

New York State School Report Card Comprehensive Information Report

BEDS Code: 08-20-01-04-0004
 Name: Sherburne-Earlville Senior High School
 Principal: Keith L. Reed

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	176	178	161
Tenth	135	124	150
Eleventh	144	120	108
Twelfth	125	131	116
Ungraded Secondary	0	19	20
Total K-12 Enrollment	580	572	555

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	10	1.8%
Black (Not Hispanic)	4	0.7%	3	0.5%	3	0.5%
Hispanic	0	0.0%	1	0.2%	0	0.0%
White (Not Hispanic)	576	99.3%	568	99.3%	542	97.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	16	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	17	16
Mathematics Grade 10	11	0	0
Science Grade 10	21	0	21
Social Studies Grade 10	20	14	26

(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
46	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 lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	131	22.6%	128	22.4%	102	18.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		93.6%		93.3%
Student Suspensions	23	4.2%	29	5.0%	26	4.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.3%	10.0%	11.5%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	98%	99%	100%

Staff Counts

Staff	2004-05
Total Teachers	47
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	87	111	208
	Regents Diplomas	50	74	155
	% Regents Diplomas	57%	67%	75%
	Regents Diplomas with Advanced Designation**			49
	% Regents Diplomas with Advanced Designation			24%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	14	11	15
	Regents Diplomas	2	3	7
	% Regents Diplomas	14%	27%	47%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	4	11
All Students	Total Graduates*	101	122	223
	Regents Diplomas	52	77	162
	% Regents Diplomas	51%	63%	73%
	Regents Diplomas with Advanced Designation**			49
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	3	4	11

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	87	71	2	9	20	0	0	19
	Percent	42%	34%	1%	4%	10%	0%	0%	9%
Students with Disabilities	Number	2	9	0	2	0	0	0	2
	Percent	13%	60%	0%	13%	0%	0%	0%	13%
All Students	Number	89	80	2	11	20	0	0	21
	Percent	40%	36%	1%	5%	9%	0%	0%	9%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	17		23	4.7%	11	2.3%
	Entered GED Program*	4		2	0.4%	7	1.5%
	Total Noncompleters	21		25	5.1%	18	3.8%
Students with Disabilities	Dropped Out	5		6	5.1%	3	2.6%
	Entered GED Program*	2		0	0.0%	1	0.9%
	Total Noncompleters	7		6	5.1%	4	3.4%
All Students	Dropped Out	22	3.8%	29	4.8%	14	2.4%
	Entered GED Program*	6	1.0%	2	0.3%	8	1.4%
	Total Noncompleters	28	4.8%	31	5.1%	22	3.7%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	50	90%	44	82%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	48	94%	51	82%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	60%	3	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	67%	4	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	0	0%
Science	2	#	5	80%	1	#
Reading	1	#	2	#	3	#
Writing	1	#	1	#	3	#
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	2	#	3	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	26	73%	12	42%
Science	20	45%	19	58%	12	42%
Reading	4	#	4	#	5	20%
Writing	4	#	4	#	5	80%
Global Studies	5	20%	6	0%	6	0%
U.S. Hist & Gov't	26	15%	24	21%	22	18%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	139	124	115	15	15	13
Number Scoring 55-100	129	114	111	12	10	10
Number Scoring 65-100	113	106	102	5	8	7
Number Scoring 85-100	56	51	42	0	0	0
Percentage of Tested Scoring 55-100	93%	92%	97%	80%	67%	77%
Percentage of Tested Scoring 65-100	81%	85%	89%	33%	53%	54%
Percentage of Tested Scoring 85-100	40%	41%	37%	0%	0%	0%
Mathematics A						
Number Tested	173	97	118	14	15	12
Number Scoring 55-100	157	93	116	9	12	12
Number Scoring 65-100	131	88	112	7	12	11
Number Scoring 85-100	29	19	21	0	2	1
Percentage of Tested Scoring 55-100	91%	96%	98%	64%	80%	100%
Percentage of Tested Scoring 65-100	76%	91%	95%	50%	80%	92%
Percentage of Tested Scoring 85-100	17%	20%	18%	0%	13%	8%
Mathematics B						
Number Tested	0	64	73	0	2	2
Number Scoring 55-100	0	64	62	0	#	#
Number Scoring 65-100	0	64	52	0	#	#
Number Scoring 85-100	0	20	14	0	#	#
Percentage of Tested Scoring 55-100	0%	100%	85%	0%	#	#
Percentage of Tested Scoring 65-100	0%	100%	71%	0%	#	#
Percentage of Tested Scoring 85-100	0%	31%	19%	0%	#	#
Global History and Geography						
Number Tested	162	155	134	23	23	29
Number Scoring 55-100	154	137	122	21	16	22
Number Scoring 65-100	137	117	101	19	8	13
Number Scoring 85-100	54	54	40	2	2	1
Percentage of Tested Scoring 55-100	95%	88%	91%	91%	70%	76%
Percentage of Tested Scoring 65-100	85%	75%	75%	83%	35%	45%
Percentage of Tested Scoring 85-100	33%	35%	30%	9%	9%	3%
U.S. History and Government						
Number Tested	199	149	145	38	39	36
Number Scoring 55-100	172	110	107	19	20	11
Number Scoring 65-100	153	92	82	14	10	4
Number Scoring 85-100	35	34	43	2	0	1
Percentage of Tested Scoring 55-100	86%	74%	74%	50%	51%	31%
Percentage of Tested Scoring 65-100	77%	62%	57%	37%	26%	11%
Percentage of Tested Scoring 85-100	18%	23%	30%	5%	0%	3%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	126	146	96	8	34	14
Number Scoring 55-100	124	137	95	7	29	13
Number Scoring 65-100	116	123	87	6	22	8
Number Scoring 85-100	29	31	21	0	3	2
Percentage of Tested Scoring 55-100	98%	94%	99%	88%	85%	93%
Percentage of Tested Scoring 65-100	92%	84%	91%	75%	65%	57%
Percentage of Tested Scoring 85-100	23%	21%	22%	0%	9%	14%
Physical Setting/Earth Science						
Number Tested	105	112	121	12	7	21
Number Scoring 55-100	101	107	116	10	7	18
Number Scoring 65-100	90	99	94	7	7	12
Number Scoring 85-100	46	32	40	2	0	1
Percentage of Tested Scoring 55-100	96%	96%	96%	83%	100%	86%
Percentage of Tested Scoring 65-100	86%	88%	78%	58%	100%	57%
Percentage of Tested Scoring 85-100	44%	29%	33%	17%	0%	5%
Physical Setting/Chemistry						
Number Tested	61	46	55	0	1	2
Number Scoring 55-100	60	46	54	0	#	#
Number Scoring 65-100	53	44	53	0	#	#
Number Scoring 85-100	15	13	17	0	#	#
Percentage of Tested Scoring 55-100	98%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	87%	96%	96%	0%	#	#
Percentage of Tested Scoring 85-100	25%	28%	31%	0%	#	#
Physical Setting/Physics						
Number Tested		35	20		1	0
Number Scoring 55-100		35	20		#	0
Number Scoring 65-100		34	20		#	0
Number Scoring 85-100		10	10		#	0
Percentage of Tested Scoring 55-100		100%	100%		#	0%
Percentage of Tested Scoring 65-100		97%	100%		#	0%
Percentage of Tested Scoring 85-100		29%	50%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	43	48	36	1	3	0
Number Scoring 55-100	43	47	36	#	#	0
Number Scoring 65-100	42	46	36	#	#	0
Number Scoring 85-100	18	28	23	#	#	0
Percentage of Tested Scoring 55-100	100%	98%	100%	#	#	0%
Percentage of Tested Scoring 65-100	98%	96%	100%	#	#	0%
Percentage of Tested Scoring 85-100	42%	58%	64%	#	#	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	48	30	34	1	0	1
Number Scoring 55-100	48	30	34	#	0	#
Number Scoring 65-100	47	30	33	#	0	#
Number Scoring 85-100	26	19	13	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	98%	100%	97%	#	0%	#
Percentage of Tested Scoring 85-100	54%	63%	38%	#	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	111	111	111	16	16	16	127	127	127
Number Scoring 55–64	12	5	4	0	2	0	12	7	4
Number Scoring 65–84	40	61	47	6	5	8	46	66	55
Number Scoring 85–100	44	30	50	2	2	1	46	32	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)