# New York State Public School Report Card Comprehensive Information Report 

BEDS Code : 17-06-00-01-0005
School Name : Warren Street School Principal: Charles Smith

## Fall Enrollment

| Grade | $\mathbf{1 9 9 8 - 9 9}$ | $\mathbf{1 9 9 9 - 0 0}$ | $\mathbf{2 0 0 0 - 0 1}$ |
| :--- | :---: | :---: | :---: |
| Pre-K | 72 | 70 | 61 |
| Kindergarten | 38 | 37 | 35 |
| First | 37 | 40 | 40 |
| Second | 43 | 40 | 40 |
| Third | 52 | 41 | 38 |
| Fourth | 24 | 40 | 42 |
| Fifth | 45 | 25 | 36 |
| Sixth | 43 | 45 | 25 |
| Ungraded Elementary | 9 | 13 | 12 |
| Seventh | 0 | 0 | 0 |
| Eighth | 0 | 0 | 0 |
| Ninth | 0 | 0 | 0 |
| Tenth | 0 | 0 | 0 |
| Eleventh | 0 | 0 | 0 |
| Twelfth | 0 | 0 | 0 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 Enrollment | 291 | 281 | 268 |

## Student Racial/Ethnic Origin

| Race/Ethnicity | 1998-99 |  | 1999-00 |  | 2000-01 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of Enroll | No. of <br> Students | \% of Enroll | No. of <br> Students | \% of Enroll |
|  | 0 | $0.0 \%$ | 3 | $1.1 \%$ | 5 | $1.9 \%$ |
| Black (Not Hispanic) | 2 | $0.7 \%$ | 2 | $0.7 \%$ | 1 | $0.4 \%$ |
| Hispanic | 2 | $0.7 \%$ | 4 | $1.4 \%$ | 2 | $0.7 \%$ |
| White (Not Hispanic) | 287 | $98.6 \%$ | 272 | $96.8 \%$ | 260 | $97.0 \%$ |

## English Language Learners (formerly known as limited English proficient students)

| 1998-99 |  | 1999-00 |  | 2000-01 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| No. of Students | \% of Enroll | No. of Students | \% of Enroll | No. of Students | \% of Enroll |
| 1 | $0.3 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ |

Average Class Size

| Grade Level | $\mathbf{1 9 9 8 - 9 9}$ | $\mathbf{1 9 9 9 - 0 0}$ | $\mathbf{2 0 0 0 - 0 1}$ |
| :--- | :---: | :---: | :---: |
| Kindergarten | 19 | 18 | 13 |
| Common Branch | 22 | 21 | 20 |
| English Grade 8 | 0 | 0 | 0 |
| Math Grade 8 | 0 | 0 | 0 |
| Science Grade 8 | 0 | 0 | 0 |
| Social Studies Grade 8 | 0 | 0 | 0 |
| English Grade 10 | 0 | 0 | 0 |
| Mathematics Grade 10 | 0 | 0 | 0 |
| Science Grade 10 | 0 | 0 | 0 |
| Social Studies Grade 10 | 0 | 0 | 0 |

(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 <br> district resource capacity. |

## Similar School Group and Description

| Similar School Group | Description |
| :---: | :--- |
| 12 | All schools in this group are elementary level schools in rural school <br> districts with high student needs in relation to district resources. The <br> schools in this group are in the higher range of student needs for <br> elementary level schools in these districts. |

All schools within the same N/RC category are divided into three similar groups defined by the percentage of students in the school who are eligible for the free lunch program and/or who are English Language Learners (formerly known as Limited English proficient).

## Attendance and Suspension

|  | $1997-98$ |  | $\mathbf{1 9 9 8 - 9 9}$ |  | $\mathbf{1 9 9 9 - 0 0}$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. |
|  |  | $95.4 \%$ |  | $95.2 \%$ |  | $95.7 \%$ |
| Student Suspensions | 2 | $0.7 \%$ | 4 | $1.4 \%$ | 5 | $1.8 \%$ |

## Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

|  | $\mathbf{1 9 9 8 - 9 9}$ | $\mathbf{1 9 9 9 - 0 0}$ | $\mathbf{2 0 0 0 - 0 1}$ |
| :--- | :---: | :---: | :---: |
| Free Lunch | $69.4 \%$ | $55.5 \%$ | $66.8 \%$ |
| Reduced Lunch | $30.6 \%$ | $18.9 \%$ | $23.5 \%$ |
| Public Assistance | $81-90 \%$ | $71-80 \%$ | $41-50 \%$ |
| Student Stability | $91-100 \%$ | $100 \%$ | $92 \%$ |

Staff Counts

| Staff | $\mathbf{2 0 0 0 - 0 1}$ |
| :---: | :---: |
| Total Teachers | 20 |
| Total Other Professional Staff | 2 |
| Total Paraprofessionals | 0 |
| Teaching out of Certification $*$ | 0 |
| Teachers with Temporary Licenses | 0 |

*Teaching out of certification more than on an incidental basis.

