

New York State School Report Card Comprehensive Information Report

BEDS Code: 08-20-01-04-0004
 Name: Sherburne-Earlville Senior High School
 Principal: Eric Schnabl

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	184	149	176
Tenth	124	155	135
Eleventh	113	114	144
Twelfth	124	119	125
Ungraded Secondary	8	11	0
Total K-12 Enrollment	553	548	580

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	4	0.7%	0	0.0%	0	0.0%
Black (Not Hispanic)	5	0.9%	2	0.4%	4	0.7%
Hispanic	1	0.2%	0	0.0%	0	0.0%
White (Not Hispanic)	543	98.2%	546	99.6%	576	99.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	21	18	16
Science Grade 8	23	0	0
Social Studies Grade 8	0	0	0
English Grade 10	14	12	16
Mathematics Grade 10	21	14	11
Science Grade 10	17	6	21
Social Studies Grade 10	12	16	20

(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	28	5.1%	116	21.2%	131	22.6%

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		93.8%		93.6%		94.4%
Student Suspensions	13	2.4%	39	7.0%	23	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.7%	6.4%	10.3%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	96%	92%	98%

Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	6
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	92	44	48%	87	56	64%	87	50	57%
Students with Disabilities	19	4	21%	13	4	31%	14	2	14%
All Students	111	48	43%	100	60	60%	101	52	51%

*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	34	43	3	5	12	4
Percent	34%	43%	3%	5%	12%	4%

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)
14	2	3	17

*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			11		17	
	Entered GED Program*			9		4	
	Total Noncompleters			20		21	
Students with Disabilities	Dropped Out			3		5	
	Entered GED Program*			0		2	
	Total Noncompleters			3		7	
All Students	Dropped Out	24	4.3%	14	2.6%	22	3.8%
	Entered GED Program*	8	1.4%	9	1.6%	6	1.0%
	Total Noncompleters	32	5.8%	23	4.2%	28	4.8%

*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	0	0%	0	0%	50	90%
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%	48	94%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	5	60%
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%	6	67%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	65%	16	56%	11	82%
Science	7	57%	16	50%	20	45%
Reading	5	100%	4	#	4	#
Writing	4	#	5	80%	4	#
Global Studies	5	60%	5	60%	5	20%
U.S. Hist & Gov't	17	35%	18	39%	26	15%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	126	124	139	15	21	15
Number Scoring 55–100	114	112	129	8	12	12
Number Scoring 65–100	98	97	113	3	6	5
Number Scoring 85–100	26	37	56	0	0	0
Percentage of Tested Scoring 55–100	90%	90%	93%	53%	57%	80%
Percentage of Tested Scoring 65–100	78%	78%	81%	20%	29%	33%
Percentage of Tested Scoring 85–100	21%	30%	40%	0%	0%	0%
Mathematics A						
Number Tested	0	6	173	0	2	14
Number Scoring 55–100	0	1	157	0	#	9
Number Scoring 65–100	0	0	131	0	#	7
Number Scoring 85–100	0	0	29	0	#	0
Percentage of Tested Scoring 55–100	0%	17%	91%	0%	#	64%
Percentage of Tested Scoring 65–100	0%	0%	76%	0%	#	50%
Percentage of Tested Scoring 85–100	0%	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	76	102	162	12	21	23
Number Scoring 55–100	57	94	154	6	16	21
Number Scoring 65–100	43	70	137	3	9	19
Number Scoring 85–100	19	20	54	0	1	2
Percentage of Tested Scoring 55–100	75%	92%	95%	50%	76%	91%
Percentage of Tested Scoring 65–100	57%	69%	85%	25%	43%	83%
Percentage of Tested Scoring 85–100	25%	20%	33%	0%	5%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	179	231	199	24	43	38
Number Scoring 55–100	135	186	172	8	29	19
Number Scoring 65–100	106	146	153	7	14	14
Number Scoring 85–100	37	28	35	1	0	2
Percentage of Tested Scoring 55–100	75%	81%	86%	33%	67%	50%
Percentage of Tested Scoring 65–100	59%	63%	77%	29%	33%	37%
Percentage of Tested Scoring 85–100	21%	12%	18%	4%	0%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	166	131	126	26	20	8
Number Scoring 55–100	164	121	124	26	17	7
Number Scoring 65–100	150	109	116	16	15	6
Number Scoring 85–100	30	42	29	1	2	0
Percentage of Tested Scoring 55–100	99%	92%	98%	100%	85%	88%
Percentage of Tested Scoring 65–100	90%	83%	92%	62%	75%	75%
Percentage of Tested Scoring 85–100	18%	32%	23%	4%	10%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	64	109	105	3	11	12
Number Scoring 55–100	63	104	101	#	7	10
Number Scoring 65–100	56	100	90	#	6	7
Number Scoring 85–100	27	42	46	#	1	2
Percentage of Tested Scoring 55–100	98%	95%	96%	#	64%	83%
Percentage of Tested Scoring 65–100	88%	92%	86%	#	55%	58%
Percentage of Tested Scoring 85–100	42%	39%	44%	#	9%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		38	61		0	0
Number Scoring 55–100		38	60		0	0
Number Scoring 65–100		36	53		0	0
Number Scoring 85–100		4	15		0	0
Percentage of Tested Scoring 55–100		100%	98%		0%	0%
Percentage of Tested Scoring 65–100		95%	87%		0%	0%
Percentage of Tested Scoring 85–100		11%	25%		0%	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	36	33	43	1	1	1
Number Scoring 55–100	36	33	43	#	#	#
Number Scoring 65–100	35	33	42	#	#	#
Number Scoring 85–100	20	19	18	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	97%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	56%	58%	42%	#	#	#
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	25	36	48	0	0	1
Number Scoring 55–100	25	35	48	0	0	#
Number Scoring 65–100	25	35	47	0	0	#
Number Scoring 85–100	17	23	26	0	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	97%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	68%	64%	54%	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	132	129	28	8	5	2
Number Scoring 55–100	102	107	25	7	4	#
Number Scoring 65–100	83	88	17	4	3	#
Number Scoring 85–100	34	35	3	0	1	#
Percentage of Tested Scoring 55–100	77%	83%	89%	88%	80%	#
Percentage of Tested Scoring 65–100	63%	68%	61%	50%	60%	#
Percentage of Tested Scoring 85–100	26%	27%	11%	0%	20%	#
Sequential Mathematics, Course III						
Number Tested	78	68	86	2	3	1
Number Scoring 55–100	61	61	69	#	#	#
Number Scoring 65–100	50	53	57	#	#	#
Number Scoring 85–100	29	30	21	#	#	#
Percentage of Tested Scoring 55–100	78%	90%	80%	#	#	#
Percentage of Tested Scoring 65–100	64%	78%	66%	#	#	#
Percentage of Tested Scoring 85–100	37%	44%	24%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	47	96%	35	97%	27	85%
Students with Disabilities	11	91%	11	82%	9	78%

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

(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	95	95	95	18	18	18	113	113	113
Number Scoring 55–64	20	16	9	6	5	4	26	21	13
Number Scoring 65–84	44	52	47	9	8	6	53	60	53
Number Scoring 85–100	26	20	32	1	0	2	27	20	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)