New York State School Report Card
Comprehensive Information Report

BEDS Code: 54-14-01-04-0001 Grade Range : K-12
Name: Sharon Springs Central School
Principal: Patterson Green

Fall Enrollment

Grade	2001–02	2002–03	2003–04
Pre-K	0	0	0
Kindergarten	22	22	26
First	22	24	32
Second	32	32	24
Third	31	33	24
Fourth	30	29	34
Fifth	31	32	37
Sixth	38	41	24
Ungraded Elementary	1	0	2
Seventh	29	28	35
Eighth	27	27	33
Ninth	34	32	38
Tenth	23	22	26
Eleventh	26	28	30
Twelfth	24	23	23
Ungraded Secondary	1	0	0
Total K-12 Enrollment	371	373	388

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	371	100.0%	373	100.0%	388	100.0%

Average Class Size

Grade Level	2001–02	2002–03	2003–04
Kindergarten	0	25	14
Common Branch	15	18	17
English Grade 8	11	12	16
Mathematics Grade 8	12	14	14
Science Grade 8	14	16	17
Social Studies Grade 8	14	16	16
English Grade 10	11	14	13
Mathematics Grade 10	14	19	10
Science Grade 10	12	23	13
Social Studies Grade 10	22	16	12

(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
64	All schools in this group serve students from Kindergarden through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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

	2001–02		2002–03		2003–04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	53	14.3%	81	21.7%	83	21.4%

Attendance and Suspension

	2000–01		2001–02		2002–03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		95.0%		95.0%
Student Suspensions	7	1.8%	12	3.2%	14	3.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001–02	2002–03	2003–04
Reduced Lunch	18.6%	13.4%	14.4%
Public Assistance	31-40%	31-40%	11-20%
Student Stability	92%	100%	91%

Staff Counts

Staff	2003–04
Total Teachers	38
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*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	24	13	54%	27	13	48%	19	11	58%
Students with Disabilities	0	0	0%	2	0	0%	0	0	0%
All Students	24	13	54%	29	13	45%	19	11	58%

*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	5	9	0	0	2	3
Percent	26%	47%	0%	0%	11%	16%

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)
0	0	1	1

*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	1		1		2	2.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		2	2.1%
Students with Disabilities	Dropped Out	2		1		0	0.0%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	3		2		0	0.0%
All Students	Dropped Out	3	2.8%	2	1.9%	2	1.7%
	Entered GED Program*	1	0.9%	1	1.0%	0	0.0%
	Total Noncompleters	4	3.7%	3	2.9%	2	1.7%

*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	-10
	Number of Students with Disabilities	0	0	10
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	51	54	80
	Number of Students with Disabilities	7	17	10
	Number of All Students	58	71	90
	Percent of Enrollment	61%	74%	98%
9–12	Number of General-Education Students	98	91	115
	Number of Students with Disabilities	10	14	5
	Number of All Students	108	105	120
	Percent of Enrollment	100%	100%	103%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer 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	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	2001–02		2002–03		2003–04	
	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%

Regents Competency Tests

General-Education Students

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	25	20	29	2	2	3
Number Scoring 55–100	24	18	27	#	#	#
Number Scoring 65–100	21	16	24	#	#	#
Number Scoring 85–100	4	3	9	#	#	#
Percentage of Tested Scoring 55–100	96%	90%	93%	#	#	#
Percentage of Tested Scoring 65–100	84%	80%	83%	#	#	#
Percentage of Tested Scoring 85–100	16%	15%	31%	#	#	#
Mathematics A						
Number Tested	25	31	21	2	3	2
Number Scoring 55–100	15	21	21	#	#	#
Number Scoring 65–100	11	15	19	#	#	#
Number Scoring 85–100	2	5	4	#	#	#
Percentage of Tested Scoring 55–100	60%	68%	100%	#	#	#
Percentage of Tested Scoring 65–100	44%	48%	90%	#	#	#
Percentage of Tested Scoring 85–100	8%	16%	19%	#	#	#
Mathematics B						
Number Tested	0	0	22	0	0	1
Number Scoring 55–100	0	0	9	0	0	#
Number Scoring 65–100	0	0	3	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	41%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	14%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	0	31	24	0	5	4
Number Scoring 55–100	0	29	19	0	4	#
Number Scoring 65–100	0	25	18	0	4	#
Number Scoring 85–100	0	9	5	0	1	#
Percentage of Tested Scoring 55–100	0%	94%	79%	0%	80%	#
Percentage of Tested Scoring 65–100	0%	81%	75%	0%	80%	#
Percentage of Tested Scoring 85–100	0%	29%	21%	0%	20%	#
U.S. History and Government						
Number Tested	46	24	27	3	0	5
Number Scoring 55–100	44	21	25	#	0	4
Number Scoring 65–100	35	18	22	#	0	3
Number Scoring 85–100	12	5	7	#	0	0
Percentage of Tested Scoring 55–100	96%	88%	93%	#	0%	80%
Percentage of Tested Scoring 65–100	76%	75%	81%	#	0%	60%
Percentage of Tested Scoring 85–100	26%	21%	26%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	29	30	36	5	2	11
Number Scoring 55–100	29	28	36	5	#	11
Number Scoring 65–100	29	27	31	5	#	7
Number Scoring 85–100	9	5	6	1	#	0
Percentage of Tested Scoring 55–100	100%	93%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	90%	86%	100%	#	64%
Percentage of Tested Scoring 85–100	31%	17%	17%	20%	#	0%
Physical Setting/Earth Science						
Number Tested	0	24	23	0	2	5
Number Scoring 55–100	0	24	23	0	#	5
Number Scoring 65–100	0	23	20	0	#	3
Number Scoring 85–100	0	11	8	0	#	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	96%	87%	0%	#	60%
Percentage of Tested Scoring 85–100	0%	46%	35%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	0	11	18	0	0	2
Number Scoring 55–100	0	11	18	0	0	#
Number Scoring 65–100	0	7	14	0	0	#
Number Scoring 85–100	0	2	0	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	64%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	18%	0%	0%	0%	#
Physical Setting/Physics						
Number Tested			4			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%

* 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
Comprehensive French						
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 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	15	9	21	0	0	1
Number Scoring 55–100	15	9	21	0	0	#
Number Scoring 65–100	15	8	21	0	0	#
Number Scoring 85–100	7	3	12	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	89%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	47%	33%	57%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	13	8	0	0	0	0
Number Scoring 55–100	12	6	0	0	0	0
Number Scoring 65–100	12	5	0	0	0	0
Number Scoring 85–100	6	1	0	0	0	0
Percentage of Tested Scoring 55–100	92%	75%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	62%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	12%	0%	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	23	100%	23	100%	0	0%
Students with Disabilities	6	100%	2	#	0	0%

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
Nov 2003	General-Education Students	34	0%	3%	68%	29%
	Students with Disabilities	5	60%	20%	20%	0%
	All Students	39	8%	5%	62%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	28	0%	54%	43%	4%
	Students with Disabilities	5	20%	60%	20%	0%
	All Students	33	3%	55%	39%	3%

(Form – I)

New York State Alternate Assessments (NYSAA)
2003–04

	Count of Students					
Test	**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

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	20	20	20	1	1	1	21	21	21
Number Scoring 55–64	#	#	#	#	#	#	2	1	1
Number Scoring 65–84	#	#	#	#	#	#	12	13	11
Number Scoring 85–100	#	#	#	#	#	#	5	5	9
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)