

New York State School Report Card Comprehensive Information Report

BEDS Code: 47-25-06-04-0001
 Name: Worcester School
 Principal: Melissa Lane

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	40	29	27
First	34	40	29
Second	40	35	34
Third	34	39	35
Fourth	35	35	37
Fifth	29	37	33
Sixth	30	33	37
Ungraded Elementary	0	0	0
Seventh	39	38	38
Eighth	35	38	31
Ninth	30	43	44
Tenth	27	24	42
Eleventh	28	20	24
Twelfth	28	27	22
Ungraded Secondary	0	0	0
Total K-12 Enrollment	429	438	433

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	7	1.6%	7	1.6%	1	0.2%
Black (Not Hispanic)	4	0.9%	5	1.1%	4	0.9%
Hispanic	1	0.2%	4	0.9%	7	1.6%
White (Not Hispanic)	417	97.2%	422	96.3%	421	97.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	19	15
Common Branch	18	18	17
English Grade 8	36	37	31
Mathematics Grade 8	36	36	23
Science Grade 8	37	40	40
Social Studies Grade 8	39	38	0
English Grade 10	29	21	0
Mathematics Grade 10	16	11	22
Science Grade 10	14	13	23
Social Studies Grade 10	13	12	21

(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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	93	21.7%	109	24.9%	87	20.1%

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		95.1%		95.3%		95.8%
Student Suspensions	22	5.1%	12	2.8%	4	0.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.2%	11.6%	12.5%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	100%	91%

Staff Counts

Staff	2004-05
Total Teachers	40
Total Other Professional Staff	6
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	31	25	18
	Regents Diplomas	20	16	18
	% Regents Diplomas	65%	64%	100%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			56%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	3	1
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	2	2
All Students	Total Graduates*	32	28	19
	Regents Diplomas	20	16	19
	% Regents Diplomas	62%	57%	100%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			53%
	IEP Diplomas or Local Certificates	0	2	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	13	0	0	3	1	0	0	1
	Percent	72%	0%	0%	17%	6%	0%	0%	6%
Students with Disabilities	Number	0	1	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	13	1	0	3	1	0	0	1
	Percent	68%	5%	0%	16%	5%	0%	0%	5%

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	0		0	0.0%	2	1.7%
	Entered GED Program*	3		0	0.0%	0	0.0%
	Total Noncompleters	3		0	0.0%	2	1.7%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		1	5.9%	0	0.0%
	Total Noncompleters	1		1	5.9%	0	0.0%
All Students	Dropped Out	1	0.9%	0	0.0%	2	1.4%
	Entered GED Program*	3	2.7%	1	0.8%	0	0.0%
	Total Noncompleters	4	3.5%	1	0.8%	2	1.4%

*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	0	63	68
	Number of Students with Disabilities	0	9	10
	Number of All Students	0	72	78
	Percent of Enrollment	0%	100%	111%
6-8	Number of General-Education Students	21	98	101
	Number of Students with Disabilities	3	11	11
	Number of All Students	24	109	112
	Percent of Enrollment	23%	100%	106%
9-12	Number of General-Education Students	98	102	114
	Number of Students with Disabilities	15	18	15
	Number of All Students	113	120	129
	Percent of Enrollment	100%	105%	98%

(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	0	0%	4	#	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%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	0	0%	0	0%

Regents Competency Tests

General-Education Students

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

(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	31	29	21	4	5	2
Number Scoring 55-100	28	29	21	#	5	#
Number Scoring 65-100	24	26	20	#	5	#
Number Scoring 85-100	10	13	7	#	1	#
Percentage of Tested Scoring 55-100	90%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	77%	90%	95%	#	100%	#
Percentage of Tested Scoring 85-100	32%	45%	33%	#	20%	#
Mathematics A						
Number Tested	42	44	63	4	5	13
Number Scoring 55-100	40	44	62	#	5	12
Number Scoring 65-100	39	42	56	#	4	9
Number Scoring 85-100	10	15	13	#	1	2
Percentage of Tested Scoring 55-100	95%	100%	98%	#	100%	92%
Percentage of Tested Scoring 65-100	93%	95%	89%	#	80%	69%
Percentage of Tested Scoring 85-100	24%	34%	21%	#	20%	15%
Mathematics B						
Number Tested	0	11	6	0	0	0
Number Scoring 55-100	0	11	6	0	0	0
Number Scoring 65-100	0	11	5	0	0	0
Number Scoring 85-100	0	7	3	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	64%	50%	0%	0%	0%
Global History and Geography						
Number Tested	29	23	44	1	4	9
Number Scoring 55-100	27	23	44	#	#	9
Number Scoring 65-100	26	22	42	#	#	8
Number Scoring 85-100	10	9	20	#	#	3
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	90%	96%	95%	#	#	89%
Percentage of Tested Scoring 85-100	34%	39%	45%	#	#	33%
U.S. History and Government						
Number Tested	26	27	24	2	4	3
Number Scoring 55-100	26	26	22	#	#	#
Number Scoring 65-100	26	25	22	#	#	#
Number Scoring 85-100	11	14	11	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	92%	#	#	#
Percentage of Tested Scoring 65-100	100%	93%	92%	#	#	#
Percentage of Tested Scoring 85-100	42%	52%	46%	#	#	#

(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	25	21	42	1	5	8
Number Scoring 55-100	25	20	42	#	5	8
Number Scoring 65-100	25	19	41	#	4	8
Number Scoring 85-100	12	4	14	#	0	2
Percentage of Tested Scoring 55-100	100%	95%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	90%	98%	#	80%	100%
Percentage of Tested Scoring 85-100	48%	19%	33%	#	0%	25%
Physical Setting/Earth Science						
Number Tested	18	36	31	1	2	3
Number Scoring 55-100	18	36	30	#	#	#
Number Scoring 65-100	17	34	26	#	#	#
Number Scoring 85-100	9	16	10	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	94%	94%	84%	#	#	#
Percentage of Tested Scoring 85-100	50%	44%	32%	#	#	#
Physical Setting/Chemistry						
Number Tested	0	24	0	0	0	0
Number Scoring 55-100	0	24	0	0	0	0
Number Scoring 65-100	0	18	0	0	0	0
Number Scoring 85-100	0	6	0	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	75%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	25%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	19		0	1
Number Scoring 55-100		0	19		0	#
Number Scoring 65-100		0	17		0	#
Number Scoring 85-100		0	7		0	#
Percentage of Tested Scoring 55-100		0%	100%		0%	#
Percentage of Tested Scoring 65-100		0%	89%		0%	#
Percentage of Tested Scoring 85-100		0%	37%		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	12	10	10	0	0	0
Number Scoring 55-100	12	10	10	0	0	0
Number Scoring 65-100	12	10	10	0	0	0
Number Scoring 85-100	8	7	7	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	70%	70%	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	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 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	29	3%	3%	62%	31%
	Students with Disabilities	6	33%	0%	50%	17%
	All Students	35	9%	3%	60%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	31	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	32	0%	19%	59%	22%

(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	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

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	23	23	23	5	5	5	28	28	28
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	13	9	10	2	2	2	15	11	12
Number Scoring 85–100	10	14	13	0	0	0	10	14	13
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		0	1		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		0	1		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		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	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)