

New York State District Report Card Comprehensive Information Report

BEDS Code : 06-26-01-04-0000
 Name : Sherman Central School District
 Superintendent: Dr. Howard R. Ferguson

Grade Range :

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	38	52
Kindergarten	41	34	45
First	40	43	34
Second	45	42	41
Third	40	43	45
Fourth	36	42	44
Fifth	36	31	41
Sixth	35	35	31
Ungraded Elementary	0	0	0
Seventh	52	37	38
Eighth	50	51	38
Ninth	35	51	53
Tenth	46	32	47
Eleventh	32	43	35
Twelfth	37	35	41
Ungraded Secondary	0	0	0
Total K-12 Enrollment	525	519	533

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	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%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	3	0.6%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	524	99.8%	519	100.0%	530	99.4%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	20	17	23
Common Branch	19	19	19
English Grade 8	26	23	18
Mathematics Grade 8	20	17	14
Science Grade 8	25	23	19
Social Studies Grade 8	24	23	19
English Grade 10	24	18	25
Mathematics Grade 10	25	11	19
Science Grade 10	23	16	23
Social Studies Grade 10	23	16	24

(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
NA	NA

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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.0%		92.8%
Student Suspensions	17	3.2%	0	0.0%	9	1.7%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	30.5%	26.0%	27.0%
Reduced Lunch	14.3%	15.6%	17.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2001–2002
Total Teachers	46
Total Other Professional Staff	7
Total Paraprofessionals	7
Teaching out of Certification*	3
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	32	19	59%	29	20	69%	39	22	56%
Students with Disabilities	3	1	33%	4	0	0%	0	0	0%
All Students	35	20	57%	33	20	61%	39	22	56%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	12	20	0	1	6	0
Percent	31%	51%	0%	3%	15%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
0	0	1	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					1	0.6%
	Entered GED Program*					1	0.6%
	Total Noncompleters					2	1.1%
Students with Disabilities	Dropped Out					1	0.6%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.6%
All Students	Dropped Out	6	4.0%	3	1.9%	2	1.1%
	Entered GED Program*	1	0.7%	0	0.0%	1	0.6%
	Total Noncompleters	7	4.7%	3	1.9%	3	1.7%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	38	87%	41	100%	32	66%
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	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
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	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	4	#
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	1	#	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	69%	0	0%	5	60%
Science	12	67%	0	0%	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	37	40	31	4	1	0
Number Scoring 55–100	36	40	31	#	#	0
Number Scoring 65–100	34	40	30	#	#	0
Number Scoring 85–100	6	19	15	#	#	0
Percentage of Tested Scoring 55–100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	92%	100%	97%	#	#	0%
Percentage of Tested Scoring 85–100	16%	47%	48%	#	#	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	43	44	12	1	2	6
Number Scoring 55–100	41	38	5	#	#	2
Number Scoring 65–100	39	32	1	#	#	1
Number Scoring 85–100	22	11	0	#	#	0
Percentage of Tested Scoring 55–100	95%	86%	42%	#	#	33%
Percentage of Tested Scoring 65–100	91%	73%	8%	#	#	17%
Percentage of Tested Scoring 85–100	51%	25%	0%	#	#	0%
Mathematics A						
Number Tested	0	0	13	0	0	6
Number Scoring 55–100	0	0	3	0	0	2
Number Scoring 65–100	0	0	1	0	0	1
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	23%	0%	0%	33%
Percentage of Tested Scoring 65–100	0%	0%	8%	0%	0%	17%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global Studies (last administered January 2000)						
Number Tested	1			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
Global History and Geography (first administered June 2000)						
Number Tested	43	33	41	1	0	5
Number Scoring 55–100	41	32	38	#	0	5
Number Scoring 65–100	36	32	32	#	0	5
Number Scoring 85–100	16	12	7	#	0	0
Percentage of Tested Scoring 55–100	95%	97%	93%	#	0%	100%
Percentage of Tested Scoring 65–100	84%	97%	78%	#	0%	100%
Percentage of Tested Scoring 85–100	37%	36%	17%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	36	0		6	0	
Number Scoring 55–100	34	0		6	0	
Number Scoring 65–100	31	0		3	0	
Number Scoring 85–100	11	0		1	0	
Percentage of Tested Scoring 55–100	94%	0%		100%	0%	
Percentage of Tested Scoring 65–100	86%	0%		50%	0%	
Percentage of Tested Scoring 85–100	31%	0%		17%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		39	32		2	0
Number Scoring 55–100		37	31		#	0
Number Scoring 65–100		33	29		#	0
Number Scoring 85–100		20	16		#	0
Percentage of Tested Scoring 55–100		95%	97%		#	0%
Percentage of Tested Scoring 65–100		85%	91%		#	0%
Percentage of Tested Scoring 85–100		51%	50%		#	0%
Living Environment (first administered June 2001)						
Number Tested		32	45		1	8
Number Scoring 55–100		32	45		#	8
Number Scoring 65–100		32	45		#	8
Number Scoring 85–100		17	19		#	2
Percentage of Tested Scoring 55–100		100%	100%		#	100%
Percentage of Tested Scoring 65–100		100%	100%		#	100%
Percentage of Tested Scoring 85–100		53%	42%		#	25%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		47	47		10	5
Number Scoring 55–100		46	44		9	3
Number Scoring 65–100		42	43		8	3
Number Scoring 85–100		16	23		2	0
Percentage of Tested Scoring 55–100		98%	94%		90%	60%
Percentage of Tested Scoring 65–100		89%	91%		80%	60%
Percentage of Tested Scoring 85–100		34%	49%		20%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	33	39	31	32	34
2001	47	34	40	34	39
2002	46	46	32	40	41

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	0	0	0	0	0
2001	9	1	2	4	4
2002	5	9	1	1	4

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	34	39	41	0	4	4
Comprehensive French						
Number Tested	33	1	21	0	0	0
Number Scoring 55–100	33	#	21	0	0	0
Number Scoring 65–100	33	#	20	0	0	0
Number Scoring 85–100	18	#	12	0	0	0
Percentage of AGE Tested	97%	#	51%	0%	0%	0%
Percentage of AGE Scoring 55–100	97%	#	51%	0%	0%	0%
Percentage of AGE Scoring 65–100	97%	#	49%	0%	0%	0%
Percentage of AGE Scoring 85–100	53%	#	29%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	95%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	34	39	41	0	4	4
Sequential Mathematics, Course II						
Number Tested	32	31	27	0	0	0
Number Scoring 55–100	30	27	24	0	0	0
Number Scoring 65–100	28	24	23	0	0	0
Number Scoring 85–100	18	12	9	0	0	0
Percentage of AGE Tested	94%	79%	66%	0%	0%	0%
Percentage of AGE Scoring 55–100	88%	69%	59%	0%	0%	0%
Percentage of AGE Scoring 65–100	82%	62%	56%	0%	0%	0%
Percentage of AGE Scoring 85–100	53%	31%	22%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	77%	85%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	18	23	16	0	0	0
Number Scoring 55–100	18	23	16	0	0	0
Number Scoring 65–100	15	23	16	0	0	0
Number Scoring 85–100	6	12	10	0	0	0
Percentage of AGE Tested	53%	59%	39%	0%	0%	0%
Percentage of AGE Scoring 55–100	53%	59%	39%	0%	0%	0%
Percentage of AGE Scoring 65–100	44%	59%	39%	0%	0%	0%
Percentage of AGE Scoring 85–100	18%	31%	24%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	100%	100%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	34	39	41	0	4	4
Earth Science (last administered January 2001)						
Number Tested	35	0		1	0	
Number Scoring 55–100	34	0		#	0	
Number Scoring 65–100	32	0		#	0	
Number Scoring 85–100	16	0		#	0	
Percentage of AGE Tested	103%	0%		#	0%	
Percentage of AGE Scoring 55–100	100%	0%		#	0%	
Percentage of AGE Scoring 65–100	94%	0%		#	0%	
Percentage of AGE Scoring 85–100	47%	0%		#	0%	
Percentage of Tested Scoring 65–100	91%	0%		#	0%	
Biology (last administered January 2001)						
Number Tested	41	0		1	0	
Number Scoring 55–100	40	0		#	0	
Number Scoring 65–100	34	0		#	0	
Number Scoring 85–100	15	0		#	0	
Percentage of AGE Tested	121%	0%		#	0%	
Percentage of AGE Scoring 55–100	118%	0%		#	0%	
Percentage of AGE Scoring 65–100	100%	0%		#	0%	
Percentage of AGE Scoring 85–100	44%	0%		#	0%	
Percentage of Tested Scoring 65–100	83%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	20	26	0	0	0	0
Number Scoring 55–100	20	26	0	0	0	0
Number Scoring 65–100	20	25	0	0	0	0
Number Scoring 85–100	9	11	0	0	0	0
Percentage of AGE Tested	59%	67%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	59%	67%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	59%	64%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	26%	28%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	0%	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	34	39	41	0	4	4
Physics (last administered January 2002)						
Number Tested	12	12	0	0	0	0
Number Scoring 55–100	12	12	0	0	0	0
Number Scoring 65–100	12	12	0	0	0	0
Number Scoring 85–100	6	5	0	0	0	0
Percentage of AGE Tested	35%	31%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	35%	31%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	35%	31%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	18%	13%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			16			0
Number Scoring 55–100			16			0
Number Scoring 65–100			12			0
Number Scoring 85–100			4			0
Percentage of AGE Tested			39%			0%
Percentage of AGE Scoring 55–100			39%			0%
Percentage of AGE Scoring 65–100			29%			0%
Percentage of AGE Scoring 85–100			10%			0%
Percentage of Tested Scoring 65–100			75%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			12			0
Number Scoring 55–100			12			0
Number Scoring 65–100			11			0
Number Scoring 85–100			6			0
Percentage of AGE Tested			29%			0%
Percentage of AGE Scoring 55–100			29%			0%
Percentage of AGE Scoring 65–100			27%			0%
Percentage of AGE Scoring 85–100			15%			0%
Percentage of Tested Scoring 65–100			92%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	22	100%
Students with Disabilities	0	0%	0	0%	2	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	30	0%	7%	67%	27%
	Students with Disabilities	10	0%	20%	80%	0%
	All Students	40	0%	10%	70%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	30	0%	3%	90%	7%
	Students with Disabilities	7	0%	86%	14%	0%
	All Students	37	0%	19%	76%	5%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	1	0	#	#	#	#
Mathematics, Science, & Technology	1	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	36	36	1	1	37	37
Number Scoring 55–64	#	#	#	#	7	4
Number Scoring 65–84	#	#	#	#	14	15
Number Scoring 85–100	#	#	#	#	15	17
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	31	1	32
Number Scoring 55–64	#	#	0
Number Scoring 65–84	#	#	12
Number Scoring 85–100	#	#	18
Approved Alternatives	#	#	0

(Form – O)