65–100	75%	96%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	44%	62%	0%	0%	#	0%
Mathematics A						
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%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	33	29	27	3	3	2
Number Scoring 55–100	32	29	27	#	#	#
Number Scoring 65–100	29	28	26	#	#	#
Number Scoring 85–100	12	15	11	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	88%	97%	96%	#	#	#
Percentage of Tested Scoring 85–100	36%	52%	41%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	21	2		0	0	
Number Scoring 55–100	20	#		0	0	
Number Scoring 65–100	20	#		0	0	
Number Scoring 85–100	8	#		0	0	
Percentage of Tested Scoring 55–100	95%	#		0%	0%	
Percentage of Tested Scoring 65–100	95%	#		0%	0%	
Percentage of Tested Scoring 85–100	38%	#		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		30	33		3	1
Number Scoring 55–100		29	31		#	#
Number Scoring 65–100		26	29		#	#
Number Scoring 85–100		9	7		#	#
Percentage of Tested Scoring 55–100		97%	94%		#	#
Percentage of Tested Scoring 65–100		87%	88%		#	#
Percentage of Tested Scoring 85–100		30%	21%		#	#
Living Environment (first administered June 2001)						
Number Tested		21	18		0	1
Number Scoring 55–100		21	18		0	#
Number Scoring 65–100		21	18		0	#
Number Scoring 85–100		6	9		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		100%	100%		0%	#
Percentage of Tested Scoring 85–100		29%	50%		0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		26	13		4	1
Number Scoring 55–100		26	12		#	#
Number Scoring 65–100		26	11		#	#
Number Scoring 85–100		10	5		#	#
Percentage of Tested Scoring 55–100		100%	92%		#	#
Percentage of Tested Scoring 65–100		100%	85%		#	#
Percentage of Tested Scoring 85–100		38%	38%		#	#

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	38	36	29	27	33
2001	31	28	31	31	30
2002	10	26	26	32	24

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	3	4	0	3	3
2001	3	4	2	1	3
2002	1	1	1	1	1

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	33	30	24	3	3	1
Comprehensive French						
Number Tested	17	19	16	0	0	0
Number Scoring 55–100	17	19	16	0	0	0
Number Scoring 65–100	17	19	15	0	0	0
Number Scoring 85–100	13	12	3	0	0	0
Percentage of AGE Tested	52%	63%	67%	0%	0%	0%
Percentage of AGE Scoring 55–100	52%	63%	67%	0%	0%	0%
Percentage of AGE Scoring 65–100	52%	63%	62%	0%	0%	0%
Percentage of AGE Scoring 85–100	39%	40%	12%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	33	30	24	3	3	1
Sequential Mathematics, Course II						
Number Tested	31	24	19	1	0	1
Number Scoring 55–100	24	23	18	#	0	#
Number Scoring 65–100	22	21	17	#	0	#
Number Scoring 85–100	5	7	11	#	0	#
Percentage of AGE Tested	94%	80%	79%	#	0%	#
Percentage of AGE Scoring 55–100	73%	77%	75%	#	0%	#
Percentage of AGE Scoring 65–100	67%	70%	71%	#	0%	#
Percentage of AGE Scoring 85–100	15%	23%	46%	#	0%	#
Percentage of Tested Scoring 65–100	71%	88%	89%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	15	21	15	0	0	0
Number Scoring 55–100	15	20	15	0	0	0
Number Scoring 65–100	12	18	13	0	0	0
Number Scoring 85–100	7	6	4	0	0	0
Percentage of AGE Tested	45%	70%	62%	0%	0%	0%
Percentage of AGE Scoring 55–100	45%	67%	62%	0%	0%	0%
Percentage of AGE Scoring 65–100	36%	60%	54%	0%	0%	0%
Percentage of AGE Scoring 85–100	21%	20%	17%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	86%	87%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	33	30	24	3	3	1
Earth Science (last administered January 2001)						
Number Tested	33	0		4	0	
Number Scoring 55–100	29	0		#	0	
Number Scoring 65–100	25	0		#	0	
Number Scoring 85–100	7	0		#	0	
Percentage of AGE Tested	100%	0%		#	0%	
Percentage of AGE Scoring 55–100	88%	0%		#	0%	
Percentage of AGE Scoring 65–100	76%	0%		#	0%	
Percentage of AGE Scoring 85–100	21%	0%		#	0%	
Percentage of Tested Scoring 65–100	76%	0%		#	0%	
Biology (last administered January 2001)						
Number Tested	21	0		1	0	
Number Scoring 55–100	21	0		#	0	
Number Scoring 65–100	21	0		#	0	
Number Scoring 85–100	10	0		#	0	
Percentage of AGE Tested	64%	0%		#	0%	
Percentage of AGE Scoring 55–100	64%	0%		#	0%	
Percentage of AGE Scoring 65–100	64%	0%		#	0%	
Percentage of AGE Scoring 85–100	30%	0%		#	0%	
Percentage of Tested Scoring 65–100	100%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	13	0	0	0	0	0
Number Scoring 55–100	13	0	0	0	0	0
Number Scoring 65–100	10	0	0	0	0	0
Number Scoring 85–100	6	0	0	0	0	0
Percentage of AGE Tested	39%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	39%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	30%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	18%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	77%	0%	0%	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	33	30	24	3	3	1
Physics (last administered January 2002)						
Number Tested	0	15	0	0	0	0
Number Scoring 55–100	0	15	0	0	0	0
Number Scoring 65–100	0	15	0	0	0	0
Number Scoring 85–100	0	3	0	0	0	0
Percentage of AGE Tested	0%	50%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	50%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	50%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	10%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			24			0
Number Scoring 55–100			24			0
Number Scoring 65–100			20			0
Number Scoring 85–100			2			0
Percentage of AGE Tested			100%			0%
Percentage of AGE Scoring 55–100			100%			0%
Percentage of AGE Scoring 65–100			83%			0%
Percentage of AGE Scoring 85–100			8%			0%
Percentage of Tested Scoring 65–100			83%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	94%	25	100%	5	100%
Students with Disabilities	5	80%	4	#	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	26	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	27	0%	0%	63%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	21	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	23	0%	30%	52%	17%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	33	33	1	1	34	34
Number Scoring 55–64	#	#	#	#	1	2
Number Scoring 65–84	#	#	#	#	19	21
Number Scoring 85–100	#	#	#	#	14	9
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	23	1	24
Number Scoring 55–64	#	#	1
Number Scoring 65–84	#	#	15
Number Scoring 85–100	#	#	7
Approved Alternatives	#	#	0

(Form – O)