

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-26-01-04-0003

Grade Range : 7-12

Name: Sherman Central School

Principal: David Hickey Jr

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	38	52	0
Kindergarten	34	45	0
First	43	34	0
Second	42	41	0
Third	43	45	0
Fourth	42	44	0
Fifth	31	41	0
Sixth	35	31	0
Ungraded Elementary	0	0	0
Seventh	37	38	32
Eighth	51	38	37
Ninth	51	53	45
Tenth	32	47	39
Eleventh	43	35	44
Twelfth	35	41	31
Ungraded Secondary	0	0	9
Total K-12 Enrollment	519	533	237

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%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	3	0.6%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	519	100.0%	530	99.4%	237	100.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	17	23	0
Common Branch	19	19	0
English Grade 8	23	18	0
Mathematics Grade 8	17	14	13
Science Grade 8	23	19	22
Social Studies Grade 8	23	19	19
English Grade 10	18	25	0
Mathematics Grade 10	11	19	19
Science Grade 10	16	23	19
Social Studies Grade 10	16	24	18

(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
47	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 middle 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%	0	0.0%	0	0.0%
Eligible for Free Lunch	135	26.0%	144	27.0%	50	21.1%

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		95.1%		96.2%		97.1%
Student Suspensions	0	0.0%	9	1.7%	25	4.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	15.6%	17.6%	8.0%
Public Assistance	61-70%	61-70%	61-70%
Student Stability	97%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	26
Total Other Professional Staff	6
Total Paraprofessionals	NA
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*

	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	29	20	69%	39	22	56%	30	19	63%
Students with Disabilities	4	0	0%	0	0	0%	0	0	0%
All Students	33	20	61%	39	22	56%	30	19	63%

*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	10	12	0	3	5	0
Percent	33%	40%	0%	10%	17%	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)
0	0	1	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			1		57	
	Entered GED Program*			1		0	
	Total Noncompleters			2		57	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	3	1.9%	2	1.1%	58	35.1%
	Entered GED Program*	0	0.0%	1	0.6%	0	0.0%
	Total Noncompleters	3	1.9%	3	1.7%	58	35.1%

*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		19	0
	Number of Students with Disabilities		6	0
	Number of All Students		25	0
	Percent of Enrollment		23%	0%
9-12	Number of General-Education Students		0	136
	Number of Students with Disabilities		0	23
	Number of All Students		0	159
	Percent of Enrollment		0%	96%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	41	100%	32	66%	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%	2	#	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%	4	#	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%	1	#
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	0	0%	5	60%	2	#
Science	0	0%	3	#	2	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	3	#	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	40	31	42	1	0	9
Number Scoring 55–100	40	31	41	#	0	9
Number Scoring 65–100	40	30	40	#	0	9
Number Scoring 85–100	19	15	16	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	100%
Percentage of Tested Scoring 65–100	100%	97%	95%	#	0%	100%
Percentage of Tested Scoring 85–100	47%	48%	38%	#	0%	0%
Mathematics A						
Number Tested	0	13	58	0	6	11
Number Scoring 55–100	0	3	51	0	2	9
Number Scoring 65–100	0	1	49	0	1	9
Number Scoring 85–100	0	0	13	0	0	5
Percentage of Tested Scoring 55–100	0%	23%	88%	0%	33%	82%
Percentage of Tested Scoring 65–100	0%	8%	84%	0%	17%	82%
Percentage of Tested Scoring 85–100	0%	0%	22%	0%	0%	45%
Mathematics B (first administered June 2001)						
Number Tested	0	0	16	0	0	1
Number Scoring 55–100	0	0	12	0	0	#
Number Scoring 65–100	0	0	9	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	75%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	56%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	33	41	41	0	5	1
Number Scoring 55–100	32	38	39	0	5	#
Number Scoring 65–100	32	32	37	0	5	#
Number Scoring 85–100	12	7	11	0	0	#
Percentage of Tested Scoring 55–100	97%	93%	95%	0%	100%	#
Percentage of Tested Scoring 65–100	97%	78%	90%	0%	100%	#
Percentage of Tested Scoring 85–100	36%	17%	27%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	39	32	43	2	0	9
Number Scoring 55–100	37	31	43	#	0	9
Number Scoring 65–100	33	29	41	#	0	8
Number Scoring 85–100	20	16	20	#	0	3
Percentage of Tested Scoring 55–100	95%	97%	100%	#	0%	100%
Percentage of Tested Scoring 65–100	85%	91%	95%	#	0%	89%
Percentage of Tested Scoring 85–100	51%	50%	47%	#	0%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	32	45	37	1	8	1
Number Scoring 55–100	32	45	37	#	8	#
Number Scoring 65–100	32	45	37	#	8	#
Number Scoring 85–100	17	19	19	#	2	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 85–100	53%	42%	51%	#	25%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	47	47	41	10	5	8
Number Scoring 55–100	46	44	41	9	3	8
Number Scoring 65–100	42	43	36	8	3	6
Number Scoring 85–100	16	23	23	2	0	2
Percentage of Tested Scoring 55–100	98%	94%	100%	90%	60%	100%
Percentage of Tested Scoring 65–100	89%	91%	88%	80%	60%	75%
Percentage of Tested Scoring 85–100	34%	49%	56%	20%	0%	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		16	21		0	1
Number Scoring 55–100		16	21		0	#
Number Scoring 65–100		12	21		0	#
Number Scoring 85–100		4	4		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		75%	100%		0%	#
Percentage of Tested Scoring 85–100		25%	19%		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	1	21	44	0	0	1
Number Scoring 55–100	#	21	42	0	0	#
Number Scoring 65–100	#	20	39	0	0	#
Number Scoring 85–100	#	12	17	0	0	#
Percentage of Tested Scoring 55–100	#	100%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	#	95%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	#	57%	39%	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	6	0	0	0
Number Scoring 55–100	0	0	6	0	0	0
Number Scoring 65–100	0	0	6	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	50%	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	31	27	0	0	0	0
Number Scoring 55–100	27	24	0	0	0	0
Number Scoring 65–100	24	23	0	0	0	0
Number Scoring 85–100	12	9	0	0	0	0
Percentage of Tested Scoring 55–100	87%	89%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	77%	85%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	33%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	23	16	17	0	0	0
Number Scoring 55–100	23	16	17	0	0	0
Number Scoring 65–100	23	16	15	0	0	0
Number Scoring 85–100	12	10	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	62%	53%	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	0	0%	22	100%	41	93%
Students with Disabilities	0	0%	2	#	9	89%

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	33	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	36	0%	25%	58%	17%

(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	31	31	31	1	1	1	32	32	32
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	17	14	12
Number Scoring 85–100	#	#	#	#	#	#	13	16	18
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)