

New York State School Report Card Comprehensive Information Report

BEDS Code: 54-12-01-04-0003

Grade Range : 7-12

Name: Schoharie High School

Principal: Stacey Adams

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	87	90	95
Eighth	109	83	79
Ninth	114	122	84
Tenth	108	111	104
Eleventh	76	92	88
Twelfth	98	83	93
Ungraded Secondary	19	19	22
Total K-12 Enrollment	611	600	565

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.5%	4	0.7%	1	0.2%
Black (Not Hispanic)	4	0.7%	2	0.3%	3	0.5%
Hispanic	1	0.2%	4	0.7%	5	0.9%
White (Not Hispanic)	603	98.7%	590	98.3%	556	98.4%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	13	19
Mathematics Grade 8	20	15	20
Science Grade 8	22	15	20
Social Studies Grade 8	20	17	17
English Grade 10	16	19	19
Mathematics Grade 10	9	0	10
Science Grade 10	15	14	17
Social Studies Grade 10	18	19	20

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	107	17.5%	106	17.7%	100	17.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		94.2%		93.6%
Student Suspensions	46	7.3%	37	6.1%	34	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.2%	6.8%	11.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	54
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	88	85	97%	70	37	53%	84	53	63%
Students with Disabilities	7	0	0%	4	0	0%	10	2	20%
All Students	95	85	89%	74	37	50%	94	55	59%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	20	54	4	5	11	0
Percent	21%	57%	4%	5%	12%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
10	2	9	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			7		1	
	Entered GED Program*			3		3	
	Total Noncompleters			10		4	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		1	
	Total Noncompleters			2		1	
All Students	Dropped Out	6	1.5%	9	2.1%	1	0.3%
	Entered GED Program*	1	0.2%	3	0.7%	4	1.0%
	Total Noncompleters	7	1.7%	12	2.8%	5	1.3%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	141
	Number of Students with Disabilities		0	33
	Number of All Students		0	174
	Percent of Enrollment		0%	96%
9-12	Number of General-Education Students		0	293
	Number of Students with Disabilities		0	76
	Number of All Students		0	369
	Percent of Enrollment		0%	96%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	87%	0	0%	19	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	57	93%	0	0%	35	97%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
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%	3	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	6	100%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	16	94%
Science	0	0%	0	0%	25	84%
Reading	7	100%	0	0%	10	100%
Writing	8	100%	0	0%	9	100%
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	2	#	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	77	94	77	5	8	11
Number Scoring 55–100	74	90	70	4	7	9
Number Scoring 65–100	70	75	57	3	3	5
Number Scoring 85–100	15	27	21	0	0	0
Percentage of Tested Scoring 55–100	96%	96%	91%	80%	88%	82%
Percentage of Tested Scoring 65–100	91%	80%	74%	60%	38%	45%
Percentage of Tested Scoring 85–100	19%	29%	27%	0%	0%	0%
Mathematics A						
Number Tested	29	59	145	0	9	18
Number Scoring 55–100	6	24	125	0	6	14
Number Scoring 65–100	1	7	107	0	2	13
Number Scoring 85–100	0	0	22	0	0	0
Percentage of Tested Scoring 55–100	21%	41%	86%	0%	67%	78%
Percentage of Tested Scoring 65–100	3%	12%	74%	0%	22%	72%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	102	95	106	10	10	11
Number Scoring 55–100	101	88	104	10	9	11
Number Scoring 65–100	95	81	97	8	9	9
Number Scoring 85–100	28	20	45	1	1	0
Percentage of Tested Scoring 55–100	99%	93%	98%	100%	90%	100%
Percentage of Tested Scoring 65–100	93%	85%	92%	80%	90%	82%
Percentage of Tested Scoring 85–100	27%	21%	42%	10%	10%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	71	102	84	4	10	11
Number Scoring 55–100	66	100	82	#	10	11
Number Scoring 65–100	62	92	74	#	8	8
Number Scoring 85–100	31	24	24	#	0	0
Percentage of Tested Scoring 55–100	93%	98%	98%	#	100%	100%
Percentage of Tested Scoring 65–100	87%	90%	88%	#	80%	73%
Percentage of Tested Scoring 85–100	44%	24%	29%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	72	58	86	0	1	10
Number Scoring 55–100	72	58	85	0	#	10
Number Scoring 65–100	72	58	85	0	#	10
Number Scoring 85–100	25	19	32	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	#	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	0%	#	100%
Percentage of Tested Scoring 85–100	35%	33%	37%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	72	103	85	6	12	19
Number Scoring 55–100	64	100	78	1	11	14
Number Scoring 65–100	58	86	67	1	9	13
Number Scoring 85–100	22	26	16	0	0	0
Percentage of Tested Scoring 55–100	89%	97%	92%	17%	92%	74%
Percentage of Tested Scoring 65–100	81%	83%	79%	17%	75%	68%
Percentage of Tested Scoring 85–100	31%	25%	19%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		38	37		2	2
Number Scoring 55–100		35	36		#	#
Number Scoring 65–100		26	27		#	#
Number Scoring 85–100		3	3		#	#
Percentage of Tested Scoring 55–100		92%	97%		#	#
Percentage of Tested Scoring 65–100		68%	73%		#	#
Percentage of Tested Scoring 85–100		8%	8%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	20	12	12	0	0	0
Number Scoring 55–100	18	9	12	0	0	0
Number Scoring 65–100	15	9	12	0	0	0
Number Scoring 85–100	0	1	5	0	0	0
Percentage of Tested Scoring 55–100	90%	75%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	75%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	8%	42%	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	61	38	50	0	0	0
Number Scoring 55–100	55	36	47	0	0	0
Number Scoring 65–100	49	30	43	0	0	0
Number Scoring 85–100	16	10	13	0	0	0
Percentage of Tested Scoring 55–100	90%	95%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	79%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	26%	26%	26%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	78	81	8	0	3	0
Number Scoring 55–100	49	60	6	0	#	0
Number Scoring 65–100	35	43	5	0	#	0
Number Scoring 85–100	14	13	2	0	#	0
Percentage of Tested Scoring 55–100	63%	74%	75%	0%	#	0%
Percentage of Tested Scoring 65–100	45%	53%	62%	0%	#	0%
Percentage of Tested Scoring 85–100	18%	16%	25%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	34	43	38	0	0	1
Number Scoring 55–100	32	40	32	0	0	#
Number Scoring 65–100	32	36	28	0	0	#
Number Scoring 85–100	18	16	7	0	0	#
Percentage of Tested Scoring 55–100	94%	93%	84%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	84%	74%	0%	0%	#
Percentage of Tested Scoring 85–100	53%	37%	18%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	65	100%	46	100%	23	100%
Students with Disabilities	9	100%	14	79%	12	75%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	65	2%	45%	49%	5%
	Students with Disabilities	12	8%	75%	8%	8%
	All Students	77	3%	49%	43%	5%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	84	84	84	18	18	18	102	102	102
Number Scoring 55–64	1	4	2	2	1	0	3	5	2
Number Scoring 65–84	57	56	52	6	6	4	63	62	56
Number Scoring 85–100	25	22	28	0	0	0	25	22	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)