

New York State School Report Card

Comprehensive Information Report

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

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	22	26	36
First	24	32	24
Second	32	24	29
Third	33	24	24
Fourth	29	34	25
Fifth	32	37	36
Sixth	41	24	41
Ungraded Elementary	0	2	0
Seventh	28	35	22
Eighth	27	33	35
Ninth	32	38	39
Tenth	22	26	31
Eleventh	28	30	21
Twelfth	23	23	29
Ungraded Secondary	0	0	0
Total K-12 Enrollment	373	388	392

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%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	2	0.5%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	373	100.0%	388	100.0%	390	99.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	25	14	16
Common Branch	18	17	13
English Grade 8	12	16	17
Mathematics Grade 8	14	14	15
Science Grade 8	16	17	18
Social Studies Grade 8	16	16	18
English Grade 10	14	13	17
Mathematics Grade 10	19	10	14
Science Grade 10	23	13	14
Social Studies Grade 10	16	12	18

(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 Kindergarten 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

	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	81	21.7%	83	21.4%	79	20.2%

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		95.0%		95.0%		95.0%
Student Suspensions	12	3.2%	14	3.8%	11	2.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	13.4%	14.4%	12.5%
Public Assistance	31-40%	11-20%	11-20%
Student Stability	100%	91%	100%

Staff Counts

Staff	2004-05
Total Teachers	42
Total Other Professional Staff	1
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	27	19	24
	Regents Diplomas	13	11	20
	% Regents Diplomas	48%	58%	83%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	0	4
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	1	0
All Students	Total Graduates*	29	19	28
	Regents Diplomas	13	11	22
	% Regents Diplomas	45%	58%	79%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	0	1	0

* 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	14	6	0	0	2	0	1	1
	Percent	58%	25%	0%	0%	8%	0%	4%	4%
Students with Disabilities	Number	1	2	0	0	0	0	1	0
	Percent	25%	50%	0%	0%	0%	0%	25%	0%
All Students	Number	15	8	0	0	2	0	2	1
	Percent	54%	29%	0%	0%	7%	0%	7%	4%

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	1		2	2.1%	0	0.0%
	Entered GED Program*	0		0	0.0%	1	0.9%
	Total Noncompleters	1		2	2.1%	1	0.9%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	2		0	0.0%	0	0.0%
All Students	Dropped Out	2	1.9%	2	1.7%	0	0.0%
	Entered GED Program*	1	1.0%	0	0.0%	1	0.8%
	Total Noncompleters	3	2.9%	2	1.7%	1	0.8%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	-10	0
	Number of Students with Disabilities	0	10	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	54	80	90
	Number of Students with Disabilities	17	10	0
	Number of All Students	71	90	90
	Percent of Enrollment	74%	98%	92%
9-12	Number of General-Education Students	91	115	110
	Number of Students with Disabilities	14	5	0
	Number of All Students	105	120	110
	Percent of Enrollment	100%	103%	92%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	1	#	2	#
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	4	#	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(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	20	29	25	2	3	4
Number Scoring 55-100	18	27	24	#	#	#
Number Scoring 65-100	16	24	21	#	#	#
Number Scoring 85-100	3	9	9	#	#	#
Percentage of Tested Scoring 55-100	90%	93%	96%	#	#	#
Percentage of Tested Scoring 65-100	80%	83%	84%	#	#	#
Percentage of Tested Scoring 85-100	15%	31%	36%	#	#	#
Mathematics A						
Number Tested	31	21	35	3	2	4
Number Scoring 55-100	21	21	34	#	#	#
Number Scoring 65-100	15	19	32	#	#	#
Number Scoring 85-100	5	4	9	#	#	#
Percentage of Tested Scoring 55-100	68%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	48%	90%	91%	#	#	#
Percentage of Tested Scoring 85-100	16%	19%	26%	#	#	#
Mathematics B						
Number Tested	0	22	28	0	1	0
Number Scoring 55-100	0	9	13	0	#	0
Number Scoring 65-100	0	3	6	0	#	0
Number Scoring 85-100	0	0	0	0	#	0
Percentage of Tested Scoring 55-100	0%	41%	46%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	14%	21%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	#	0%
Global History and Geography						
Number Tested	31	24	37	5	4	7
Number Scoring 55-100	29	19	35	4	#	6
Number Scoring 65-100	25	18	30	4	#	5
Number Scoring 85-100	9	5	9	1	#	1
Percentage of Tested Scoring 55-100	94%	79%	95%	80%	#	86%
Percentage of Tested Scoring 65-100	81%	75%	81%	80%	#	71%
Percentage of Tested Scoring 85-100	29%	21%	24%	20%	#	14%
U.S. History and Government						
Number Tested	24	27	28	0	5	3
Number Scoring 55-100	21	25	26	0	4	#
Number Scoring 65-100	18	22	24	0	3	#
Number Scoring 85-100	5	7	11	0	0	#
Percentage of Tested Scoring 55-100	88%	93%	93%	0%	80%	#
Percentage of Tested Scoring 65-100	75%	81%	86%	0%	60%	#
Percentage of Tested Scoring 85-100	21%	26%	39%	0%	0%	#

(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	30	36	32	2	11	0
Number Scoring 55-100	28	36	32	#	11	0
Number Scoring 65-100	27	31	30	#	7	0
Number Scoring 85-100	5	6	12	#	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	#	100%	0%
Percentage of Tested Scoring 65-100	90%	86%	94%	#	64%	0%
Percentage of Tested Scoring 85-100	17%	17%	38%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	24	23	28	2	5	3
Number Scoring 55-100	24	23	28	#	5	#
Number Scoring 65-100	23	20	26	#	3	#
Number Scoring 85-100	11	8	8	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	96%	87%	93%	#	60%	#
Percentage of Tested Scoring 85-100	46%	35%	29%	#	0%	#
Physical Setting/Chemistry						
Number Tested	11	18	9	0	2	0
Number Scoring 55-100	11	18	9	0	#	0
Number Scoring 65-100	7	14	8	0	#	0
Number Scoring 85-100	2	0	1	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	64%	78%	89%	0%	#	0%
Percentage of Tested Scoring 85-100	18%	0%	11%	0%	#	0%
Physical Setting/Physics						
Number Tested		4	11		0	0
Number Scoring 55-100		#	10		0	0
Number Scoring 65-100		#	8		0	0
Number Scoring 85-100		#	2		0	0
Percentage of Tested Scoring 55-100		#	91%		0%	0%
Percentage of Tested Scoring 65-100		#	73%		0%	0%
Percentage of Tested Scoring 85-100		#	18%		0%	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	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	9	21	15	0	1	0
Number Scoring 55-100	9	21	15	0	#	0
Number Scoring 65-100	8	21	15	0	#	0
Number Scoring 85-100	3	12	4	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	89%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	33%	57%	27%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	27	0%	7%	44%	48%
	Students with Disabilities	6	17%	17%	67%	0%
	All Students	33	3%	9%	48%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	29	0%	14%	76%	10%
	Students with Disabilities	8	0%	25%	75%	0%
	All Students	37	0%	16%	76%	8%

(Form – I)

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	27	27	27	4	4	4	31	31	31
Number Scoring 55–64	#	#	#	#	#	#	3	3	0
Number Scoring 65–84	#	#	#	#	#	#	16	19	18
Number Scoring 85–100	#	#	#	#	#	#	12	8	13
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade K–1)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2–4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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 – K)