

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-20-00-05-0004

Grade Range : 9-12

Name: Vernon-Verona-Sherrill Senior High School

Principal: Mark Wixson

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	203	227	211
Tenth	222	193	209
Eleventh	199	191	168
Twelfth	197	187	190
Ungraded Secondary	0	0	0
Total K-12 Enrollment	821	798	778

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	12	1.5%	11	1.4%	12	1.5%
Black (Not Hispanic)	4	0.5%	5	0.6%	7	0.9%
Hispanic	4	0.5%	3	0.4%	5	0.6%
White (Not Hispanic)	801	97.6%	779	97.6%	754	96.9%

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	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	22	26
Mathematics Grade 10	24	18	20
Science Grade 10	11	22	16
Social Studies Grade 10	22	24	22

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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	96	11.7%	95	11.9%	100	12.9%

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		93.7%		86.0%		87.0%
Student Suspensions	28	3.7%	53	6.5%	34	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	5.3%	7.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	96%	99%	96%

Staff Counts

Staff	2002–2003
Total Teachers	58
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	152	76	50%	162	103	64%	149	98	66%
Students with Disabilities	19	0	0%	11	1	9%	20	3	15%
All Students	171	76	44%	173	104	60%	169	101	60%

*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	74	62	7	7	8	11
Percent	44%	37%	4%	4%	5%	7%

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)
20	3	3	23

*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			3		16	
	Entered GED Program*			2		6	
	Total Noncompleters			5		22	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			1		1	
	Total Noncompleters			2		3	
All Students	Dropped Out	12	1.5%	4	0.5%	18	2.3%
	Entered GED Program*	7	0.9%	3	0.4%	7	0.9%
	Total Noncompleters	19	2.3%	7	0.9%	25	3.2%

*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%	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%	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%	1	#	4	#
Science	0	0%	2	#	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	12	83%	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	14	71%	14	93%
Science	3	#	2	#	5	40%
Reading	2	#	2	#	15	100%
Writing	2	#	2	#	10	100%
Global Studies	0	0%	2	#	8	50%
U.S. Hist & Gov't	12	83%	1	#	8	75%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	198	181	186	14	23	21
Number Scoring 55–100	190	159	169	10	11	10
Number Scoring 65–100	179	137	152	9	6	5
Number Scoring 85–100	72	58	76	0	0	0
Percentage of Tested Scoring 55–100	96%	88%	91%	71%	48%	48%
Percentage of Tested Scoring 65–100	90%	76%	82%	64%	26%	24%
Percentage of Tested Scoring 85–100	36%	32%	41%	0%	0%	0%
Mathematics A						
Number Tested	2	148	216	2	12	18
Number Scoring 55–100	#	120	180	#	5	8
Number Scoring 65–100	#	101	164	#	3	5
Number Scoring 85–100	#	30	29	#	0	0
Percentage of Tested Scoring 55–100	#	81%	83%	#	42%	44%
Percentage of Tested Scoring 65–100	#	68%	76%	#	25%	28%
Percentage of Tested Scoring 85–100	#	20%	13%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	56	0	0	2
Number Scoring 55–100	0	0	39	0	0	#
Number Scoring 65–100	0	0	23	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	70%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	41%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	205	187	196	33	14	18
Number Scoring 55–100	193	182	186	26	14	14
Number Scoring 65–100	173	152	167	16	11	11
Number Scoring 85–100	83	80	54	2	3	1
Percentage of Tested Scoring 55–100	94%	97%	95%	79%	100%	78%
Percentage of Tested Scoring 65–100	84%	81%	85%	48%	79%	61%
Percentage of Tested Scoring 85–100	40%	43%	28%	6%	21%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	175	193	185	11	22	21
Number Scoring 55–100	165	181	176	8	22	15
Number Scoring 65–100	149	156	160	5	16	11
Number Scoring 85–100	65	50	89	1	0	5
Percentage of Tested Scoring 55–100	94%	94%	95%	73%	100%	71%
Percentage of Tested Scoring 65–100	85%	81%	86%	45%	73%	52%
Percentage of Tested Scoring 85–100	37%	26%	48%	9%	0%	24%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	180	217	162	23	19	16
Number Scoring 55–100	178	217	159	21	19	14
Number Scoring 65–100	165	209	157	13	17	13
Number Scoring 85–100	33	67	54	1	1	0
Percentage of Tested Scoring 55–100	99%	100%	98%	91%	100%	88%
Percentage of Tested Scoring 65–100	92%	96%	97%	57%	89%	81%
Percentage of Tested Scoring 85–100	18%	31%	33%	4%	5%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	152	134	185	12	5	5
Number Scoring 55–100	141	128	181	5	5	5
Number Scoring 65–100	133	118	169	4	5	2
Number Scoring 85–100	71	48	79	0	2	0
Percentage of Tested Scoring 55–100	93%	96%	98%	42%	100%	100%
Percentage of Tested Scoring 65–100	88%	88%	91%	33%	100%	40%
Percentage of Tested Scoring 85–100	47%	36%	43%	0%	40%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		122	98		1	3
Number Scoring 55–100		118	95		#	#
Number Scoring 65–100		109	83		#	#
Number Scoring 85–100		23	27		#	#
Percentage of Tested Scoring 55–100		97%	97%		#	#
Percentage of Tested Scoring 65–100		89%	85%		#	#
Percentage of Tested Scoring 85–100		19%	28%		#	#
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	48	19	22	2	0	0
Number Scoring 55–100	47	19	22	#	0	0
Number Scoring 65–100	47	19	22	#	0	0
Number Scoring 85–100	16	4	10	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	33%	21%	45%	#	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	76	77	88	0	2	3
Number Scoring 55–100	73	76	88	0	#	#
Number Scoring 65–100	70	75	88	0	#	#
Number Scoring 85–100	46	40	66	0	#	#
Percentage of Tested Scoring 55–100	96%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	92%	97%	100%	0%	#	#
Percentage of Tested Scoring 85–100	61%	52%	75%	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	162	32	3	4	1	0
Number Scoring 55–100	132	32	#	#	#	0
Number Scoring 65–100	125	30	#	#	#	0
Number Scoring 85–100	68	23	#	#	#	0
Percentage of Tested Scoring 55–100	81%	100%	#	#	#	0%
Percentage of Tested Scoring 65–100	77%	94%	#	#	#	0%
Percentage of Tested Scoring 85–100	42%	72%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	100	120	25	2	3	0
Number Scoring 55–100	87	113	24	#	#	0
Number Scoring 65–100	81	110	23	#	#	0
Number Scoring 85–100	38	63	22	#	#	0
Percentage of Tested Scoring 55–100	87%	94%	96%	#	#	0%
Percentage of Tested Scoring 65–100	81%	92%	92%	#	#	0%
Percentage of Tested Scoring 85–100	38%	53%	88%	#	#	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	57	98%	63	100%	62	94%
Students with Disabilities	6	83%	17	100%	12	100%

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	151	151	151	24	24	24	175	175	175
Number Scoring 55–64	5	15	2	6	6	7	11	21	9
Number Scoring 65–84	67	85	85	14	16	16	81	101	101
Number Scoring 85–100	75	47	64	1	0	0	76	47	64
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)