

New York State District Report Card Comprehensive Information Report

BEDS Code: 54-14-01-04-0000

Name: Sharon Springs Central School District

Superintendent: Linda Tharp

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	22	22	22
First	36	22	24
Second	32	32	32
Third	30	31	33
Fourth	29	30	29
Fifth	38	31	32
Sixth	30	38	41
Ungraded Elementary	0	1	0
Seventh	29	29	28
Eighth	30	27	27
Ninth	27	34	32
Tenth	32	23	22
Eleventh	21	26	28
Twelfth	38	24	23
Ungraded Secondary	0	1	0
Total K-12 Enrollment	394	371	373

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	1	0.3%	0	0.0%	0	0.0%
White (Not Hispanic)	393	99.7%	371	100.0%	373	100.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	12	10	25
Common Branch	17	15	18
English Grade 8	14	11	12
Mathematics Grade 8	13	12	14
Science Grade 8	15	14	16
Social Studies Grade 8	14	14	16
English Grade 10	15	11	14
Mathematics Grade 10	20	14	19
Science Grade 10	13	12	23
Social Studies Grade 10	16	22	16

(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
NA	NA

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	2	0.5%	0	0.0%	0	0.0%
Eligible for Free Lunch	108	27.4%	53	14.3%	81	21.7%

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		95.5%		95.4%		95.7%
Student Suspensions	3	0.7%	7	1.8%	12	3.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.2%	18.6%	13.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	36
Total Other Professional Staff	5
Total Paraprofessionals	10
Teaching Out of Certification*	4
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	31	18	58%	24	13	54%	27	13	48%
Students with Disabilities	3	0	0%	0	0	0%	2	0	0%
All Students	34	18	53%	24	13	54%	29	13	45%

*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	8	13	0	0	4	4
Percent	28%	45%	0%	0%	14%	14%

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)
2	0	0	2

*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			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			1		1	
	Total Noncompleters			3		2	
All Students	Dropped Out	3	2.5%	3	2.8%	2	1.9%
	Entered GED Program*	0	0.0%	1	0.9%	1	1.0%
	Total Noncompleters	3	2.5%	4	3.7%	3	2.9%

*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		51	54
	Number of Students with Disabilities		7	17
	Number of All Students		58	71
	Percent of Enrollment		61%	74%
9-12	Number of General-Education Students		98	91
	Number of Students with Disabilities		10	14
	Number of All Students		108	105
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(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%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	0	0%
Science	2	#	2	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	26	25	20	0	2	2
Number Scoring 55–100	25	24	18	0	#	#
Number Scoring 65–100	19	21	16	0	#	#
Number Scoring 85–100	0	4	3	0	#	#
Percentage of Tested Scoring 55–100	96%	96%	90%	0%	#	#
Percentage of Tested Scoring 65–100	73%	84%	80%	0%	#	#
Percentage of Tested Scoring 85–100	0%	16%	15%	0%	#	#
Mathematics A						
Number Tested	0	25	31	0	2	3
Number Scoring 55–100	0	15	21	0	#	#
Number Scoring 65–100	0	11	15	0	#	#
Number Scoring 85–100	0	2	5	0	#	#
Percentage of Tested Scoring 55–100	0%	60%	68%	0%	#	#
Percentage of Tested Scoring 65–100	0%	44%	48%	0%	#	#
Percentage of Tested Scoring 85–100	0%	8%	16%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested	9	0	0	1	0	0
Number Scoring 55–100	8	0	0	#	0	0
Number Scoring 65–100	6	0	0	#	0	0
Number Scoring 85–100	0	0	0	#	0	0
Percentage of Tested Scoring 55–100	89%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	67%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	#	0%	0%
Global History and Geography						
Number Tested	32	0	31	2	0	5
Number Scoring 55–100	32	0	29	#	0	4
Number Scoring 65–100	29	0	25	#	0	4
Number Scoring 85–100	5	0	9	#	0	1
Percentage of Tested Scoring 55–100	100%	0%	94%	#	0%	80%
Percentage of Tested Scoring 65–100	91%	0%	81%	#	0%	80%
Percentage of Tested Scoring 85–100	16%	0%	29%	#	0%	20%
U.S. History and Government (first administered June 2001)						
Number Tested	24	46	24	2	3	0
Number Scoring 55–100	22	44	21	#	#	0
Number Scoring 65–100	19	35	18	#	#	0
Number Scoring 85–100	4	12	5	#	#	0
Percentage of Tested Scoring 55–100	92%	96%	88%	#	#	0%
Percentage of Tested Scoring 65–100	79%	76%	75%	#	#	0%
Percentage of Tested Scoring 85–100	17%	26%	21%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	28	29	30	1	5	2
Number Scoring 55–100	28	29	28	#	5	#
Number Scoring 65–100	26	29	27	#	5	#
Number Scoring 85–100	5	9	5	#	1	#
Percentage of Tested Scoring 55–100	100%	100%	93%	#	100%	#
Percentage of Tested Scoring 65–100	93%	100%	90%	#	100%	#
Percentage of Tested Scoring 85–100	18%	31%	17%	#	20%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	23	0	24	2	0	2
Number Scoring 55–100	22	0	24	#	0	#
Number Scoring 65–100	19	0	23	#	0	#
Number Scoring 85–100	4	0	11	#	0	#
Percentage of Tested Scoring 55–100	96%	0%	100%	#	0%	#
Percentage of Tested Scoring 65–100	83%	0%	96%	#	0%	#
Percentage of Tested Scoring 85–100	17%	0%	46%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	11		0	0
Number Scoring 55–100		0	11		0	0
Number Scoring 65–100		0	7		0	0
Number Scoring 85–100		0	2		0	0
Percentage of Tested Scoring 55–100		0%	100%		0%	0%
Percentage of Tested Scoring 65–100		0%	64%		0%	0%
Percentage of Tested Scoring 85–100		0%	18%		0%	0%
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	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	15	15	9	0	0	0
Number Scoring 55–100	15	15	9	0	0	0
Number Scoring 65–100	15	15	8	0	0	0
Number Scoring 85–100	13	7	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	87%	47%	33%	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	23	7	1	0	0	0
Number Scoring 55–100	17	5	#	0	0	0
Number Scoring 65–100	13	4	#	0	0	0
Number Scoring 85–100	5	1	#	0	0	0
Percentage of Tested Scoring 55–100	74%	71%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	57%	57%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	14%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	12	13	8	0	0	0
Number Scoring 55–100	11	12	6	0	0	0
Number Scoring 65–100	11	12	5	0	0	0
Number Scoring 85–100	0	6	1	0	0	0
Percentage of Tested Scoring 55–100	92%	92%	75%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	92%	62%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	46%	12%	0%	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	24	96%	23	100%	23	100%
Students with Disabilities	1	#	6	100%	2	#

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	25	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	27	0%	11%	59%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	24	0%	25%	71%	4%
	Students with Disabilities	5	20%	40%	40%	0%
	All Students	29	3%	28%	66%	3%

(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	18	18	18	3	3	3	21	21	21
Number Scoring 55–64	#	#	#	#	#	#	1	3	3
Number Scoring 65–84	#	#	#	#	#	#	0	10	12
Number Scoring 85–100	#	#	#	#	#	#	0	5	4
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)