

# New York State School Report Card Comprehensive Information Report

BEDS Code: 63-02-02-04-0001

Grade Range : PK-12

Name: North Warren Central School

Principal: T. Andrews & S. Bulmer

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	15	14
Kindergarten	35	41	41
First	47	31	42
Second	36	45	32
Third	49	36	44
Fourth	47	46	37
Fifth	53	46	47
Sixth	58	53	47
Ungraded Elementary	4	6	9
Seventh	58	58	57
Eighth	56	59	50
Ninth	53	60	56
Tenth	52	56	55
Eleventh	48	48	51
Twelfth	45	44	45
Ungraded Secondary	16	9	20
Total K-12 Enrollment	657	638	633

## 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	1	0.2%	3	0.5%	1	0.2%
Black (Not Hispanic)	1	0.2%	2	0.3%	4	0.6%
Hispanic	1	0.2%	2	0.3%	1	0.2%
White (Not Hispanic)	654	99.5%	631	98.9%	627	99.1%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	12	14	10
Common Branch	16	15	15
English Grade 8	19	19	0
Mathematics Grade 8	14	29	28
Science Grade 8	19	19	0
Social Studies Grade 8	19	0	0
English Grade 10	0	0	0
Mathematics Grade 10	30	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	25	30	20

(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. 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%	1	0.2%
Eligible for Free Lunch	188	28.6%	131	20.5%	131	20.7%

### 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		94.7%		94.6%		94.6%
Student Suspensions	17	2.6%	14	2.1%	22	3.5%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.4%	13.8%	13.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	100%	93%

### Staff Counts

Staff	2002–2003
Total Teachers	65
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	36	21	58%	31	17	55%	33	21	64%
Students with Disabilities	5	0	0%	10	2	20%	8	1	12%
All Students	41	21	51%	41	19	46%	41	22	54%

\*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	13	14	3	5	6	0
Percent	32%	34%	7%	12%	15%	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)
8	1	0	8

\*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			4		3	
	Entered GED Program*			0		0	
	Total Noncompleters			4		3	
Students with Disabilities	Dropped Out			2		4	
	Entered GED Program*			0		1	
	Total Noncompleters			2		5	
All Students	Dropped Out	17	8.2%	6	2.8%	7	3.2%
	Entered GED Program*	2	1.0%	0	0.0%	1	0.5%
	Total Noncompleters	19	9.1%	6	2.8%	8	3.6%

\*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		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	50	94%	47	91%	32	84%
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%	17	94%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	67%	3	#	4	#
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%	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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	7	57%
Science	2	#	2	#	5	60%
Reading	1	#	0	0%	9	78%
Writing	1	#	0	0%	8	62%
Global Studies	2	#	2	#	3	#
U.S. Hist & Gov't	3	#	4	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	47	42	54	13	8	13
Number Scoring 55–100	47	36	52	13	4	12
Number Scoring 65–100	41	32	49	8	0	9
Number Scoring 85–100	17	14	18	0	0	0
Percentage of Tested Scoring 55–100	100%	86%	96%	100%	50%	92%
Percentage of Tested Scoring 65–100	87%	76%	91%	62%	0%	69%
Percentage of Tested Scoring 85–100	36%	33%	33%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	12	44	43	4	7	8
Number Scoring 55–100	9	38	34	#	5	5
Number Scoring 65–100	7	34	24	#	4	4
Number Scoring 85–100	0	5	2	#	0	0
Percentage of Tested Scoring 55–100	75%	86%	79%	#	71%	62%
Percentage of Tested Scoring 65–100	58%	77%	56%	#	57%	50%
Percentage of Tested Scoring 85–100	0%	11%	5%	#	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	47	54	58	11	11	7
Number Scoring 55–100	46	51	54	10	10	6
Number Scoring 65–100	38	51	50	5	10	5
Number Scoring 85–100	11	23	19	0	3	1
Percentage of Tested Scoring 55–100	98%	94%	93%	91%	91%	86%
Percentage of Tested Scoring 65–100	81%	94%	86%	45%	91%	71%
Percentage of Tested Scoring 85–100	23%	43%	33%	0%	27%	14%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	41	47	51	9	10	13
Number Scoring 55–100	37	46	49	7	9	12
Number Scoring 65–100	33	42	47	4	6	10
Number Scoring 85–100	10	15	21	1	0	3
Percentage of Tested Scoring 55–100	90%	98%	96%	78%	90%	92%
Percentage of Tested Scoring 65–100	80%	89%	92%	44%	60%	77%
Percentage of Tested Scoring 85–100	24%	32%	41%	11%	0%	23%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	53	67	57	11	8	5
Number Scoring 55–100	50	67	55	9	8	4
Number Scoring 65–100	43	67	52	6	8	3
Number Scoring 85–100	2	10	11	0	1	0
Percentage of Tested Scoring 55–100	94%	100%	96%	82%	100%	80%
Percentage of Tested Scoring 65–100	81%	100%	91%	55%	100%	60%
Percentage of Tested Scoring 85–100	4%	15%	19%	0%	12%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	36	46	55	1	10	5
Number Scoring 55–100	35	44	52	#	8	4
Number Scoring 65–100	35	42	48	#	8	2
Number Scoring 85–100	16	17	14	#	1	0
Percentage of Tested Scoring 55–100	97%	96%	95%	#	80%	80%
Percentage of Tested Scoring 65–100	97%	91%	87%	#	80%	40%
Percentage of Tested Scoring 85–100	44%	37%	25%	#	10%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		21	32		1	5
Number Scoring 55–100		19	28		#	4
Number Scoring 65–100		14	18		#	3
Number Scoring 85–100		1	2		#	0
Percentage of Tested Scoring 55–100		90%	88%		#	80%
Percentage of Tested Scoring 65–100		67%	56%		#	60%
Percentage of Tested Scoring 85–100		5%	6%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	27	32	29	3	3	1
Number Scoring 55–100	27	30	28	#	#	#
Number Scoring 65–100	23	24	21	#	#	#
Number Scoring 85–100	6	4	10	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	97%	#	#	#
Percentage of Tested Scoring 65–100	85%	75%	72%	#	#	#
Percentage of Tested Scoring 85–100	22%	12%	34%	#	#	#
<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	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 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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	29	45	26	1	8	5
Number Scoring 55–100	26	27	22	#	4	3
Number Scoring 65–100	25	18	18	#	2	2
Number Scoring 85–100	8	3	4	#	0	0
Percentage of Tested Scoring 55–100	90%	60%	85%	#	50%	60%
Percentage of Tested Scoring 65–100	86%	40%	69%	#	25%	40%
Percentage of Tested Scoring 85–100	28%	7%	15%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	24	23	18	1	0	1
Number Scoring 55–100	23	23	18	#	0	#
Number Scoring 65–100	21	22	18	#	0	#
Number Scoring 85–100	12	15	8	#	0	#
Percentage of Tested Scoring 55–100	96%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	88%	96%	100%	#	0%	#
Percentage of Tested Scoring 85–100	50%	65%	44%	#	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	18	100%	23	100%	10	90%
Students with Disabilities	10	90%	7	86%	6	67%

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
<b>Nov 2002</b>	General-Education Students	40	0%	13%	68%	20%
	Students with Disabilities	9	33%	22%	44%	0%
	All Students	49	6%	14%	63%	16%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	45	0%	22%	69%	9%
	Students with Disabilities	10	10%	80%	10%	0%
	All Students	55	2%	33%	58%	7%

(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
<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

## 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	36	36	36	12	12	12	48	48	48
Number Scoring 55–64	2	0	0	1	3	2	3	3	2
Number Scoring 65–84	19	19	19	9	7	6	28	26	25
Number Scoring 85–100	14	13	17	0	0	1	14	13	18
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)