



The New York State Report Card 2011–12

District **SHERBURNE-EARLVILLE CENTRAL
SCHOOL DISTRICT**
District ID **08-20-01-04-0000**
Superintendent **GAYLE HELLERT**
Telephone **(607) 674-7300**
Grades **PK-12, US**
Need/Resource
Capacity Category **High Need/Resource Rural
Districts**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	57	56	70
Kindergarten	115	100	116
Grade 1	114	112	80
Grade 2	92	97	113
Grade 3	94	93	96
Grade 4	100	96	96
Grade 5	113	103	97
Grade 6	106	109	100
Ungraded Elementary	1	5	0
Grade 7	113	113	114
Grade 8	111	114	110
Grade 9	127	116	115
Grade 10	116	125	107
Grade 11	119	113	115
Grade 12	134	111	113
Ungraded Secondary	6	4	9
Total K-12	1461	1411	1381

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	17	17	18
Grade 8			
English	17	16	18
Mathematics	16	14	18
Science	18	18	22
Social Studies	18	18	18
Grade 10			
English	15	16	16
Mathematics	12	11	12
Science		16	
Social Studies	14	14	15

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

1 Profile

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	501	34%	445	32%	534	39%
Reduced Price Lunch	256	18%	187	13%	164	12%
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	2	0%	1	0%
Black or African American	7	0%	6	0%	8	1%
Hispanic or Latino	16	1%	17	1%	16	1%
Asian or Native Hawaiian/Other Pacific Islander	5	0%	5	0%	6	0%
White	1430	98%	1381	98%	1350	98%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	51	3%	24	2%	28	2%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	158	151	142
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer than Three Years of Experience	6%	7%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	11%	10%
Total Number of Core Classes	380	362	338
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	1%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	634	657	584
Percent Taught by Teachers Without Appropriate Certification	2%	0%	2%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	7%	17%	30%
Turnover Rate of All Teachers	11%	15%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	7	8	13
Total Paraprofessionals*	54	54	55
Assistant Principals	2	3	2
Principals	3	3	3

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

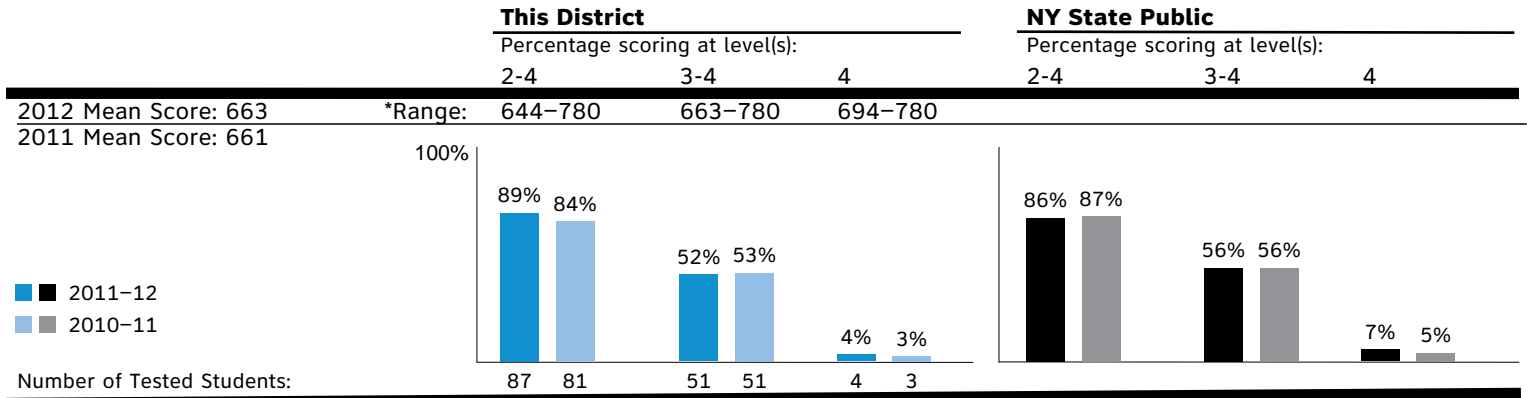
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 3 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	98	89%	52%	4%	97	84%	53%	3%
Female	52	92%	50%	6%	50	90%	54%	2%
Male	46	85%	54%	2%	47	77%	51%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American								
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	96	-	-	-	95	-	-	-
Multiracial								
Small Group Totals	98	89%	52%	4%	97	84%	53%	3%
General-Education Students	84	96%	57%	5%	81	95%	62%	4%
Students with Disabilities	14	43%	21%	0%	16	25%	6%	0%
English Proficient	98	89%	52%	4%	97	84%	53%	3%
Limited English Proficient								
Economically Disadvantaged	51	82%	37%	2%	61	80%	48%	0%
Not Disadvantaged	47	96%	68%	6%	36	89%	61%	8%
Migrant	2	-	-	-				
Not Migrant	96	-	-	-	97	84%	53%	3%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

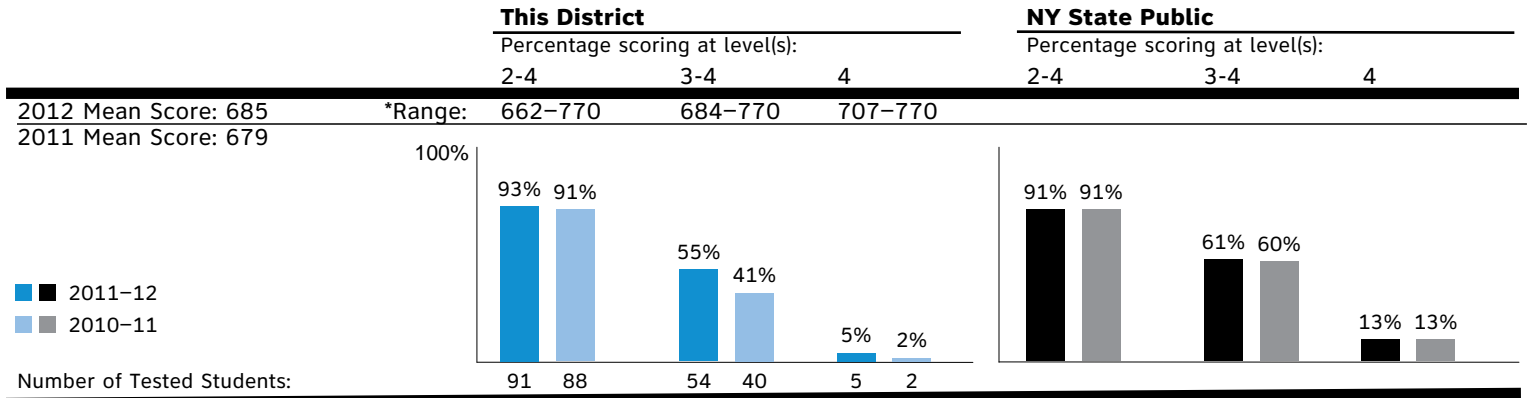
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 3 Mathematics



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	98	93%	55%	5%	97	91%	41%	2%
Female	52	94%	58%	6%	50	90%	40%	2%
Male	46	91%	52%	4%	47	91%	43%	2%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	96	-	-	-	95	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	98	93%	55%	5%	97	91%	41%	2%
General-Education Students	84	99%	63%	6%	81	95%	47%	1%
Students with Disabilities	14	57%	7%	0%	16	69%	13%	6%
English Proficient	98	93%	55%	5%	97	91%	41%	2%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	51	90%	53%	0%	61	90%	33%	2%
Not Disadvantaged	47	96%	57%	11%	36	92%	56%	3%
Migrant	2	-	-	-	-	-	-	-
Not Migrant	96	-	-	-	97	91%	41%	2%

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Other Assessments

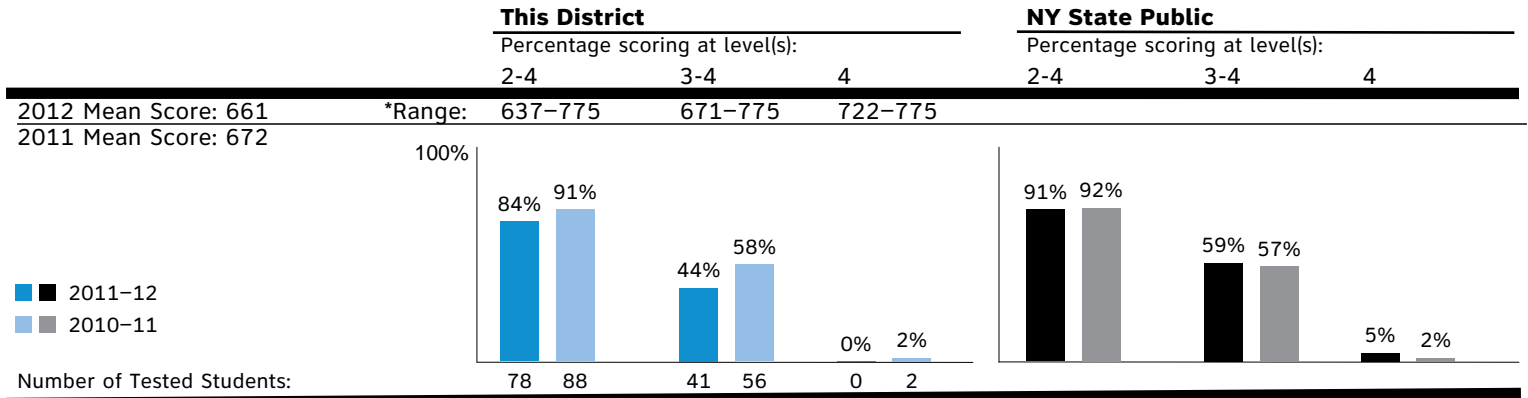
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 4 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	93	84%	44%	0%	97	91%	58%	2%
Female	46	93%	48%	0%	44	95%	50%	5%
Male	47	74%	40%	0%	53	87%	64%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	89	-	-	-	93	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	93	84%	44%	0%	97	91%	58%	2%
General-Education Students	72	97%	57%	0%	83	99%	64%	2%
Students with Disabilities	21	38%	0%	0%	14	43%	21%	0%
English Proficient	93	84%	44%	0%	97	91%	58%	2%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	50	88%	32%	0%	52	90%	54%	0%
Not Disadvantaged	43	79%	58%	0%	45	91%	62%	4%
Migrant	2	-	-	-	-	-	-	-
Not Migrant	91	-	-	-	97	91%	58%	2%

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Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

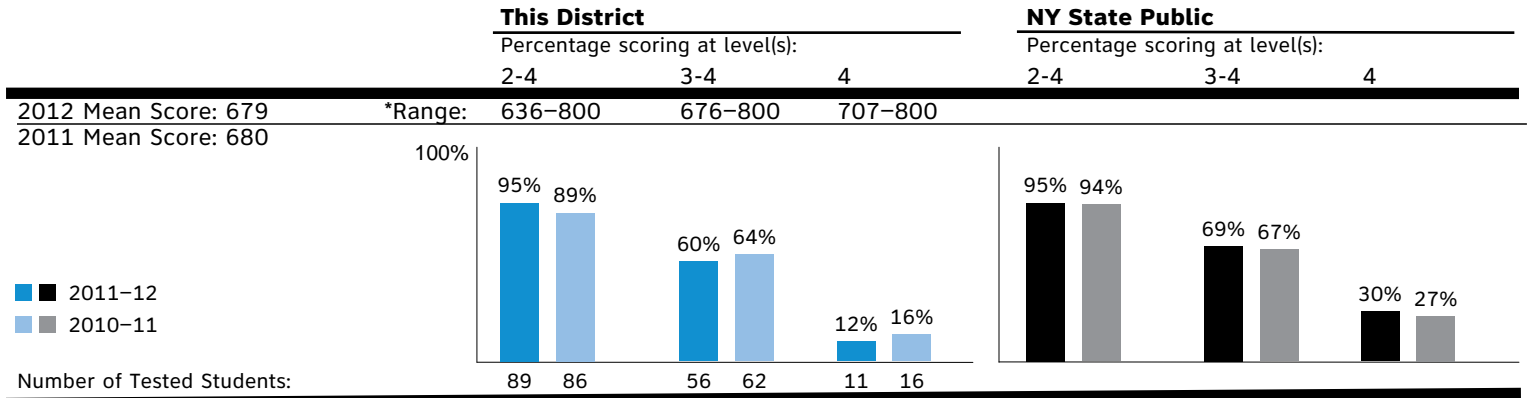
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 4 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	94	95%	60%	12%	97	89%	64%	16%
Female	47	98%	62%	9%	44	91%	61%	14%
Male	47	91%	57%	15%	53	87%	66%	19%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	90	-	-	-	93	-	-	-
Multiracial								
Small Group Totals	94	95%	60%	12%	97	89%	64%	16%
General-Education Students	73	100%	71%	15%	83	96%	70%	19%
Students with Disabilities	21	76%	19%	0%	14	43%	29%	0%
English Proficient	94	95%	60%	12%	97	89%	64%	16%
Limited English Proficient								
Economically Disadvantaged	51	98%	53%	4%	52	87%	58%	10%
Not Disadvantaged	43	91%	67%	21%	45	91%	71%	24%
Migrant	2	-	-	-				
Not Migrant	92	-	-	-	97	89%	64%	16%

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Other Assessments

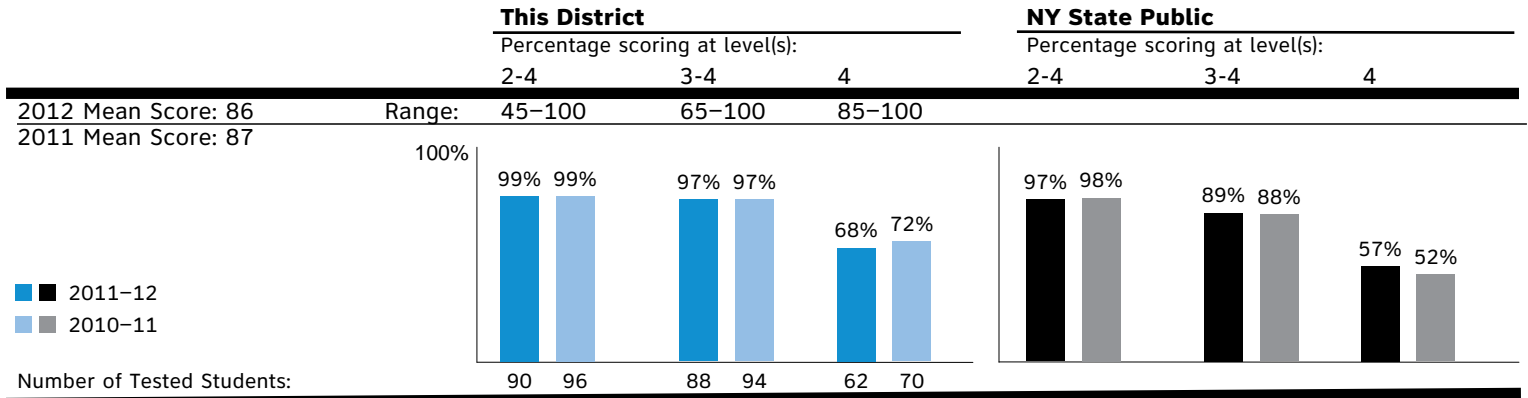
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				2	-	-	-

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	91	99%	97%	68%	97	99%	97%	72%
Female	45	100%	98%	76%	44	100%	98%	64%
Male	46	98%	96%	61%	53	98%	96%	79%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	87	-	-	-	93	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	91	99%	97%	68%	97	99%	97%	72%
General-Education Students	71	100%	100%	80%	83	100%	98%	76%
Students with Disabilities	20	95%	85%	25%	14	93%	93%	50%
English Proficient	91	99%	97%	68%	97	99%	97%	72%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	49	100%	100%	67%	52	100%	98%	62%
Not Disadvantaged	42	98%	93%	69%	45	98%	96%	84%
Migrant	2	-	-	-	-	-	-	-
Not Migrant	89	-	-	-	97	99%	97%	72%

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Other Assessments

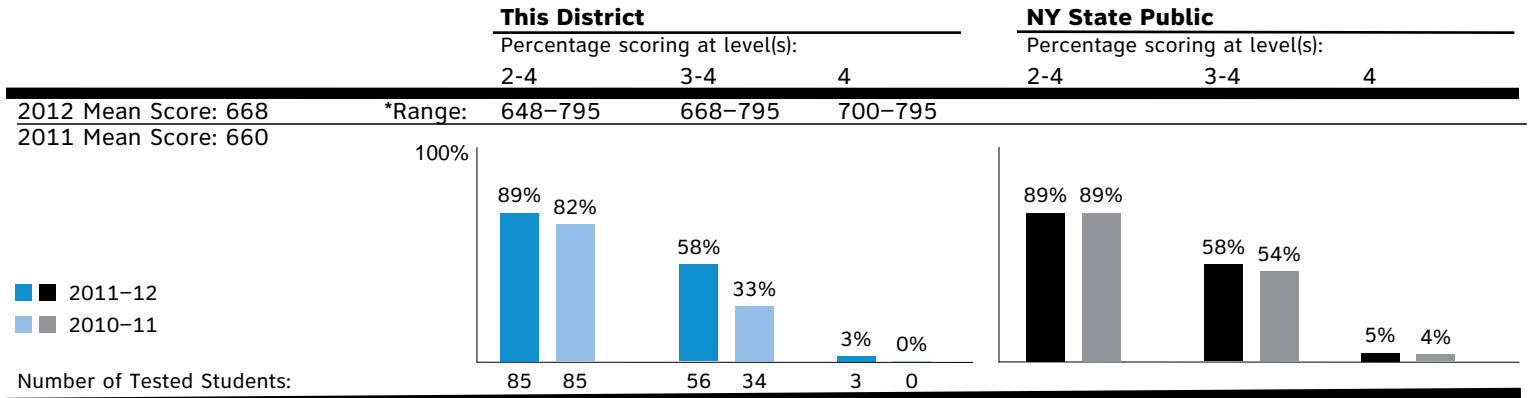
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0	-	-	-	2	-	-	-

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 5 English Language Arts



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	96	89%	58%	3%	104	82%	33%	0%
Female	44	89%	52%	2%	48	85%	29%	0%
Male	52	88%	63%	4%	56	79%	36%	0%
American Indian or Alaska Native								
Black or African American					1	-	-	-
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	93	-	-	-	102	-	-	-
Multiracial								
Small Group Totals	96	89%	58%	3%	104	82%	33%	0%
General-Education Students	77	97%	66%	4%	81	96%	41%	0%
Students with Disabilities	19	53%	26%	0%	23	30%	4%	0%
English Proficient	96	89%	58%	3%	104	82%	33%	0%
Limited English Proficient								
Economically Disadvantaged	52	85%	46%	0%	55	73%	22%	0%
Not Disadvantaged	44	93%	73%	7%	49	92%	45%	0%
Migrant	2	-	-	-				
Not Migrant	94	-	-	-	104	82%	33%	0%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

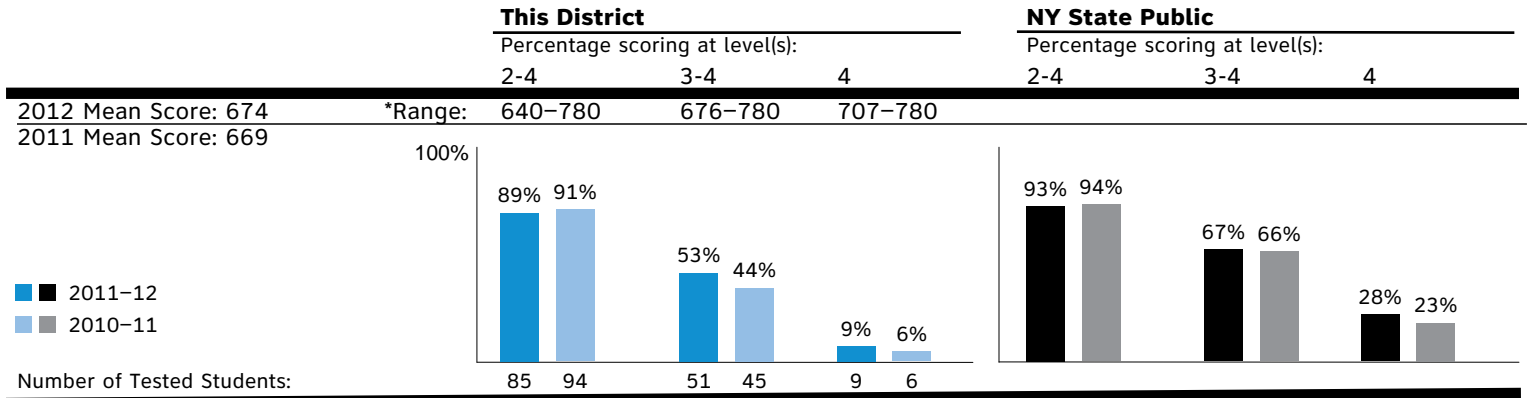
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 5 Mathematics



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	96	89%	53%	9%	103	91%	44%	6%
Female	44	86%	48%	7%	47	96%	36%	6%
Male	52	90%	58%	12%	56	88%	50%	5%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	93	-	-	-	101	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	96	89%	53%	9%	103	91%	44%	6%
General-Education Students	77	96%	60%	10%	80	98%	53%	6%
Students with Disabilities	19	58%	26%	5%	23	70%	13%	4%
English Proficient	96	89%	53%	9%	103	91%	44%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	52	83%	42%	4%	55	89%	31%	2%
Not Disadvantaged	44	95%	66%	16%	48	94%	58%	10%
Migrant	2	-	-	-	-	-	-	-
Not Migrant	94	-	-	-	103	91%	44%	6%

NOTES

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Other Assessments

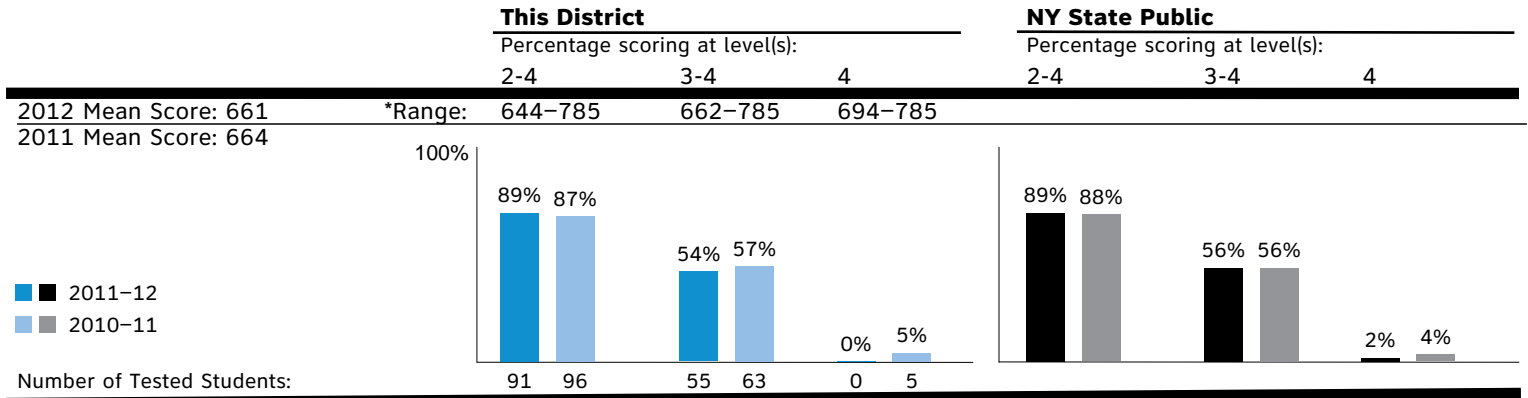
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	0	-	-	-

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 6 English Language Arts



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	102	89%	54%	0%	110	87%	57%	5%
Female	50	92%	58%	0%	59	88%	58%	5%
Male	52	87%	50%	0%	51	86%	57%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	99	-	-	-	109	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	102	89%	54%	0%	110	87%	57%	5%
General-Education Students	80	98%	65%	0%	82	98%	70%	6%
Students with Disabilities	22	59%	14%	0%	28	57%	21%	0%
English Proficient	102	89%	54%	0%	110	87%	57%	5%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	49	82%	53%	0%	58	81%	43%	2%
Not Disadvantaged	53	96%	55%	0%	52	94%	73%	8%
Migrant	1	-	-	-	-	-	-	-
Not Migrant	101	-	-	-	110	87%	57%	5%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

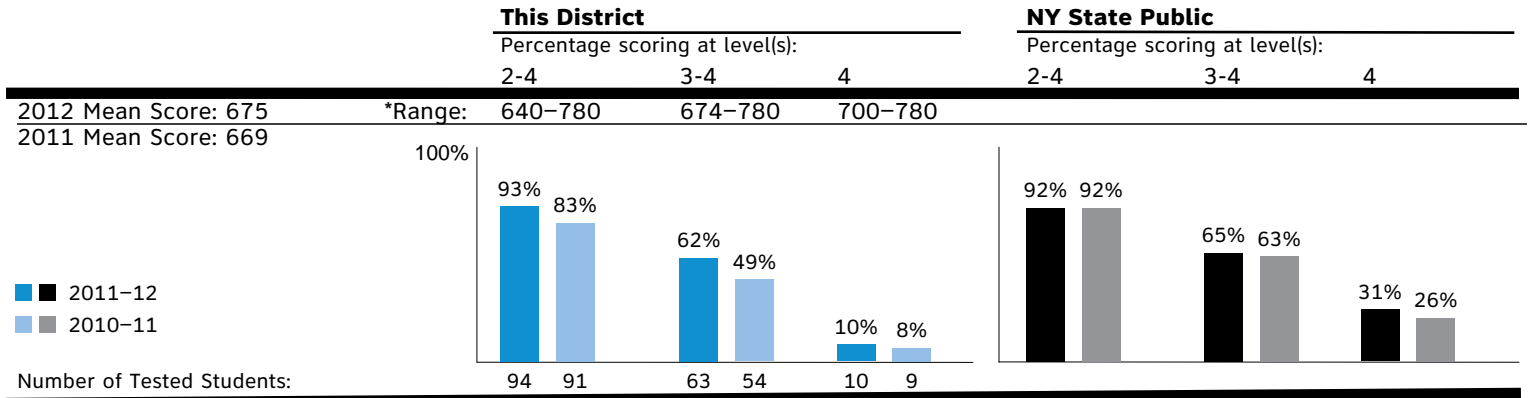
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 6 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	101	93%	62%	10%	110	83%	49%	8%
Female	50	94%	68%	12%	59	81%	44%	8%
Male	51	92%	57%	8%	51	84%	55%	8%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	98	–	–	–	109	–	–	–
Multiracial								
Small Group Totals	101	93%	62%	10%	110	83%	49%	8%
General-Education Students	80	100%	73%	13%	82	95%	62%	11%
Students with Disabilities	21	67%	24%	0%	28	46%	11%	0%
English Proficient	101	93%	62%	10%	110	83%	49%	8%
Limited English Proficient								
Economically Disadvantaged	48	88%	58%	4%	58	72%	36%	3%
Not Disadvantaged	53	98%	66%	15%	52	94%	63%	13%
Migrant	1	–	–	–				
Not Migrant	100	–	–	–	110	83%	49%	8%

NOTES

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Other Assessments

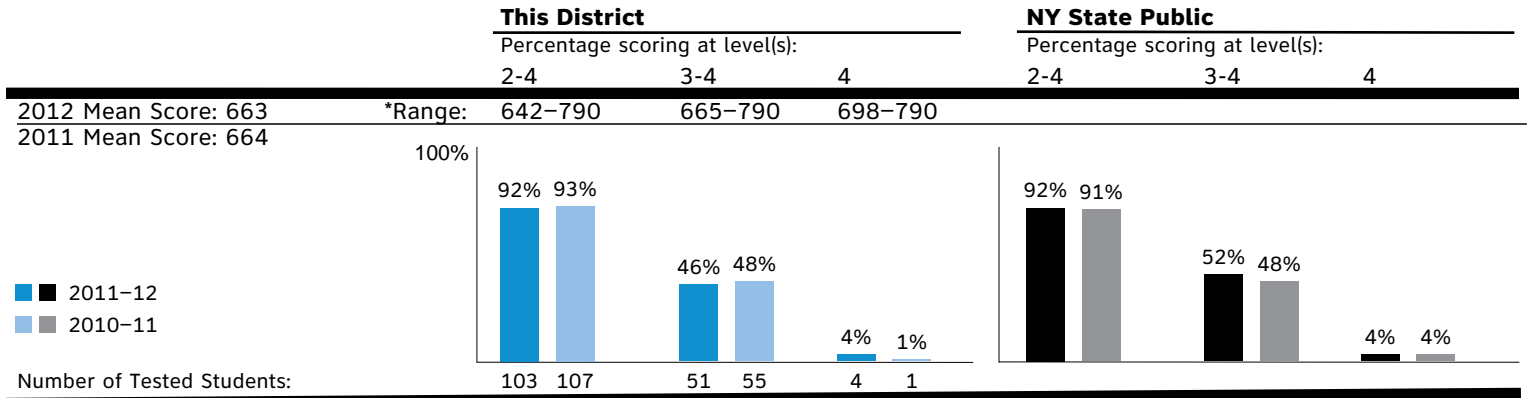
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				2	–	–	–

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 7 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	112	92%	46%	4%	115	93%	48%	1%
Female	62	97%	50%	5%	58	97%	59%	0%
Male	50	86%	40%	2%	57	89%	37%	2%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	110	–	–	–	114	–	–	–
Multiracial								
Small Group Totals	112	92%	46%	4%	115	93%	48%	1%
General-Education Students	78	100%	62%	5%	96	98%	56%	1%
Students with Disabilities	34	74%	9%	0%	19	68%	5%	0%
English Proficient	112	92%	46%	4%	115	93%	48%	1%
Limited English Proficient								
Economically Disadvantaged	53	91%	30%	2%	58	88%	41%	0%
Not Disadvantaged	59	93%	59%	5%	57	98%	54%	2%
Migrant	2	–	–	–				
Not Migrant	110	–	–	–	115	93%	48%	1%

NOTES

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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

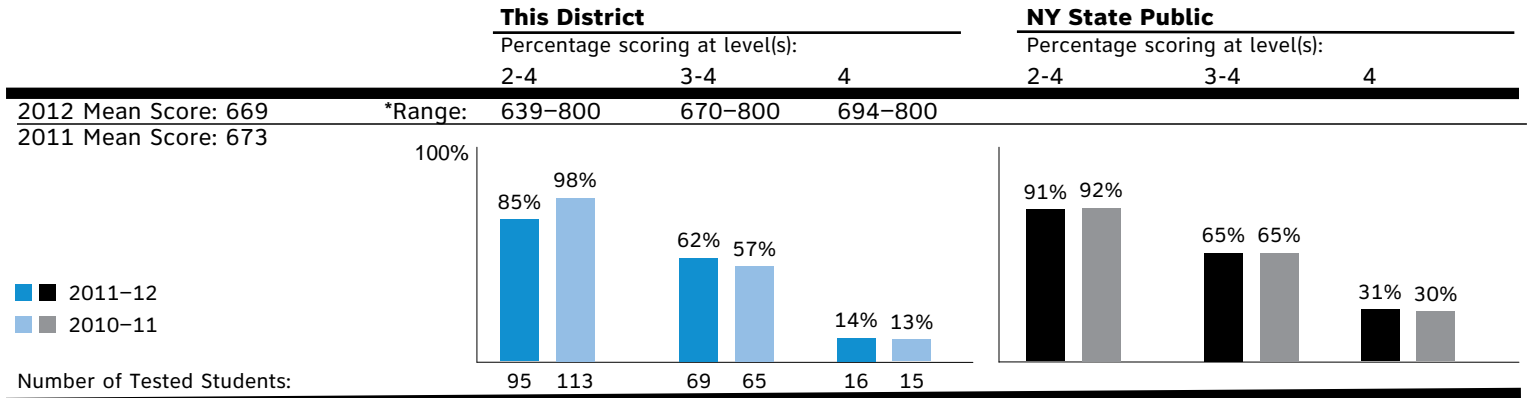
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 7 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	112	85%	62%	14%	115	98%	57%	13%
Female	62	87%	60%	13%	58	100%	52%	14%
Male	50	82%	64%	16%	57	96%	61%	12%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	110	-	-	-	114	-	-	-
Multiracial								
Small Group Totals	112	85%	62%	14%	115	98%	57%	13%
General-Education Students	79	99%	78%	20%	96	100%	63%	16%
Students with Disabilities	33	52%	21%	0%	19	89%	26%	0%
English Proficient	112	85%	62%	14%	115	98%	57%	13%
Limited English Proficient								
Economically Disadvantaged	52	79%	42%	12%	58	98%	43%	9%
Not Disadvantaged	60	90%	78%	17%	57	98%	70%	18%
Migrant	3	-	-	-				
Not Migrant	109	-	-	-	115	98%	57%	13%

NOTES

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Other Assessments

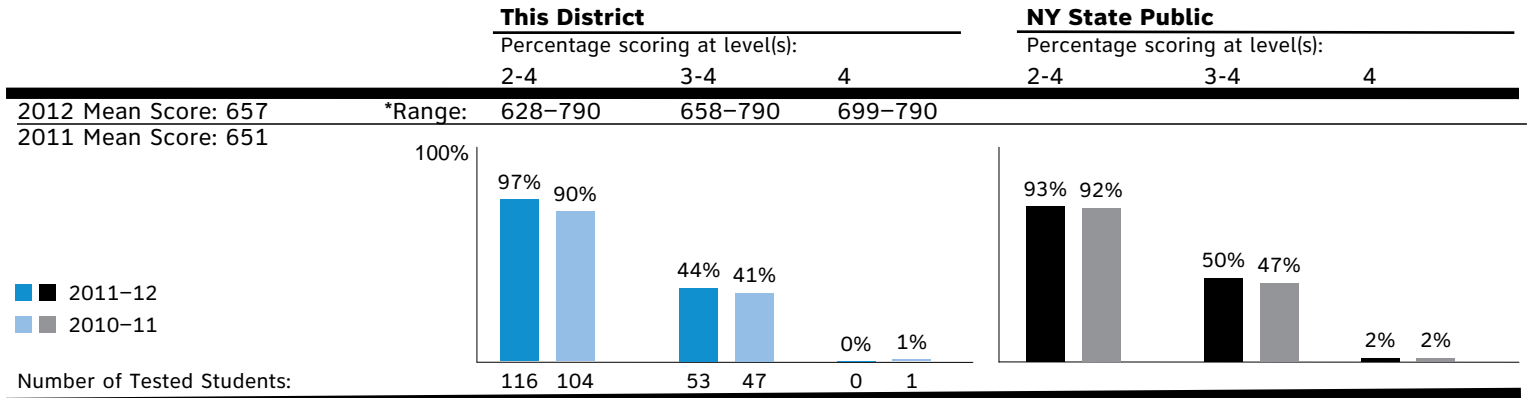
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	2	-	-	-

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 8 English Language Arts



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	120	97%	44%	0%	115	90%	41%	1%
Female	62	98%	50%	0%	60	95%	50%	2%
Male	58	95%	38%	0%	55	85%	31%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	119	-	-	-	113	-	-	-
Multiracial								
Small Group Totals	120	97%	44%	0%	115	90%	41%	1%
General-Education Students	103	99%	50%	0%	85	98%	53%	1%
Students with Disabilities	17	82%	12%	0%	30	70%	7%	0%
English Proficient	120	97%	44%	0%	115	90%	41%	1%
Limited English Proficient								
Economically Disadvantaged	50	94%	38%	0%	53	91%	40%	2%
Not Disadvantaged	70	99%	49%	0%	62	90%	42%	0%
Migrant								
Not Migrant	120	97%	44%	0%	115	90%	41%	1%

NOTES

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Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

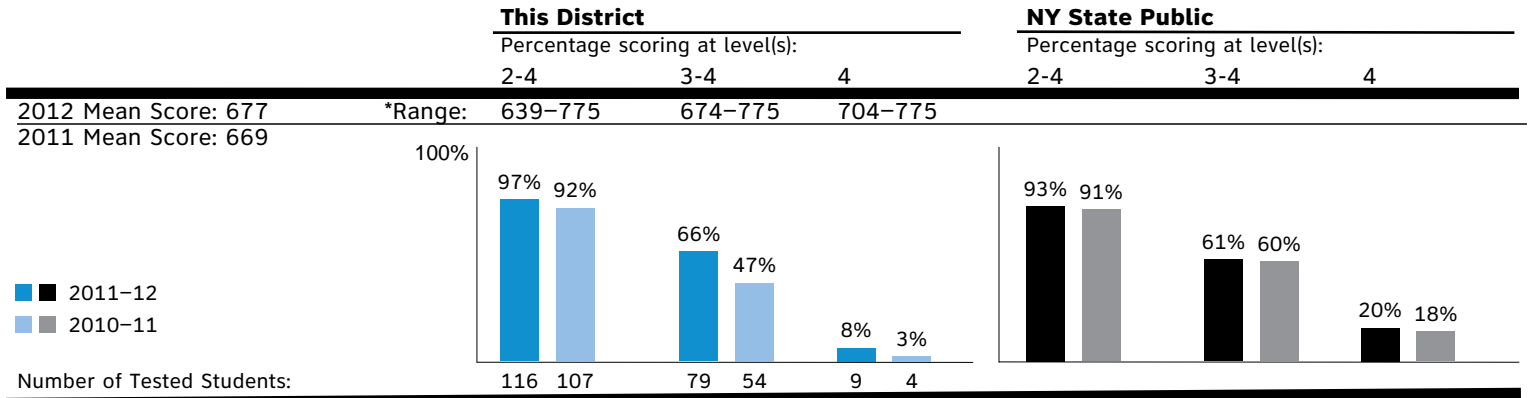
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Results in Grade 8 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	119	97%	66%	8%	116	92%	47%	3%
Female	61	100%	62%	10%	60	95%	57%	3%
Male	58	95%	71%	5%	56	89%	36%	4%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	118	–	–	–	114	–	–	–
Multiracial								
Small Group Totals	119	97%	66%	8%	116	92%	47%	3%
General-Education Students	102	99%	73%	9%	85	100%	59%	5%
Students with Disabilities	17	88%	29%	0%	31	71%	13%	0%
English Proficient	119	97%	66%	8%	116	92%	47%	3%
Limited English Proficient								
Economically Disadvantaged	50	96%	64%	2%	53	92%	42%	4%
Not Disadvantaged	69	99%	68%	12%	63	92%	51%	3%
Migrant								
Not Migrant	119	97%	66%	8%	116	92%	47%	3%

NOTES

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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	2	–	–	–

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

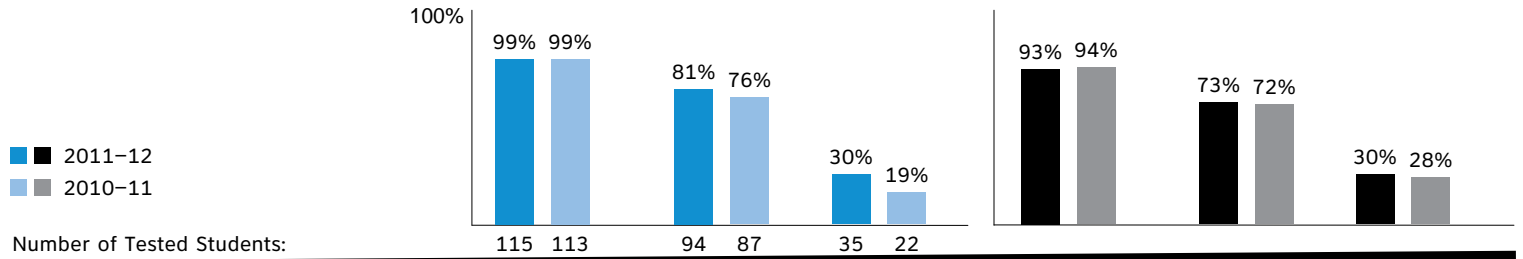
Results in Grade 8 Science

This District

Percentage scoring at level(s):
2-4 3-4 4

NY State Public

Percentage scoring at level(s):
2-4 3-4 4



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	116	99%	81%	30%	114	99%	76%	19%
Female	60	100%	82%	20%	59	100%	75%	22%
Male	56	98%	80%	41%	55	98%	78%	16%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	115	-	-	-	112	-	-	-
Multiracial								
Small Group Totals	116	99%	81%	30%	114	99%	76%	19%
General-Education Students	101	99%	84%	35%	84	100%	88%	23%
Students with Disabilities	15	100%	60%	0%	30	97%	43%	10%
English Proficient	116	99%	81%	30%	114	99%	76%	19%
Limited English Proficient								
Economically Disadvantaged	47	98%	81%	28%	51	100%	80%	18%
Not Disadvantaged	69	100%	81%	32%	63	98%	73%	21%
Migrant								
Not Migrant	116	99%	81%	30%	114	99%	76%	19%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	2	-	-	-
Regents Science	0				0			

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

NOTES

*Reporting standards not met.

**Rounds to 0.

Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

This District

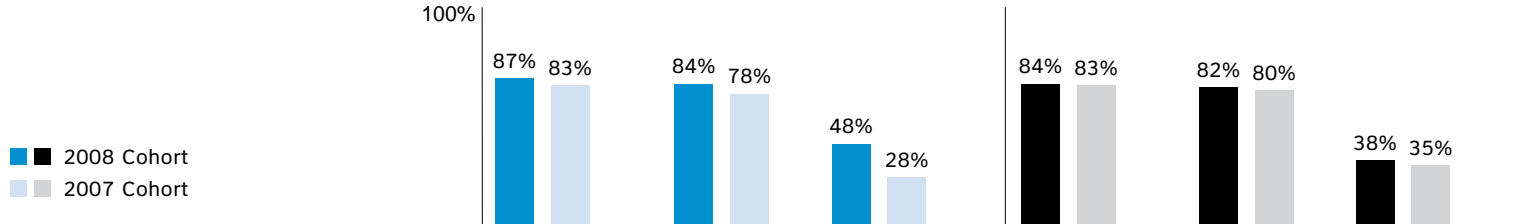
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	128	87%	84%	48%	123	83%	78%	28%
Female	61	89%	85%	56%	56	80%	77%	38%
Male	67	85%	84%	40%	67	85%	79%	19%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	125	-	-	-	120	-	-	-
Multiracial								
Small Group Totals	128	87%	84%	48%	123	83%	78%	28%
General-Education Students	113	89%	89%	53%	93	89%	88%	37%
Students with Disabilities	15	67%	47%	7%	30	63%	47%	0%
English Proficient	128	87%	84%	48%	123	83%	78%	28%
Limited English Proficient								
Economically Disadvantaged	50	86%	80%	40%	51	82%	76%	24%
Not Disadvantaged	78	87%	87%	53%	72	83%	79%	31%
Migrant								
Not Migrant	128	87%	84%	48%	123	83%	78%	28%

NOTES

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2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

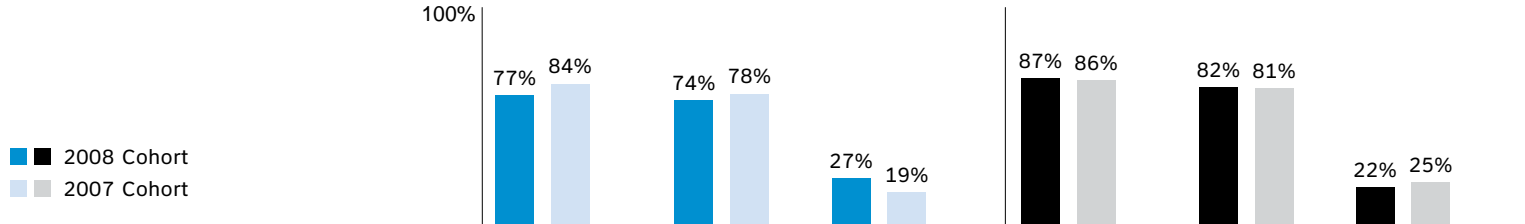
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	128	77%	74%	27%	123	84%	78%	19%
Female	61	80%	77%	26%	56	80%	79%	25%
Male	67	73%	72%	28%	67	87%	78%	13%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	125	-	-	-	120	-	-	-
Multiracial								
Small Group Totals	128	77%	74%	27%	123	84%	78%	19%
General-Education Students	113	82%	80%	30%	93	90%	86%	25%
Students with Disabilities	15	33%	33%	7%	30	63%	53%	0%
English Proficient	128	77%	74%	27%	123	84%	78%	19%
Limited English Proficient								
Economically Disadvantaged	50	72%	70%	18%	51	84%	76%	8%
Not Disadvantaged	78	79%	77%	33%	72	83%	79%	26%
Migrant								
Not Migrant	128	77%	74%	27%	123	84%	78%	19%

NOTES

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2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	128	6%	45%	33%	113	4%	47%	37%	15	27%	33%	0%
U.S. History and Government	128	5%	28%	52%	113	3%	30%	58%	15	20%	13%	7%
Science	128	4%	42%	48%	113	3%	40%	54%	15	13%	60%	0%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	2	—	—	—	—
Mathematics	2	—	—	—	—
Social Studies	2	—	—	—	—
Science	2	—	—	—	—

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2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	120	93%	88%	39%	100	100%	96%	46%	20	60%	45%	5%
	2010-11	112	96%	94%	52%	99	98%	98%	58%	13	85%	62%	8%
	2009-10	111	97%	92%	32%	90	100%	97%	40%	21	86%	71%	0%
Integrated Algebra	2011-12	109	95%	94%	19%	92	99%	98%	23%	17	76%	71%	0%
	2010-11	108	98%	94%	20%	95	99%	96%	23%	13	92%	77%	0%
	2009-10	114	99%	95%	30%	99	99%	97%	34%	15	100%	80%	0%
Geometry	2011-12	73	95%	89%	29%	72	—	—	—	1	—	—	—
	2010-11	84	99%	98%	40%	82	—	—	—	2	—	—	—
	2009-10	65	98%	95%	38%	65	98%	95%	38%	0	—	—	—
Algebra 2/Trigonometry	2011-12	60	93%	85%	40%	59	—	—	—	1	—	—	—
	2010-11	61	95%	89%	39%	61	95%	89%	39%	0	—	—	—
	2009-10	55	89%	80%	35%	54	—	—	—	1	—	—	—
Global History and Geography	2011-12	130	93%	80%	28%	111	95%	86%	33%	19	79%	47%	0%
	2010-11	148	78%	62%	23%	110	88%	75%	31%	38	50%	24%	0%
	2009-10	151	81%	66%	28%	111	91%	82%	38%	40	53%	23%	3%
U.S. History and Government	2011-12	126	92%	84%	44%	107	98%	93%	51%	19	58%	32%	5%
	2010-11	125	93%	85%	54%	107	96%	93%	63%	18	72%	39%	6%
	2009-10	131	93%	85%	47%	105	95%	92%	56%	26	85%	58%	12%
Living Environment	2011-12	96	97%	92%	45%	77	100%	96%	53%	19	84%	74%	11%
	2010-11	100	97%	92%	41%	89	99%	97%	45%	11	82%	55%	9%
	2009-10	147	96%	93%	37%	126	98%	94%	42%	21	86%	81%	5%
Physical Setting/Earth Science	2011-12	97	92%	81%	30%	90	94%	84%	32%	7	57%	43%	0%
	2010-11	117	97%	84%	37%	108	98%	87%	40%	9	89%	44%	0%
	2009-10	95	98%	94%	57%	91	—	—	—	4	—	—	—
Physical Setting/Chemistry	2011-12	64	100%	98%	30%	64	100%	98%	30%	0	—	—	—
	2010-11	61	98%	89%	33%	60	—	—	—	1	—	—	—
	2009-10	43	100%	100%	37%	43	100%	100%	37%	0	—	—	—
Physical Setting/Physics	2011-12	34	100%	91%	41%	33	—	—	—	1	—	—	—
	2010-11	19	100%	100%	53%	19	100%	100%	53%	0	—	—	—
	2009-10	22	100%	100%	59%	21	—	—	—	1	—	—	—

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2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	13	31%	0		13	31%
	2010-11	9	0%	0		9	0%
	2009-10	5	40%	0		5	40%
Science	2011-12	8	63%	0		8	63%
	2010-11	13	54%	0		13	54%
	2009-10	6	50%	0		6	50%
Reading	2011-12	8	13%	0		8	13%
	2010-11	4	—	1	—	3	—
	2009-10	8	75%	0		8	75%
Writing	2011-12	7	0%	0		7	0%
	2010-11	3	—	1	—	2	—
	2009-10	8	75%	0		8	75%
Global Studies	2011-12	3	—	0		3	—
	2010-11	23	9%	0		23	9%
	2009-10	21	19%	0		21	19%
U.S. History and Government	2011-12	9	22%	0		9	22%
	2010-11	10	10%	0		10	10%
	2009-10	4	—	0		4	—

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2 Student Performance

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

New York State English as a Second Language Achievement Test (NYSESLAT)

		<u>All Students</u>				<u>General-Education Students</u>				<u>Students with Disabilities</u>						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	1	-	-	-	-	1	-	-	-	-	0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades K-1)	2011-12	1	-	-	-	-	1	-	-	-	-	0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				

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3 Student Outcomes

District **SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT**

District ID **08-20-01-04-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	109		100		9	
	2010-11	109		86		23	
	2009-10	130		116		14	
Receiving a Regents Diploma	2011-12	97	89%	95	95%	2	22%
	2010-11	92	84%	82	95%	10	43%
	2009-10	112	86%	106	91%	6	43%
Receiving a Regents Diploma with Advanced Designation	2011-12	46	42%	46	46%	0	0%
	2010-11	42	39%	40	47%	2	9%
	2009-10	57	44%	57	49%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	1	N/A	0		1	N/A
	2010-11	6	N/A	0		6	N/A
	2009-10	4	N/A	0		4	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011-12	4	1%	3	1%	1	1%
	2010-11	8	1%	6	1%	2	2%
	2009-10	12	2%	10	2%	2	2%
Entered Approved High School Equivalency Preparation Program	2011-12	2	0%	2	1%	0	0%
	2010-11	8	1%	7	1%	1	1%
	2009-10	8	1%	7	1%	1	1%
Total Non-completers	2011-12	6	1%	5	1%	1	1%
	2010-11	16	3%	13	3%	3	2%
	2009-10	20	3%	17	3%	3	2%

Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	44	40%	44	44%	0	0%
To 2-year College	29	26%	27	27%	2	20%
To Other Post-secondary	7	6%	6	6%	1	10%
To the Military	8	7%	8	8%	0	0%
To Employment	21	19%	14	14%	7	70%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	1	1%	1	1%	0	0%