

New York State School Report Card Comprehensive Information Report

BEDS Code: 63-12-01-04-0001

Grade Range : 7-12

Name: Warrensburg Junior-Senior High School

Principal: Daniel F. Roberts

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	83	77	94
Eighth	72	81	76
Ninth	80	76	84
Tenth	86	59	64
Eleventh	74	70	56
Twelfth	63	63	67
Ungraded Secondary	27	36	31
Total K-12 Enrollment	485	462	472

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	5	1.0%	4	0.9%	3	0.6%
Black (Not Hispanic)	2	0.4%	2	0.4%	3	0.6%
Hispanic	3	0.6%	2	0.4%	2	0.4%
White (Not Hispanic)	475	97.9%	454	98.3%	464	98.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	14	13	14
Mathematics Grade 8	9	14	12
Science Grade 8	18	13	16
Social Studies Grade 8	16	15	16
English Grade 10	12	14	16
Mathematics Grade 10	7	15	13
Science Grade 10	21	14	14
Social Studies Grade 10	18	15	17

(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
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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%	3	0.6%	0	0.0%
Eligible for Free Lunch	154	31.8%	131	28.3%	148	31.5%

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		95.7%		95.1%		95.0%
Student Suspensions	11	2.2%	23	4.7%	67	14.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.3%	4.1%	4.0%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	83%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	49	31	63%	49	31	63%	55	41	75%
Students with Disabilities	4	1	25%	7	1	14%	7	3	43%
All Students	53	32	60%	56	32	57%	62	44	71%

*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	25	24	2	0	8	3
Percent	40%	39%	3%	0%	13%	5%

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)
7	3	5	12

*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			1		4	
	Entered GED Program*			0		3	
	Total Noncompleters			1		7	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	6	1.9%	1	0.3%	7	2.4%
	Entered GED Program*	0	0.0%	0	0.0%	3	1.0%
	Total Noncompleters	6	1.9%	1	0.3%	10	3.4%

*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		47	0
	Number of Students with Disabilities		17	0
	Number of All Students		64	0
	Percent of Enrollment		37%	0%
9-12	Number of General-Education Students		116	0
	Number of Students with Disabilities		76	0
	Number of All Students		192	0
	Percent of Enrollment		66%	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	26	100%	0	0%	26	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	36	78%	0	0%	33	97%

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%	1	#
Science	0	0%	2	#	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	9	100%	1	#	4	#
Science	1	#	0	0%	3	#
Reading	3	#	0	0%	5	100%
Writing	3	#	0	0%	5	100%
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	67	69	54	9	7	8
Number Scoring 55–100	67	69	51	9	7	5
Number Scoring 65–100	64	69	48	7	7	3
Number Scoring 85–100	18	40	23	1	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	100%	100%	62%
Percentage of Tested Scoring 65–100	96%	100%	89%	78%	100%	38%
Percentage of Tested Scoring 85–100	27%	58%	43%	11%	0%	0%
Mathematics A						
Number Tested	0	4	75	0	0	4
Number Scoring 55–100	0	#	67	0	0	#
Number Scoring 65–100	0	#	53	0	0	#
Number Scoring 85–100	0	#	13	0	0	#
Percentage of Tested Scoring 55–100	0%	#	89%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	71%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	17%	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	73	60	57	10	9	7
Number Scoring 55–100	73	59	55	10	9	7
Number Scoring 65–100	68	55	53	8	7	6
Number Scoring 85–100	37	24	26	2	0	1
Percentage of Tested Scoring 55–100	100%	98%	96%	100%	100%	100%
Percentage of Tested Scoring 65–100	93%	92%	93%	80%	78%	86%
Percentage of Tested Scoring 85–100	51%	40%	46%	20%	0%	14%
U.S. History and Government (first administered June 2001)						
Number Tested	66	63	57	9	5	8
Number Scoring 55–100	66	63	57	9	5	8
Number Scoring 65–100	62	61	56	8	5	7
Number Scoring 85–100	30	38	32	1	0	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	94%	97%	98%	89%	100%	88%
Percentage of Tested Scoring 85–100	45%	60%	56%	11%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	65	77	67	8	9	9
Number Scoring 55–100	65	75	65	8	9	7
Number Scoring 65–100	61	74	63	6	8	5
Number Scoring 85–100	14	24	19	0	1	1
Percentage of Tested Scoring 55–100	100%	97%	97%	100%	100%	78%
Percentage of Tested Scoring 65–100	94%	96%	94%	75%	89%	56%
Percentage of Tested Scoring 85–100	22%	31%	28%	0%	11%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	54	41	46	7	2	2
Number Scoring 55–100	54	39	46	7	#	#
Number Scoring 65–100	53	39	44	7	#	#
Number Scoring 85–100	21	19	19	1	#	#
Percentage of Tested Scoring 55–100	100%	95%	100%	100%	#	#
Percentage of Tested Scoring 65–100	98%	95%	96%	100%	#	#
Percentage of Tested Scoring 85–100	39%	46%	41%	14%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		30	23		2	1
Number Scoring 55–100		29	23		#	#
Number Scoring 65–100		25	23		#	#
Number Scoring 85–100		2	2		#	#
Percentage of Tested Scoring 55–100		97%	100%		#	#
Percentage of Tested Scoring 65–100		83%	100%		#	#
Percentage of Tested Scoring 85–100		7%	9%		#	#
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	16	13	10	0	0	0
Number Scoring 55–100	16	13	10	0	0	0
Number Scoring 65–100	16	13	10	0	0	0
Number Scoring 85–100	12	3	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	75%	23%	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	12	13	12	1	0	0
Number Scoring 55–100	12	13	12	#	0	0
Number Scoring 65–100	12	13	12	#	0	0
Number Scoring 85–100	9	13	9	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	75%	100%	75%	#	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	58	55	0	4	6	0
Number Scoring 55–100	54	46	0	#	5	0
Number Scoring 65–100	49	39	0	#	3	0
Number Scoring 85–100	21	11	0	#	0	0
Percentage of Tested Scoring 55–100	93%	84%	0%	#	83%	0%
Percentage of Tested Scoring 65–100	84%	71%	0%	#	50%	0%
Percentage of Tested Scoring 85–100	36%	20%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	29	31	20	1	2	1
Number Scoring 55–100	27	28	18	#	#	#
Number Scoring 65–100	26	24	17	#	#	#
Number Scoring 85–100	14	10	5	#	#	#
Percentage of Tested Scoring 55–100	93%	90%	90%	#	#	#
Percentage of Tested Scoring 65–100	90%	77%	85%	#	#	#
Percentage of Tested Scoring 85–100	48%	32%	25%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	100%	53	98%	36	97%
Students with Disabilities	15	100%	9	100%	4	#

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	58	0%	17%	76%	7%
	Students with Disabilities	8	13%	63%	25%	0%
	All Students	66	2%	23%	70%	6%

(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	5	0	5	0	0	0
Social Studies	4	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	2	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	55	55	55	8	8	8	63	63	63
Number Scoring 55–64	1	1	0	2	0	0	3	1	0
Number Scoring 65–84	19	17	21	5	7	5	24	24	26
Number Scoring 85–100	34	37	33	1	0	1	35	37	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)