

# New York State District Report Card Comprehensive Information Report

BEDS Code: 41-20-00-05-0000  
 Name: Sherrill City School District  
 Superintendent: Norman Reed

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	88	88	107
Kindergarten	132	168	158
First	160	131	166
Second	191	158	133
Third	177	196	161
Fourth	179	185	190
Fifth	199	174	189
Sixth	203	195	173
Ungraded Elementary	0	0	0
Seventh	175	202	203
Eighth	204	189	196
Ninth	227	211	194
Tenth	193	209	201
Eleventh	191	168	186
Twelfth	187	190	168
Ungraded Secondary	0	1	0
Total K-12 Enrollment	2418	2377	2318

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	30	1.2%	27	1.1%	35	1.5%
Black (Not Hispanic)	22	0.9%	24	1.0%	25	1.1%
Hispanic	7	0.3%	7	0.3%	6	0.3%
White (Not Hispanic)	2359	97.6%	2319	97.6%	2252	97.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	17	19
Common Branch	20	20	20
English Grade 8	19	23	20
Mathematics Grade 8	20	23	20
Science Grade 8	20	23	20
Social Studies Grade 8	20	23	20
English Grade 10	22	26	22
Mathematics Grade 10	18	20	21
Science Grade 10	22	16	23
Social Studies Grade 10	24	22	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.1%	4	0.2%	4	0.2%
<b>Eligible for Free Lunch</b>	487	20.1%	446	18.8%	457	19.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.1%		92.5%		94.7%
<b>Student Suspensions</b>	58	2.4%	36	1.5%	50	2.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.9%	9.9%	9.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	186
Total Other Professional Staff	26
Total Paraprofessionals	32
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	162	103	64%	149	98	66%	138	83	60%
Students with Disabilities	13	1	8%	20	3	15%	22	4	18%
All Students	175	104	59%	169	101	60%	160	87	54%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	73	49	5	8	14	11
Percent	46%	31%	3%	5%	9%	7%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
22	4	2	24

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		16		5	0.7%
	Entered GED Program*	3		6		9	1.3%
	Total Noncompleters	6		22		14	2.1%
Students with Disabilities	Dropped Out	1		3		1	1.0%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	2		5		1	1.0%
All Students	Dropped Out	4	0.5%	19	2.4%	6	0.8%
	Entered GED Program*	4	0.5%	8	1.0%	9	1.2%
	Total Noncompleters	8	1.0%	27	3.5%	15	1.9%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	270	143	360
	Number of Students with Disabilities	47	37	39
	Number of All Students	317	180	399
	Percent of Enrollment	54%	31%	70%
9-12	Number of General-Education Students	0	0	7
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	7
	Percent of Enrollment	0%	0%	1%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	43		
Completed and Passed Regents Exams	43	100%	77%
Completed and had Course Average of 75% or More	43	100%	81%
Completed and Attained a HS Diploma or Equivalent	43	100%	96%
Completed and Whose Status is Known	43		
Completed and Were Successfully Placed	42	98%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	46	96%	40	93%	35	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	127	85%	127	91%	150	78%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	9	67%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	0	0%
Science	2	#	3	#	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	73%	17	94%	10	100%
Science	2	#	6	33%	2	#
Reading	2	#	16	100%	9	89%
Writing	2	#	11	100%	12	100%
Global Studies	2	#	10	40%	4	#
U.S. Hist & Gov't	1	#	9	67%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	182	187	195	23	22	15
Number Scoring 55-100	159	169	189	11	10	11
Number Scoring 65-100	137	152	179	6	5	10
Number Scoring 85-100	58	76	91	0	0	0
Percentage of Tested Scoring 55-100	87%	90%	97%	48%	45%	73%
Percentage of Tested Scoring 65-100	75%	81%	92%	26%	23%	67%
Percentage of Tested Scoring 85-100	32%	41%	47%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	152	218	196	16	19	17
Number Scoring 55-100	121	181	189	6	8	10
Number Scoring 65-100	101	165	182	3	5	7
Number Scoring 85-100	30	30	68	0	0	2
Percentage of Tested Scoring 55-100	80%	83%	96%	38%	42%	59%
Percentage of Tested Scoring 65-100	66%	76%	93%	19%	26%	41%
Percentage of Tested Scoring 85-100	20%	14%	35%	0%	0%	12%
<b>Mathematics B</b>						
Number Tested	0	56	105	0	2	2
Number Scoring 55-100	0	39	101	0	#	#
Number Scoring 65-100	0	23	95	0	#	#
Number Scoring 85-100	0	0	44	0	#	#
Percentage of Tested Scoring 55-100	0%	70%	96%	0%	#	#
Percentage of Tested Scoring 65-100	0%	41%	90%	0%	#	#
Percentage of Tested Scoring 85-100	0%	0%	42%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	191	197	209	18	19	18
Number Scoring 55-100	185	186	201	17	14	14
Number Scoring 65-100	153	167	181	12	11	11
Number Scoring 85-100	80	54	86	3	1	3
Percentage of Tested Scoring 55-100	97%	94%	96%	94%	74%	78%
Percentage of Tested Scoring 65-100	80%	85%	87%	67%	58%	61%
Percentage of Tested Scoring 85-100	42%	27%	41%	17%	5%	17%
<b>U.S. History and Government</b>						
Number Tested	194	185	183	23	21	12
Number Scoring 55-100	182	176	180	23	15	12
Number Scoring 65-100	157	160	166	17	11	10
Number Scoring 85-100	51	89	87	1	5	3
Percentage of Tested Scoring 55-100	94%	95%	98%	100%	71%	100%
Percentage of Tested Scoring 65-100	81%	86%	91%	74%	52%	83%
Percentage of Tested Scoring 85-100	26%	48%	48%	4%	24%	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	219	162	199	21	16	12
Number Scoring 55-100	219	159	198	21	14	12
Number Scoring 65-100	210	157	186	18	13	10
Number Scoring 85-100	67	54	57	1	0	0
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	88%	100%
Percentage of Tested Scoring 65-100	96%	97%	93%	86%	81%	83%
Percentage of Tested Scoring 85-100	31%	33%	29%	5%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	134	185	182	5	5	11
Number Scoring 55-100	128	181	176	5	5	11
Number Scoring 65-100	118	169	160	5	2	10
Number Scoring 85-100	48	79	54	2	0	4
Percentage of Tested Scoring 55-100	96%	98%	97%	100%	100%	100%
Percentage of Tested Scoring 65-100	88%	91%	88%	100%	40%	91%
Percentage of Tested Scoring 85-100	36%	43%	30%	40%	0%	36%
<b>Physical Setting/Chemistry</b>						
Number Tested	122	98	132	1	3	3
Number Scoring 55-100	118	95	128	#	#	#
Number Scoring 65-100	109	83	114	#	#	#
Number Scoring 85-100	23	27	31	#	#	#
Percentage of Tested Scoring 55-100	97%	97%	97%	#	#	#
Percentage of Tested Scoring 65-100	89%	85%	86%	#	#	#
Percentage of Tested Scoring 85-100	19%	28%	23%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			35			2
Number Scoring 55-100			35			#
Number Scoring 65-100			31			#
Number Scoring 85-100			9			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			89%			#
Percentage of Tested Scoring 85-100			26%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	19	22	38	0	0	1
Number Scoring 55-100	19	22	38	0	0	#
Number Scoring 65-100	19	22	38	0	0	#
Number Scoring 85-100	4	10	14	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	21%	45%	37%	0%	0%	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	77	88	76	2	3	2
Number Scoring 55-100	76	88	75	#	#	#
Number Scoring 65-100	75	88	72	#	#	#
Number Scoring 85-100	40	66	30	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	95%	#	#	#
Percentage of Tested Scoring 85-100	52%	75%	39%	#	#	#
<b>Comprehensive Latin</b>						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	120	25	0	3	0	0
Number Scoring 55-100	113	24	0	#	0	0
Number Scoring 65-100	110	23	0	#	0	0
Number Scoring 85-100	63	22	0	#	0	0
Percentage of Tested Scoring 55-100	94%	96%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	92%	92%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	53%	88%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	100%	63	94%	42	100%
Students with Disabilities	17	100%	12	100%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	166	5%	4%	56%	34%
	Students with Disabilities	16	19%	13%	69%	0%
	All Students	182	7%	5%	57%	31%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	177	0%	44%	51%	5%
	Students with Disabilities	21	10%	81%	10%	0%
	All Students	198	1%	47%	47%	5%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	1	0	0	0	0
<b>Middle Level</b>						
Social Studies	3	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	138	138	138	23	23	23	161	161	161
Number Scoring 55–64	4	6	3	6	5	1	10	11	4
Number Scoring 65–84	74	47	67	8	6	14	82	53	81
Number Scoring 85–100	56	76	65	3	5	3	59	81	68
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)