

New York State School Report Card Comprehensive Information Report

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

Grade Range : K-12

Name: Worcester School

Principal: John Selover

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	42	36	40
First	32	36	34
Second	37	31	40
Third	31	37	34
Fourth	28	29	35
Fifth	37	28	29
Sixth	38	37	30
Ungraded Elementary	1	0	0
Seventh	29	42	39
Eighth	38	24	35
Ninth	35	43	30
Tenth	33	26	27
Eleventh	32	30	28
Twelfth	30	32	28
Ungraded Secondary	0	0	0
Total K-12 Enrollment	443	431	429

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	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%	3	0.7%	7	1.6%
Black (Not Hispanic)	1	0.2%	4	0.9%	4	0.9%
Hispanic	2	0.5%	2	0.5%	1	0.2%
White (Not Hispanic)	440	99.3%	422	97.9%	417	97.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	18	20
Common Branch	16	17	18
English Grade 8	17	26	36
Mathematics Grade 8	35	26	36
Science Grade 8	20	22	37
Social Studies Grade 8	35	24	39
English Grade 10	19	22	29
Mathematics Grade 10	18	13	16
Science Grade 10	18	13	14
Social Studies Grade 10	18	15	13

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	104	23.5%	82	19.0%	93	21.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.2%		95.7%		95.1%
Student Suspensions	10	2.2%	1	0.2%	22	5.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	20.8%	17.4%	11.2%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	100%	94%	100%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	30	15	50%	30	22	73%	31	20	65%
Students with Disabilities	0	0	0%	1	0	0%	1	0	0%
All Students	30	15	50%	31	22	71%	32	20	62%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	11	15	0	2	4	0
Percent	34%	47%	0%	6%	12%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
1	0	0	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			0		3	
	Total Noncompleters			0		3	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	4	3.1%	0	0.0%	1	0.9%
	Entered GED Program*	1	0.8%	0	0.0%	3	2.7%
	Total Noncompleters	5	3.8%	0	0.0%	4	3.5%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2000–01	2001–02	2002–03
K–1		100%	0%
2–3		100%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		52	0
	Number of Students with Disabilities		3	0
	Number of All Students		55	0
	Percent of Enrollment		96%	0%
6–8	Number of General-Education Students		89	21
	Number of Students with Disabilities		7	3
	Number of All Students		96	24
	Percent of Enrollment		93%	23%
9–12	Number of General-Education Students		102	98
	Number of Students with Disabilities		12	15
	Number of All Students		114	113
	Percent of Enrollment		87%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	3	#
Science	0	0%	0	0%	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	2	#
Science	1	#	0	0%	1	#
Reading	2	#	1	#	3	#
Writing	2	#	0	0%	2	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	33	30	31	2	1	4
Number Scoring 55–100	32	28	28	#	#	#
Number Scoring 65–100	31	22	24	#	#	#
Number Scoring 85–100	13	5	10	#	#	#
Percentage of Tested Scoring 55–100	97%	93%	90%	#	#	#
Percentage of Tested Scoring 65–100	94%	73%	77%	#	#	#
Percentage of Tested Scoring 85–100	39%	17%	32%	#	#	#
Mathematics A						
Number Tested	0	1	42	0	0	4
Number Scoring 55–100	0	#	40	0	0	#
Number Scoring 65–100	0	#	39	0	0	#
Number Scoring 85–100	0	#	10	0	0	#
Percentage of Tested Scoring 55–100	0%	#	95%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	93%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	24%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	29	27	29	3	2	1
Number Scoring 55–100	29	27	27	#	#	#
Number Scoring 65–100	28	26	26	#	#	#
Number Scoring 85–100	15	11	10	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	93%	#	#	#
Percentage of Tested Scoring 65–100	97%	96%	90%	#	#	#
Percentage of Tested Scoring 85–100	52%	41%	34%	#	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	30	33	26	3	1	2
Number Scoring 55–100	29	31	26	#	#	#
Number Scoring 65–100	26	29	26	#	#	#
Number Scoring 85–100	9	7	11	#	#	#
Percentage of Tested Scoring 55–100	97%	94%	100%	#	#	#
Percentage of Tested Scoring 65–100	87%	88%	100%	#	#	#
Percentage of Tested Scoring 85–100	30%	21%	42%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	21	18	25	0	1	1
Number Scoring 55–100	21	18	25	0	#	#
Number Scoring 65–100	21	18	25	0	#	#
Number Scoring 85–100	6	9	12	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	29%	50%	48%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	26	13	18	4	1	1
Number Scoring 55–100	26	12	18	#	#	#
Number Scoring 65–100	26	11	17	#	#	#
Number Scoring 85–100	10	5	9	#	#	#
Percentage of Tested Scoring 55–100	100%	92%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	85%	94%	#	#	#
Percentage of Tested Scoring 85–100	38%	38%	50%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		24	0		0	0
Number Scoring 55–100		24	0		0	0
Number Scoring 65–100		20	0		0	0
Number Scoring 85–100		2	0		0	0
Percentage of Tested Scoring 55–100		100%	0%		0%	0%
Percentage of Tested Scoring 65–100		83%	0%		0%	0%
Percentage of Tested Scoring 85–100		8%	0%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	19	16	12	0	0	0
Number Scoring 55–100	19	16	12	0	0	0
Number Scoring 65–100	19	15	12	0	0	0
Number Scoring 85–100	12	3	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	63%	19%	67%	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	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 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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	24	19	2	0	1	0
Number Scoring 55–100	23	18	#	0	#	0
Number Scoring 65–100	21	17	#	0	#	0
Number Scoring 85–100	7	11	#	0	#	0
Percentage of Tested Scoring 55–100	96%	95%	#	0%	#	0%
Percentage of Tested Scoring 65–100	88%	89%	#	0%	#	0%
Percentage of Tested Scoring 85–100	29%	58%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	21	15	15	0	0	0
Number Scoring 55–100	20	15	15	0	0	0
Number Scoring 65–100	18	13	14	0	0	0
Number Scoring 85–100	6	4	7	0	0	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	87%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	27%	47%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	100%	5	100%	11	100%
Students with Disabilities	4	#	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	27	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	30	3%	20%	67%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	36	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	38	0%	55%	45%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	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

1999 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	2	2	2	25	25	25
Number Scoring 55–64	#	#	#	#	#	#	0	1	1
Number Scoring 65–84	#	#	#	#	#	#	10	15	15
Number Scoring 85–100	#	#	#	#	#	#	14	7	7
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)