

# New York State School Report Card Comprehensive Information Report

BEDS Code: 63-02-02-04-0001  
 Name: North Warren Central School  
 Principal: T. Andrews & S. Bulmer

Grade Range : PK-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	15	14	14
Kindergarten	41	41	37
First	31	42	47
Second	45	32	42
Third	36	44	30
Fourth	46	37	47
Fifth	46	47	39
Sixth	53	47	48
Ungraded Elementary	6	9	7
Seventh	58	57	47
Eighth	59	50	54
Ninth	60	56	54
Tenth	56	55	55
Eleventh	48	51	52
Twelfth	44	45	51
Ungraded Secondary	9	20	16
Total K-12 Enrollment	638	633	626

## 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	3	0.5%	1	0.2%	1	0.2%
Black (Not Hispanic)	2	0.3%	4	0.6%	6	1.0%
Hispanic	2	0.3%	1	0.2%	3	0.5%
White (Not Hispanic)	631	98.9%	627	99.1%	616	98.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	14	10	12
Common Branch	15	15	15
English Grade 8	19	0	18
Mathematics Grade 8	29	28	27
Science Grade 8	19	0	18
Social Studies Grade 8	0	0	0
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	16
Social Studies Grade 10	30	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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0.2%	1	0.2%
Eligible for Free Lunch	131	20.5%	131	20.7%	158	25.2%

### 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		94.6%		94.6%		96.0%
Student Suspensions	14	2.1%	22	3.5%	2	0.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	13.8%	13.9%	13.4%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	93%	98%

### Staff Counts

Staff	2003-04
Total Teachers	68
Total Other Professional Staff	10
Total Paraprofessionals	NA
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 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	31	17	55%	33	21	64%	34	24	71%
Students with Disabilities	10	2	20%	8	1	12%	14	5	36%
All Students	41	19	46%	41	22	54%	48	29	60%

\*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	14	17	2	4	10	1
Percent	29%	35%	4%	8%	21%	2%

## 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)
14	5	1	15

\*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	4		3		5	2.8%
	Entered GED Program*	0		0		1	0.6%
	Total Noncompleters	4		3		6	3.3%
Students with Disabilities	Dropped Out	2		4		1	2.2%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	2		5		1	2.2%
All Students	Dropped Out	6	2.8%	7	3.2%	6	2.7%
	Entered GED Program*	0	0.0%	1	0.5%	1	0.4%
	Total Noncompleters	6	2.8%	8	3.6%	7	3.1%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	47	91%	32	84%	14	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	17	94%	32	63%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	4	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# 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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	7	57%	2	#
Science	2	#	5	60%	1	#
Reading	0	0%	9	78%	6	50%
Writing	0	0%	8	63%	6	67%
Global Studies	2	#	3	#	6	17%
U.S. Hist & Gov't	4	#	4	#	7	43%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	42	54	48	8	13	7
Number Scoring 55-100	36	52	47	4	12	6
Number Scoring 65-100	32	49	43	0	9	4
Number Scoring 85-100	14	18	21	0	0	1
Percentage of Tested Scoring 55-100	86%	96%	98%	50%	92%	86%
Percentage of Tested Scoring 65-100	76%	91%	90%	0%	69%	57%
Percentage of Tested Scoring 85-100	33%	33%	44%	0%	0%	14%
<b>Mathematics A</b>						
Number Tested	44	43	54	7	8	3
Number Scoring 55-100	38	34	54	5	5	#
Number Scoring 65-100	34	24	51	4	4	#
Number Scoring 85-100	5	2	14	0	0	#
Percentage of Tested Scoring 55-100	86%	79%	100%	71%	62%	#
Percentage of Tested Scoring 65-100	77%	56%	94%	57%	50%	#
Percentage of Tested Scoring 85-100	11%	5%	26%	0%	0%	#
<b>Mathematics B</b>						
Number Tested	0	0	23	0	0	0
Number Scoring 55-100	0	0	22	0	0	0
Number Scoring 65-100	0	0	21	0	0	0
Number Scoring 85-100	0	0	6	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	26%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	54	58	62	11	7	6
Number Scoring 55-100	51	54	56	10	6	4
Number Scoring 65-100	51	50	52	10	5	3
Number Scoring 85-100	23	19	16	3	1	0
Percentage of Tested Scoring 55-100	94%	93%	90%	91%	86%	67%
Percentage of Tested Scoring 65-100	94%	86%	84%	91%	71%	50%
Percentage of Tested Scoring 85-100	43%	33%	26%	27%	14%	0%
<b>U.S. History and Government</b>						
Number Tested	47	51	48	10	13	6
Number Scoring 55-100	46	49	45	9	12	6
Number Scoring 65-100	42	47	43	6	10	5
Number Scoring 85-100	15	21	20	0	3	1
Percentage of Tested Scoring 55-100	98%	96%	94%	90%	92%	100%
Percentage of Tested Scoring 65-100	89%	92%	90%	60%	77%	83%
Percentage of Tested Scoring 85-100	32%	41%	42%	0%	23%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	67	57	48	8	5	7
Number Scoring 55-100	67	55	47	8	4	6
Number Scoring 65-100	67	52	43	8	3	4
Number Scoring 85-100	10	11	15	1	0	1
Percentage of Tested Scoring 55-100	100%	96%	98%	100%	80%	86%
Percentage of Tested Scoring 65-100	100%	91%	90%	100%	60%	57%
Percentage of Tested Scoring 85-100	15%	19%	31%	12%	0%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	46	55	54	10	5	4
Number Scoring 55-100	44	52	54	8	4	#
Number Scoring 65-100	42	48	51	8	2	#
Number Scoring 85-100	17	14	18	1	0	#
Percentage of Tested Scoring 55-100	96%	95%	100%	80%	80%	#
Percentage of Tested Scoring 65-100	91%	87%	94%	80%	40%	#
Percentage of Tested Scoring 85-100	37%	25%	33%	10%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	21	32	33	1	5	1
Number Scoring 55-100	19	28	27	#	4	#
Number Scoring 65-100	14	18	24	#	3	#
Number Scoring 85-100	1	2	5	#	0	#
Percentage of Tested Scoring 55-100	90%	88%	82%	#	80%	#
Percentage of Tested Scoring 65-100	67%	56%	73%	#	60%	#
Percentage of Tested Scoring 85-100	5%	6%	15%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			4			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			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
<b>Comprehensive French</b>						
Number Tested	32	29	24	3	1	0
Number Scoring 55–100	30	28	23	#	#	0
Number Scoring 65–100	24	21	21	#	#	0
Number Scoring 85–100	4	10	6	#	#	0
Percentage of Tested Scoring 55–100	94%	97%	96%	#	#	0%
Percentage of Tested Scoring 65–100	75%	72%	88%	#	#	0%
Percentage of Tested Scoring 85–100	12%	34%	25%	#	#	0%
<b>Comprehensive Italian</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 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	0	0	5	0	0	0
Number Scoring 55–100	0	0	5	0	0	0
Number Scoring 65–100	0	0	5	0	0	0
Number Scoring 85–100	0	0	4	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	80%	0%	0%	0%
<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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	23	18	0	0	1	0
Number Scoring 55-100	23	18	0	0	#	0
Number Scoring 65-100	22	18	0	0	#	0
Number Scoring 85-100	15	8	0	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	96%	100%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	65%	44%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	23	100%	10	90%	7	100%
Students with Disabilities	7	86%	6	67%	5	40%

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
<b>Nov 2003</b>	General-Education Students	34	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	38	0%	3%	71%	26%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	49	0%	33%	49%	18%
	Students with Disabilities	7	0%	71%	29%	0%
	All Students	56	0%	38%	46%	16%

(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
<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	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	33	33	33	12	12	12	45	45	45
Number Scoring 55–64	0	0	1	0	0	0	0	0	1
Number Scoring 65–84	18	16	17	7	7	9	25	23	26
Number Scoring 85–100	15	17	15	2	3	1	17	20	16
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)