

CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

- **2012-2013 PROPOSED 3-PART BUDGET**
- **FISCAL ACCOUNTABILITY SUPPLEMENTS**
- **PROPERTY TAX REPORT CARD**
- **ADMINISTRATIVE COMPENSATION INFORMATION**
- **EXEMPTION IMPACT REPORT**
- **DISTRICT REPORT CARD**



**CHENANGO VALLEY CSD
2012-2013 PROPOSED BUDGET**

Program Component		2011-2012 Approved Budget	2012-2013 Proposed Budget	Variance
Teaching - Regular School	Salaries for all regular classroom teachers, teacher aides, substitutes, and costs of classroom textbooks, supplies, equipment and contractual expenses.	\$ 8,126,618	\$ 8,464,803	\$ 338,185
Instruction - Special Programs	Salaries for teachers and teacher aides for pupils with special education needs, costs of supplies, equipment and contractual expenses for these programs.	\$ 2,884,590	\$ 3,096,748	\$ 212,158
Instructional Media	Salaries for librarians, teacher aides, and computer technology staff; equipment, supplies and contractual costs including computer-assisted instruction.	\$ 1,369,762	\$ 1,378,452	\$ 8,690
upil Personnel Services	Salaries for guidance department, registered nurses, psychologists and social workers, related supplies and contractual expenses.	\$ 943,183	\$ 979,853	\$ 36,670
Co-Curricular Activities & Interscholastic Athletics	Salaries for Athletic personnel including coaches and advisors for extracurricular activities	\$ 568,238	\$ 521,078	\$ (47,160)
Transportation	Costs for transportation including salaries, supplies, equipment, and contractual expenses	\$ 1,058,288	\$ 1,013,492	\$ (44,796)
Interfund Transfer-Special Aid Fund and Cafeteria Fund	District support of the school lunch program and the summer special education program. Reduction in this line as a result of the cafeteria no longer needing district support	\$ 58,500	\$ 18,500	\$ (40,000)
Community Services	Salaries for community swim program.	\$ 7,300	\$ 7,300	\$ -
Employee Benefits	These benefits are required by law or contract and include items like retirement, social security, workers compensation, insurance, etc. for employees in the instructional area.	\$ 7,506,778	\$ 7,846,312	\$ 339,534
Program Component Totals		\$ 22,523,257	\$ 23,326,537	\$ 803,280

**CHENANGO VALLEY CSD
2012-2013 PROPOSED BUDGET**

Administrative Component		2011-2012 Approved Budget	2012-2013 Proposed Budget	Variance
Board of Education	District Clerk salary, election supplies, memberships and conferences.	\$ 43,107	\$ 41,167	\$ (1,940)
District Administration	Salaries for Superintendent, Assistant Superintendent, and secretaries; supplies, memberships and conferences.	\$ 337,341	\$ 344,526	\$ 7,185
Business Office & Finance	Salaries for Personnel and Business Office; audit, legal and fiscal agent expenses.	\$ 588,580	\$ 579,312	\$ (9,268)
Central Services	Insurances, printing and postage, public information, and BOCES administrative costs.	\$ 431,972	\$ 407,638	\$ (24,334)
Supervision/ Curriculum Development	Salaries for Principals, secretarial staff, supplies, memberships and conferences.	\$ 602,509	\$ 615,134	\$ 12,625
Employee Benefits	These benefits are required by law or contract, including retirement, social security, workers' compensation, insurance, etc. for employees in the general support budget area.	\$ 771,826	\$ 792,216	\$ 20,390
Administrative Component Totals		\$ 2,775,335	\$ 2,779,993	\$ 4,658

**CHENANGO VALLEY CSD
2012-2013 PROPOSED BUDGET**

Capital Component		2011-2012 Approved Budget	2012-2013 Proposed Budget	Variance
Operations and Maintenance	Salaries for Director of Facilities, maintenance, and custodial staffs; supplies, equipment, and utility costs.	\$ 2,304,681	\$ 2,208,499	\$ (96,182)
Debt Service	Annual bond redemption and interest costs.	\$ 3,471,709	\$ 3,284,757	\$ (186,952)
Employee Benefits	These benefits are required by law or contract and include items such as retirement, social security, workers' compensation, and insurance for employees in the maintenance and operations area.	\$ 759,173	\$ 725,730	\$ (33,443)
Refund of Taxes	Small claims assessment changes.	\$ 7,500	\$ 7,500	\$ -
Capital Component Totals		\$ 6,543,063	\$ 6,226,487	\$ (316,576)

Grand Total	\$ 31,841,655	\$ 32,333,016	\$ 491,361
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Revenue Sources		2011-2012 Approved Budget	2012-2013 Proposed Budget	Variance
Tax Levy	Real property taxes and STAR rebates.	\$ 17,832,711	\$ 18,187,668	\$ 354,957
State Aid	Includes all state aid sources	\$ 12,194,400	\$ 12,235,329	\$ 40,929
Other Revenue	All other revenue other than tax levy and state aid.	\$ 807,544	\$ 876,220	\$ 68,676
Appropriated Fund Balance	Excess fund balance used to reduce the tax levy for the following year.	\$ 450,000	\$ 450,000	\$ -
Appropriated Reserves	Planned use of District Reserves	\$ 557,000	\$ 583,800	\$ 26,800
Total Revenues		\$ 31,841,655	\$ 32,333,016	\$ 491,361

The New York State School Report Card Fiscal Accountability Supplement for Chenango Valley Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2009-2010 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$16,584,742	\$5,589,842
	Pupils	1,844	263
	Expenditures Per Pupil	\$8,994	\$21,254
Similar District Group	Instructional Expenditures	\$1,481,223,830	\$557,598,918
	Pupils	161,588	24,572
	Expenditures Per Pupil	\$9,167	\$22,692
Total of All School Districts in NY State	Instructional Expenditures	\$30,088,158,593	\$11,362,166,093
	Pupils	2,709,505	422,576
	Expenditures Per Pupil	\$11,105	\$26,888
Similar District Group Description: High Need/Resource Capacity Rural			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general education setting. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the 2009-10 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements, and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

2009-2010 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$17,054	\$18,515	\$19,921

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

The New York State School Report Card Information about Students with Disabilities for Chenango Valley Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of October 6, 2010	This School District		Similar District Group	Total of All School Districts in NY State
	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	157	65.7%	56.1%	56.2%
40% to 79%	37	15.5%	20.6%	11.9%
Less than 40%	41	17.2%	21.1%	23.0%
Separate Settings	3	1.3%	1.6%	6.0%
Other Settings	1	0.4%	0.5%	2.9%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 6, 2010. The percentages represent the amount of time students with disabilities are in general education class-rooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2010-11 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	12.9%	13.9%	13.0%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Group Description: High Need/Resource Capacity Rural
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Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information about this categorization is on the Internet at: <http://www.p12.nysed.gov/irs/accountability/2011-12/NeedResourceCapacityIndex.pdf>

Important Note: Chapter 97 of the Laws of 2011 requires school districts to report data elements necessary to calculate a Property Tax Levy Limit. Data elements for the Property Tax Report Card have been renamed and redefined in accordance with these changes. Please see <http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/> for additional guidance.

Form Due - April 21, 2012

School District Contact Person:
School District Telephone Number:

	Budgeted 2011-12 (A)	Proposed Budget 2012-13 (B)	Percent Change (C)
Total Proposed Spending	<input type="text" value="31,841,655"/>	<input type="text" value="32,333,016"/>	<input type="text" value="1.54"/> %
School Tax Levy Limit ¹		<input type="text" value="17,730,515"/>	
Permissible Exclusions to the School Tax Levy Limit ¹		<input type="text" value="575,630"/>	
Proposed School Year Tax Levy (not including Permissible Exclusions to the School Tax Levy Limit) ¹		<input type="text" value="17,612,038"/>	
Proposed School Year Tax Levy (including Permissible Exclusions to the School Tax Levy Limit ¹)	<input type="text" value="17,832,711"/>	<input type="text" value="18,187,668"/> ²	<input type="text" value="1.99"/> %
Public School Enrollment	<input type="text" value="1,776"/>	<input type="text" value="1,776"/>	<input type="text" value="0.00"/> %
Consumer Price Index			<input type="text" value="3.2"/> %

¹ Note that these items apply only to Column (B) - Proposed Budget 2012-13 for this year.

² If the Proposed School Year Tax Levy in 2012-13 (including Permissible Exclusions to the School Tax Levy Limit in 2012-13) exceeds the sum of the School Tax Levy Limit for 2012-13 and Permissible Exclusions to the School Tax Levy Limit in 2012-13, approval of 60% or more of the qualified voters present and voting is required.

	Actual 2011-12 (D)	Estimated 2012-13 (E)
Adjusted Restricted Fund Balance	<input type="text" value="3,204,513"/>	<input type="text" value="3,215,130"/>
Assigned Appropriated Fund Balance	<input type="text" value="450,000"/>	<input type="text" value="450,000"/>
Adjusted Unrestricted Fund Balance	<input type="text" value="1,213,923"/>	<input type="text" value="1,258,788"/>
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	<input type="text" value="3.81"/> %	<input type="text" value="3.89"/> %

Submittal Form for Estimated Salaries in the Budget for the 2012-2013 School Year
 (Form Due - May 7, 2012)

Sections 1608 and 1716 of the Education Law
 (Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	110,780	29,857	
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. INTERIM ASSISTANT SUPERINTENDENT	88,756	34,098	
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Equalized Total Assessed Value 840,986,521

School District - 033001 Chenango Valley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	237,079	0.03
13100	CO - GENERALLY	RPTL 406(1)	9	54,084,649	6.43
13500	TOWN - GENERALLY	RPTL 406(1)	38	2,880,528	0.34
13510	TOWN - CEMETERY LAND	RPTL 446	2	62,454	0.01
13650	VG - GENERALLY	RPTL 406(1)	9	1,219,075	0.14
13800	SCHOOL DISTRICT	RPTL 408	9	23,459,881	2.79
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	868,236	0.10
14110	USA - SPECIFIED USES	STATE L 54	1	2,647,059	0.31
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	15	11,688,044	1.39
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	38	24,264,031	2.89
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	3	4,190,740	0.50
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	332,573	0.04
25400	FRATERNAL ORGANIZATION	RPTL 428	2	326,290	0.04
26100	VETERANS ORGANIZATION	RPTL 452	2	227,272	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	4,079,540	0.49
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	182,300	0.02
41400	CLERGY	RPTL 460	5	11,180	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	4	138,506	0.02
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	35,340	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	16	794,977	0.09
41804	PERSONS AGE 65 OR OVER	RPTL 467	129	2,867,361	0.34
41805	PERSONS AGE 65 OR OVER	RPTL 467	10	334,202	0.04
41834	PERSONS AGE 65 OR OVER	RPTL 425	1,094	64,261,669	7.64
41854	ENHANCED STAR	RPTL 425	2,695	80,682,176	9.59
41930	BASIC STAR 1999-2000	RPTL 459-c	1	60,769	0.01
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	42,308	0.01
47460	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	92,788	0.01
47616	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	889,963	0.11
47616	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1		

Equalized Total Assessed Value 840,966,521

School District - 033001 Chenango Valley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	18	922,593	0.11
Total Exemptions Exclusive of System Exemptions:				280,960,990	33.41
Total System Exemptions:				922,593	0.11
Totals:				281,883,583	33.52

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____



LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

(for local use only -- not to be filed with NYS Department of Taxation & Finance - Office of Real Property Tax Services)

Date: April 24, 2012

Taxing Jurisdiction: Chenango Valley C.S.D.

Fiscal Year Beginning: July 1, 2012

Total equalized value in taxing jurisdiction: \$ 840,986,521

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTs) (Column E)
18020	Municipal Ind.Develop.Agency	RPTL 412-a	15	\$62,520.00
Totals			15	\$62,520.00



The New York State District Report Card

Comprehensive Information Report 2010–11

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

District ID **03-07-01-06-0000**

Superintendent **THOMAS DOUGLAS**

Telephone **(607) 762-6820**

Grades **PK-12**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
		55	65	85		55	65	85		55	65	85	
Comprehensive English	2010–11	141	95%	87%	38%	111	100%	95%	48%	30	77%	53%	0%
	2009–10	134	94%	86%	28%	108	98%	93%	34%	26	77%	58%	0%
	2008–09	166	99%	94%	31%	147	99%	97%	35%	19	95%	68%	0%
Integrated Algebra	2010–11	134	91%	85%	19%	102	98%	96%	25%	32	69%	50%	0%
	2009–10	155	94%	89%	17%	127	98%	95%	21%	28	79%	61%	0%
	2008–09	180	98%	93%	11%	157	99%	97%	13%	23	91%	65%	0%
Geometry	2010–11	98	100%	97%	26%	95	–	–	–	3	–	–	–
	2009–10	91	99%	93%	22%	90	–	–	–	1	–	–	–
	2008–09	0				0				0			
Algebra 2/Trigonometry	2010–11	70	91%	81%	31%	69	–	–	–	1	–	–	–
	2009–10	0				0				0			
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2010–11	155	95%	81%	37%	121	99%	95%	46%	34	79%	32%	3%
	2009–10	159	85%	76%	42%	126	94%	87%	51%	33	52%	36%	9%
	2008–09	140	91%	86%	36%	118	95%	91%	42%	22	68%	59%	5%
U.S. History and Government	2010–11	136	99%	94%	62%	112	100%	97%	71%	24	96%	79%	21%
	2009–10	123	98%	95%	61%	103	98%	98%	69%	20	95%	80%	20%
	2008–09	173	99%	96%	55%	148	100%	97%	63%	25	96%	88%	8%
Living Environment	2010–11	158	99%	96%	56%	134	99%	97%	63%	24	100%	88%	17%
	2009–10	132	96%	91%	38%	101	100%	100%	49%	31	84%	61%	3%
	2008–09	146	98%	95%	38%	132	98%	98%	42%	14	93%	64%	7%
Physical Setting/Earth Science	2010–11	123	93%	85%	37%	103	96%	90%	42%	20	75%	55%	10%
	2009–10	154	94%	88%	27%	132	95%	89%	31%	22	86%	77%	5%
	2008–09	142	85%	73%	27%	105	91%	83%	33%	37	65%	43%	11%
Physical Setting/Chemistry	2010–11	66	100%	95%	20%	66	100%	95%	20%	0			
	2009–10	66	97%	76%	9%	66	97%	76%	9%	0			
	2008–09	95	88%	77%	7%	92	–	–	–	3	–	–	–
Physical Setting/Physics	2010–11	20	85%	85%	25%	20	85%	85%	25%	0			
	2009–10	22	100%	91%	27%	22	100%	91%	27%	0			
	2008–09	26	88%	77%	23%	25	–	–	–	1	–	–	–

NOTE

– 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.

Regents Exams in Languages Other Than English

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
 District ID **03-07-01-06-0000**

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 French	2010-11	14	100%	100%	79%	14	100%	100%	79%	0			
	2009-10	27	100%	100%	85%	27	100%	100%	85%	0			
	2008-09	19	100%	100%	89%	19	100%	100%	89%	0			
Comprehensive Italian	2010-11	0				0				0			
	2009-10	0				0				0			
	2008-09	0				0				0			
Comprehensive Spanish	2010-11	28	100%	100%	86%	28	100%	100%	86%	0			
	2009-10	20	100%	100%	80%	20	100%	100%	80%	0			
	2008-09	43	100%	100%	86%	43	100%	100%	86%	0			

NOTE

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.

Regents Competency Tests

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
 District ID **03-07-01-06-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2010-11	38	63%	7	100%	31	55%
	2009-10	7	43%	0		7	43%
	2008-09	22	86%	0		22	86%
Science	2010-11	16	44%	1	—	15	—
	2009-10	9	22%	0		9	22%
	2008-09	1	—	0		1	—
Reading	2010-11	11	73%	0		11	73%
	2009-10	14	43%	1	—	13	—
	2008-09	22	45%	0		22	45%
Writing	2010-11	5	100%	0		5	100%
	2009-10	5	60%	0		5	60%
	2008-09	22	73%	0		22	73%
Global Studies	2010-11	17	24%	0		17	24%
	2009-10	19	32%	1	—	18	—
	2008-09	9	44%	1	—	8	—
U.S. History and Government	2010-11	3	—	0		3	—
	2009-10	0		0		0	
	2008-09	2	—	0		2	—

NOTE

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.

English as a Second Language Achievement Test

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
District ID **03-07-01-06-0000**

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

		All Students					General-Education Students					Students with Disabilities				
		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)	2010-11	1	-	-	-	-	1	-	-	-	-	0				
	2009-10	3	-	-	-	-	3	-	-	-	-	0				
	2008-09	5	0%	20%	60%	20%	5	0%	20%	60%	20%	0				
Reading and Writing (Grades K-1)	2010-11	1	-	-	-	-	1	-	-	-	-	0				
	2009-10	3	-	-	-	-	3	-	-	-	-	0				
	2008-09	5	80%	20%	0%	0%	5	80%	20%	0%	0%	0				
Listening and Speaking (Grades 2-4)	2010-11	5	0%	0%	20%	80%	5	0%	0%	20%	80%	0				
	2009-10	4	-	-	-	-	4	-	-	-	-	0				
	2008-09	4	-	-	-	-	4	-	-	-	-	0				
Reading and Writing (Grades 2-4)	2010-11	5	0%	40%	60%	0%	5	0%	40%	60%	0%	0				
	2009-10	4	-	-	-	-	4	-	-	-	-	0				
	2008-09	4	-	-	-	-	4	-	-	-	-	0				
Listening and Speaking (Grades 5-6)	2010-11	1	-	-	-	-	1	-	-	-	-	0				
	2009-10	1	-	-	-	-	1	-	-	-	-	0				
	2008-09	1	-	-	-	-	1	-	-	-	-	0				
Reading and Writing (Grades 5-6)	2010-11	1	-	-	-	-	1	-	-	-	-	0				
	2009-10	1	-	-	-	-	1	-	-	-	-	0				
	2008-09	1	-	-	-	-	1	-	-	-	-	0				
Listening and Speaking (Grades 7-8)	2010-11	1	-	-	-	-	1	-	-	-	-	0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Reading and Writing (Grades 7-8)	2010-11	1	-	-	-	-	1	-	-	-	-	0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Listening and Speaking (Grades 9-12)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Reading and Writing (Grades 9-12)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				

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National Assessment of Educational Progress

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
District ID **03-07-01-06-0000**

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%

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. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.

Other Assessments

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
 District ID **03-07-01-06-0000**

2007 Total Cohort Performance on Regents Exams After Four Years

	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	135	7%	46%	36%	111	4%	48%	42%	24	21%	38%	4%
U.S. History and Government	135	2%	32%	56%	111	1%	28%	64%	24	8%	50%	17%
Science	135	3%	49%	38%	111	0%	50%	44%	24	17%	46%	8%

New York State Alternate Assessments (NYSAA) 2010-11

All Students

Total Tested	Number of students scoring at Level:			
	1	2	3	4

Secondary Level

English Language Arts	2	-	-	-	-
Mathematics	2	-	-	-	-
Social Studies	2	-	-	-	-
Science	2	-	-	-	-

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

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High School Information

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
District ID **03-07-01-06-0000**

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	2010-11	118		101		17	
	2009-10	170		146		24	
	2008-09	161		144		17	
Receiving a Regents Diploma	2010-11	103	87%	96	95%	7	41%
	2009-10	155	91%	141	97%	14	58%
	2008-09	150	93%	141	98%	9	53%
Receiving a Regents Diploma with Advanced Designation	2010-11	48	41%	47	47%	1	6%
	2009-10	90	53%	87	60%	3	13%
	2008-09	73	45%	72	50%	1	6%
Receiving an Individualized Education Program (IEP) Diploma	2010-11	0		0		0	
	2009-10	8	N/A	0		8	N/A
	2008-09	3	N/A	0		3	N/A

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

High School Noncompleters

		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	2010-11	2	0%	2	0%	0	0%
	2009-10	0	0%	0	0%	0	0%
	2008-09	2	0%	2	0%	0	0%
Entered Approved High School Equivalency Preparation Program	2010-11	13	2%	9	2%	4	3%
	2009-10	8	1%	6	1%	2	1%
	2008-09	8	1%	6	1%	2	2%
Total Noncompleters	2010-11	15	2%	11	2%	4	3%
	2009-10	8	1%	6	1%	2	1%
	2008-09	10	1%	8	1%	2	2%

Post-secondary Plans of 2010-11 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	37	31%	35	35%	2	12%
To 2-year College	60	51%	51	50%	9	53%
To Other Post-secondary	0	0%	0	0%	0	0%
To the Military	7	6%	6	6%	1	6%
To Employment	11	9%	8	8%	3	18%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	3	3%	1	1%	2	12%
Plan Unknown	0	0%	0	0%	0	0%



The New York State School Report Card

Comprehensive Information Report 2010 – 11

School **PORT DICKINSON ELEMENTARY SCHOOL**
 District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
 School ID **03-07-01-06-0004**
 Principal **JAMES PRITCHARD**
 Telephone **(607) 779-4736**
 Grades **PK-3**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
		55	65	85		55	65	85		55	65	85	
Comprehensive English	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Integrated Algebra	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Geometry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Algebra 2/Trigonometry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
U.S. History and Government	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Living Environment	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/Earth Science	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/Chemistry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/Physics	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			

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English as a Second Language Achievement Test

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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)	2010-11	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2009-10	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
	2008-09	5	0%	20%	60%	20%	5	0%	20%	60%	20%	0	-	-	-	-
Reading and Writing (Grades K-1)	2010-11	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
	2009-10	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
	2008-09	5	80%	20%	0%	0%	5	80%	20%	0%	0%	0	-	-	-	-
Listening and Speaking (Grades 2-4)	2010-11	5	0%	0%	20%	80%	5	0%	0%	20%	80%	0	-	-	-	-
	2009-10	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
	2008-09	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
Reading and Writing (Grades 2-4)	2010-11	5	0%	40%	60%	0%	5	0%	40%	60%	0%	0	-	-	-	-
	2009-10	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
	2008-09	3	-	-	-	-	3	-	-	-	-	0	-	-	-	-
Listening and Speaking (Grades 5-6)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Reading and Writing (Grades 5-6)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Listening and Speaking (Grades 7-8)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Reading and Writing (Grades 7-8)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Listening and Speaking (Grades 9-12)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Reading and Writing (Grades 9-12)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				

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More Information about the School

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL
DISTRICT**

Financial Information

**2010–11 Estimated Percentage of Students
from Families Receiving Public Assistance**

21-30%



The New York State School Report Card

**Comprehensive Information Report
2010 – 11**

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
 District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
 School ID **03-07-01-06-0003**
 Principal **TAMARA IVAN**
 Telephone **(607) 648-9135**
 Grades **4-6**

Regents Exams

		All Students			General-Education Students			Students with Disabilities		
		Total	Percentage of students		Total	Percentage of students		Total	Percentage of students	
		Tested	scoring at or above:		Tested	scoring at or above:		Tested	scoring at or above:	
		55	65	85	55	65	85	55	65	85
Comprehensive English	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		
Integrated Algebra	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		
Geometry	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		
Algebra 2/Trigonometry	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		
U.S. History and Government	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		
Living Environment	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		
Physical Setting/Earth Science	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		
Physical Setting/Chemistry	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		
Physical Setting/Physics	2010–11	0			0			0		
	2009–10	0			0			0		
	2008–09	0			0			0		

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English as a Second Language Achievement Test

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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

		All Students				General-Education Students				Students with Disabilities						
		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)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Reading and Writing (Grades K-1)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Listening and Speaking (Grades 2-4)	2010-11	0					0					0				
	2009-10	1	--	--	--	--	1	--	--	--	--	0				
	2008-09	1	--	--	--	--	1	--	--	--	--	0				
Reading and Writing (Grades 2-4)	2010-11	0					0					0				
	2009-10	1	--	--	--	--	1	--	--	--	--	0				
	2008-09	1	--	--	--	--	1	--	--	--	--	0				
Listening and Speaking (Grades 5-6)	2010-11	1	--	--	--	--	1	--	--	--	--	0				
	2009-10	1	--	--	--	--	1	--	--	--	--	0				
	2008-09	1	--	--	--	--	1	--	--	--	--	0				
Reading and Writing (Grades 5-6)	2010-11	1	--	--	--	--	1	--	--	--	--	0				
	2009-10	1	--	--	--	--	1	--	--	--	--	0				
	2008-09	1	--	--	--	--	1	--	--	--	--	0				
Listening and Speaking (Grades 7-8)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Reading and Writing (Grades 7-8)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Listening and Speaking (Grades 9-12)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				
Reading and Writing (Grades 9-12)	2010-11	0					0					0				
	2009-10	0					0					0				
	2008-09	0					0					0				

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More Information about the School

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL
DISTRICT**

Financial Information

**2010–11 Estimated Percentage of Students
from Families Receiving Public Assistance**

21-30%



The New York State School Report Card

**Comprehensive Information Report
2010–11**

School **CHENANGO VALLEY MIDDLE SCHOOL**
 District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**
 School ID **03-07-01-06-0005**
 Principal **ERIC ATTLESON**
 Telephone **(607) 779-4755**
 Grades **7-8**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
		55	65	85	55	65	85	55	65	85			
Comprehensive English	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Integrated Algebra	2010–11	21	100%	100%	43%	21	100%	100%	43%	0			
	2009–10	25	100%	100%	52%	25	100%	100%	52%	0			
	2008–09	38	100%	100%	34%	38	100%	100%	34%	0			
Geometry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Algebra 2/Trigonometry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
U.S. History and Government	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Living Environment	2010–11	17	100%	100%	82%	16	-	-	-	1	-	-	-
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/Earth Science	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/Chemistry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/Physics	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			

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English as a Second Language Achievement Test

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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

		All Students				General-Education Students				Students with Disabilities						
		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)	2010-11	0				0				0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Reading and Writing (Grades K-1)	2010-11	0				0				0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Listening and Speaking (Grades 2-4)	2010-11	0				0				0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Reading and Writing (Grades 2-4)	2010-11	0				0				0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Listening and Speaking (Grades 5-6)	2010-11	0				0				0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Reading and Writing (Grades 5-6)	2010-11	0				0				0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Listening and Speaking (Grades 7-8)	2010-11	1	-	-	-	1	-	-	-	0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Reading and Writing (Grades 7-8)	2010-11	1	-	-	-	1	-	-	-	0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Listening and Speaking (Grades 9-12)	2010-11	0				0				0						
	2009-10	0				0				0						
	2008-09	0				0				0						
Reading and Writing (Grades 9-12)	2010-11	0				0				0						
	2009-10	0				0				0						
	2008-09	0				0				0						

NOTE

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High School Information

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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	2010-11	0		0		0	
	2009-10	0		0		0	
	2008-09	0		0		0	
Receiving a Regents Diploma	2010-11	0		0		0	
	2009-10	0		0		0	
	2008-09	0		0		0	
Receiving a Regents Diploma with Advanced Designation	2010-11	0		0		0	
	2009-10	0		0		0	
	2008-09	0		0		0	
Receiving an Individualized Education Program (IEP) Diploma	2010-11	0		0		0	
	2009-10	0		0		0	
	2008-09	0		0		0	

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

High School Noncompleters

		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	2010-11	0		0		0	
	2009-10	0		0		0	
	2008-09	1	1%	1	1%	0	
Entered Approved High School Equivalency Preparation Program	2010-11	0		0		0	
	2009-10	0		0		0	
	2008-09	0	0%	0	0%	0	
Total Noncompleters	2010-11	0		0		0	
	2009-10	0		0		0	
	2008-09	1	1%	1	1%	0	

Post-secondary Plans of 2010-11 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	0		0		0	
To 2-year College	0		0		0	
To Other Post-secondary	0		0		0	
To the Military	0		0		0	
To Employment	0		0		0	
To Adult Services	0		0		0	
To Other Known Plans	0		0		0	
Plan Unknown	0		0		0	

More Information about the School

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL
DISTRICT**

Financial Information

**2010–11 Estimated Percentage of Students
from Families Receiving Public Assistance**

21-30%



The New York State School Report Card

**Comprehensive
Information Report
2010 – 11**

School **CHENANGO VALLEY HIGH SCHOOL**
 District **CHENANGO VALLEY CENTRAL
 SCHOOL DISTRICT**
 School ID **03-07-01-06-0001**
 Principal **TERRENCE HELLER**
 Telephone **(607) 779-4743**
 Grades **9-12**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
		55	65	85		55	65	85		55	65	85	
Comprehensive English	2010-11	138	95%	87%	38%	110	100%	95%	48%	28	75%	54%	0%
	2009-10	134	94%	86%	28%	108	98%	93%	34%	26	77%	58%	0%
	2008-09	164	99%	94%	31%	145	99%	97%	35%	19	95%	68%	0%
Integrated Algebra	2010-11	109	91%	84%	15%	79	99%	96%	20%	30	70%	53%	0%
	2009-10	126	93%	88%	10%	100	97%	95%	13%	26	77%	62%	0%
	2008-09	140	99%	93%	5%	119	98%	97%	6%	21	100%	71%	0%
Geometry	2010-11	98	100%	97%	26%	95	—	—	—	3	—	—	—
	2009-10	91	99%	93%	22%	90	—	—	—	1	—	—	—
	2008-09	0				0				0			
Algebra 2/Trigonometry	2010-11	70	91%	81%	31%	69	—	—	—	1	—	—	—
	2009-10	0				0				0			
	2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2010-11	152	95%	82%	38%	120	99%	95%	47%	32	78%	31%	3%
	2009-10	153	87%	78%	43%	124	94%	87%	51%	29	55%	38%	10%
	2008-09	139	91%	86%	37%	118	95%	91%	42%	21	71%	62%	5%
U.S. History and Government	2010-11	134	99%	95%	63%	111	100%	98%	71%	23	96%	78%	22%
	2009-10	123	98%	95%	61%	103	98%	98%	69%	20	95%	80%	20%
	2008-09	172	99%	95%	55%	147	100%	97%	63%	25	96%	88%	8%
Living Environment	2010-11	136	99%	95%	54%	115	98%	97%	62%	21	100%	86%	14%
	2009-10	127	97%	91%	39%	101	100%	100%	49%	26	85%	58%	4%
	2008-09	144	99%	96%	39%	130	99%	99%	42%	14	93%	64%	7%
Physical Setting/ Earth Science	2010-11	123	93%	85%	37%	103	96%	90%	42%	20	75%	55%	10%
	2009-10	154	94%	88%	27%	132	95%	89%	31%	22	86%	77%	5%
	2008-09	142	85%	73%	27%	105	91%	83%	33%	37	65%	43%	11%
Physical Setting/Chemistry	2010-11	66	100%	95%	20%	66	100%	95%	20%	0			
	2009-10	66	97%	76%	9%	66	97%	76%	9%	0			
	2008-09	95	88%	77%	7%	92	—	—	—	3	—	—	—
Physical Setting/Physics	2010-11	20	85%	85%	25%	20	85%	85%	25%	0			
	2009-10	22	100%	91%	27%	22	100%	91%	27%	0			
	2008-09	25	88%	76%	20%	25	88%	76%	20%	0			

NOTE

— 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.

Regents Exams in Languages Other Than English

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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 French	2010–11	14	100%	100%	79%	14	100%	100%	79%	0			
	2009–10	27	100%	100%	85%	27	100%	100%	85%	0			
	2008–09	19	100%	100%	89%	19	100%	100%	89%	0			
Comprehensive Italian	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Comprehensive Spanish	2010–11	28	100%	100%	86%	28	100%	100%	86%	0			
	2009–10	20	100%	100%	80%	20	100%	100%	80%	0			
	2008–09	43	100%	100%	86%	43	100%	100%	86%	0			

NOTE

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.

Regents Competency Tests

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2010-11	33	61%	6	100%	27	52%
	2009-10	3	—	0		3	—
	2008-09	18	89%	0		18	89%
Science	2010-11	15	40%	0		15	40%
	2009-10	8	13%	0		8	13%
	2008-09	1	—	0		1	—
Reading	2010-11	10	70%	0		10	70%
	2009-10	14	43%	1	—	13	—
	2008-09	20	40%	0		20	40%
Writing	2010-11	4	—	0		4	—
	2009-10	4	—	0		4	—
	2008-09	20	75%	0		20	75%
Global Studies	2010-11	17	24%	0		17	24%
	2009-10	15	27%	0		15	27%
	2008-09	9	44%	1	—	8	—
U.S. History and Government	2010-11	3	—	0		3	—
	2009-10	0		0		0	
	2008-09	2	—	0		2	—

NOTE

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

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

2007 Total Cohort Performance on Regents Exams After Four Years

	<u>All Students</u>				<u>General-Education Students</u>				<u>Students with Disabilities</u>			
	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	130	6%	48%	37%	110	4%	48%	43%	20	20%	45%	5%
U.S. History and Government	130	2%	33%	58%	110	1%	28%	65%	20	10%	60%	20%
Science	130	3%	50%	39%	110	0%	50%	45%	20	20%	50%	10%

New York State Alternate Assessments (NYSAA) 2010-11

All Students

Total Tested	Number of students scoring at Level:			
	1	2	3	4
Secondary Level				

Secondary Level

English Language Arts	0
Mathematics	0
Social Studies	0
Science	0

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

NOTE

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.

High School Information

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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	2010–11	118		101		17	
	2009–10	169		146		23	
	2008–09	158		141		17	
Receiving a Regents Diploma	2010–11	103	87%	96	95%	7	41%
	2009–10	154	91%	141	97%	13	57%
	2008–09	147	93%	138	98%	9	53%
Receiving a Regents Diploma with Advanced Designation	2010–11	48	41%	47	47%	1	6%
	2009–10	89	53%	87	60%	2	9%
	2008–09	73	46%	72	51%	1	6%
Receiving an Individualized Education Program (IEP) Diploma	2010–11	0		0		0	
	2009–10	3	N/A	0		3	N/A
	2008–09	0		0		0	

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

High School Noncompleters

		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	2010–11	2	0%	2	0%	0	0%
	2009–10	0	0%	0	0%	0	0%
	2008–09	1	0%	1	0%	0	0%
Entered Approved High School Equivalency Preparation Program	2010–11	11	2%	7	2%	4	4%
	2009–10	7	1%	6	1%	1	1%
	2008–09	7	1%	5	1%	2	2%
Total Noncompleters	2010–11	13	2%	9	2%	4	4%
	2009–10	7	1%	6	1%	1	1%
	2008–09	8	1%	6	1%	2	2%

Post-secondary Plans of 2010–11 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	37	31%	35	35%	2	12%
To 2-year College	60	51%	51	50%	9	53%
To Other Post-secondary	0	0%	0	0%	0	0%
To the Military	7	6%	6	6%	1	6%
To Employment	11	9%	8	8%	3	18%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	3	3%	1	1%	2	12%
Plan Unknown	0	0%	0	0%	0	0%

More Information about the School

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL
DISTRICT**

Financial Information

**2010–11 Estimated Percentage of Students
from Families Receiving Public Assistance**

11-20%



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **CHENANGO VALLEY CENTRAL
SCHOOL DISTRICT**

District ID **03-07-01-06-0000**

Superintendent **THOMAS DOUGLAS**

Telephone **(607) 762-6820**

Grades **PK-12**

This District's Report Card

The New York State District 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 the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school 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 intervention services.

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

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

1 District Profile

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

District ID **03-07-01-06-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	88	91	81
Kindergarten	142	131	124
Grade 1	114	144	128
Grade 2	153	116	131
Grade 3	130	156	108
Grade 4	146	143	156
Grade 5	117	159	140
Grade 6	139	118	156
Ungraded Elementary	0	0	0
Grade 7	121	130	120
Grade 8	148	123	133
Grade 9	148	151	130
Grade 10	140	147	144
Grade 11	173	127	141
Grade 12	156	176	123
Ungraded Secondary	0	0	0
Total K-12	1827	1821	1734

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	23	25	23
Grade 8			
English	24	24	22
Mathematics	21	20	22
Science	22		22
Social Studies	21	20	22
Grade 10			
English	19	19	19
Mathematics	16	17	24
Science	20	15	40
Social Studies	16	19	16

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 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 district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

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 District Profile

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

District ID **03-07-01-06-0000**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	375	21%	405	22%	395	23%
Reduced-Price Lunch	163	9%	162	9%	158	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	9	0%	8	0%	8	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	2	0%
Black or African American	48	3%	53	3%	57	3%
Hispanic or Latino	14	1%	15	1%	17	1%
Asian or Native Hawaiian/Other Pacific Islander	25	1%	25	1%	28	2%
White	1734	95%	1728	95%	1627	94%
Multiracial	5	0%	0	0%	3	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		96%		95%		95%
Student Suspensions	48	3%	22	1%	29	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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were 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 schools were open during the school year. *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

	2008-09	2009-10	2010-11
Total Number of Teachers	147	141	137
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	1%	1%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	11%	11%
Total Number of Core Classes	361	328	335
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	468	445	451
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	0%	40%
Turnover Rate of All Teachers	15%	10%	20%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	20	19	23
Total Paraprofessionals*	47	32	28
Assistant Principals	1	1	1
Principals	4	4	4

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on 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, and show subject matter competency. 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 HOUSSSE 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. 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.

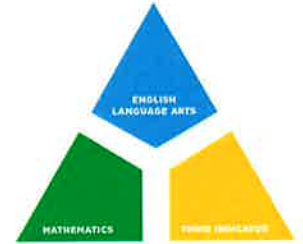
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion and the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011-12)

▲ Good Standing

ELA	▲ Good Standing	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009-10	2010-11	2011-12
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-
White	✓	✓	-	✓	✓	-
Multiracial	-	-	-	-	-	-
Other Groups						
Students with Disabilities	✗	✗	-	-	-	-
Limited English Proficient	-	-	-	-	-	-
Economically Disadvantaged	✓	✓	-	-	-	-
Student groups making AYP in each subject	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |
| Pending - Requires Special Evaluation | |














Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011–12)  Good Standing




Accountability Measures 3 of 4 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (828:797)			100%		151	118	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (25:21)	–	–	–	–	–	–	–
Hispanic or Latino (2:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (16:15)	–	–	–	–	–	–	–
White (784:758)			100%		151	118	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (124:119)			100%		75	112	94 88
Limited English Proficient (4:3)	–	–	–	–	–	–	–
Economically Disadvantaged (318:292)			99%		125	116	
Final AYP Determination	 3 of 4						
Non-Accountability Groups							
Female (416:401)			100%		162	117	
Male (412:396)			100%		139	116	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.














Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011–12)  Good Standing




Accountability Measures 3 of 4 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (830:795)			99%		156	133	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (25:21)	–	–	–	–	–	–	–
Hispanic or Latino (2:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (16:16)	–	–	–	–	–	–	–
White (786:755)			99%		157	133	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (124:118)			99%		88	127	108 99
Limited English Proficient (4:4)	–	–	–	–	–	–	–
Economically Disadvantaged (320:292)			99%		133	131	
Final AYP Determination	 3 of 4						
Non-Accountability Groups							
Female (417:400)			99%		161	132	
Male (413:395)			100%		151	131	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.










Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011-12)



Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Safe Harbor Status	Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12
Accountability Groups								
All Students (299:284)		Qualified		100%		190	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:7)	-		-		-		-	
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (4:4)	-		-		-		-	
White (284:272)	Qualified			100%		191	100	
Multiracial (2:1)	-		-		-		-	
Other Groups								
Students with Disabilities (43:43)	Qualified			100%		165	100	
Limited English Proficient (0:0)								
Economically Disadvantaged (118:105)	Qualified			99%		187	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (161:153)				99%		191	100	
Male (138:131)				100%		190	100	
Migrant (0:0)								


symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.








Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2011-12)




Accountability Measures 2 of 2 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (120:118)			100%		191	173	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (2:2)	-	-	-	-	-	-	-
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (118:116)			100%		191	173	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (18:21)	-	-	-	-	-	-	-
Limited English Proficient (0:0)							
Economically Disadvantaged (22:20)	-	-	-	-	-	-	-
Final AYP Determination	 2 of 2						
Non-Accountability Groups							
Female (49:47)			100%		191	169	
Male (71:71)			100%		190	172	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.








Secondary-Level Mathematics

Accountability Status for This Subject (2011-12)  Good Standing




Accountability Measures 2 of 2 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (120:118)			100%		193	170	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (2:2)	-	-	-	-	-	-	-
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (118:116)			100%		194	170	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (18:21)	-	-	-	-	-	-	-
Limited English Proficient (0:0)							
Economically Disadvantaged (22:20)	-	-	-	-	-	-	-
Final AYP Determination	 2 of 2						
Non-Accountability Groups							
Female (49:47)			100%		198	166	
Male (71:71)			100%		190	169	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.






Graduation Rate

Accountability Status for This Indicator (2011–12)  Good Standing



Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (180)			93%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (4)		-	-	-	
Hispanic or Latino (4)		-	-	-	
Asian or Native Hawaiian/Other Pacific Islander (2)		-	-	-	
White (170)			92%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (29)		-	-	-	
Limited English Proficient (0)					
Economically Disadvantaged (45)			87%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (93)			94%	80%	
Male (87)			92%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **94%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

3 schools identified 75% of total

CHENANGO VALLEY HIGH SCHOOL

CHENANGO VALLEY MIDDLE SCHOOL

PORT DICKINSON ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 25% of total

CHENANGO BRIDGE ELEMENTARY SCHOOL

District CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

District ID 03-07-01-06-0000

Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	54%			107
Grade 4	54%			158
Grade 5	60%			141
Grade 6	63%			157
Grade 7	56%			123
Grade 8	56%			135

Mathematics

Grade 3	56%		106
Grade 4	60%		159
Grade 5	70%		141
Grade 6	63%		158
Grade 7	62%		122
Grade 8	50%		135

Science

Grade 4	94%		159
Grade 8	88%		136

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	82%			135
Mathematics	88%			135

About the Performance Level Descriptors

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.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

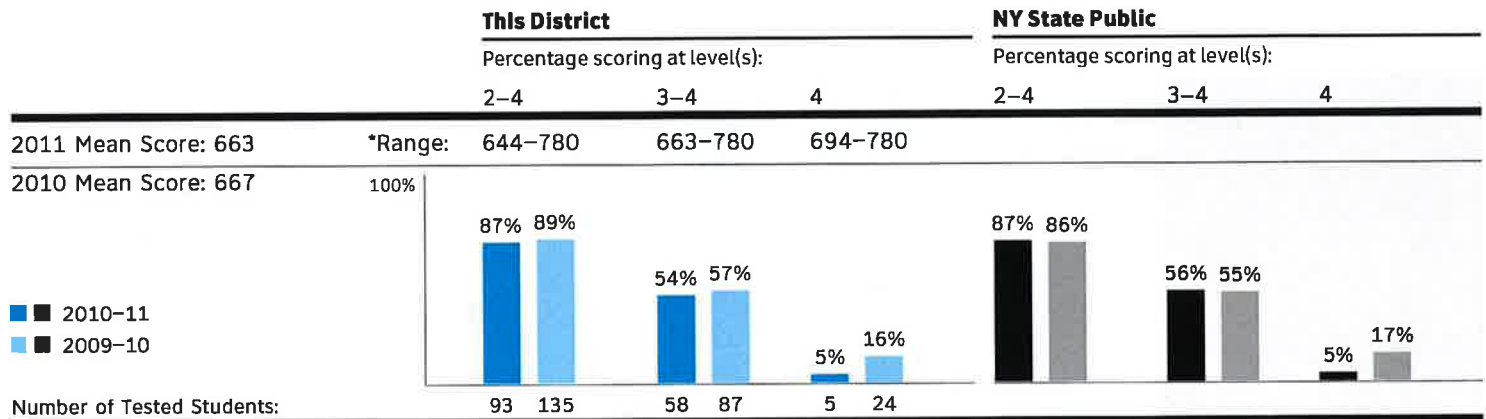
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Rural Districts

This is a rural school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	107	87%	54%	5%	152	89%	57%	16%
Female	55	89%	64%	9%	84	88%	62%	23%
Male	52	85%	44%	0%	68	90%	51%	7%
American Indian or Alaska Native					5	-	-	-
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	107	87%	54%	5%	146	89%	58%	16%
Multiracial								
Small Group Totals					6	83%	50%	0%
General-Education Students	98	92%	59%	5%	132	95%	65%	18%
Students with Disabilities	9	33%	0%	0%	20	50%	5%	0%
English Proficient	105	-	-	-	151	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	39	74%	31%	0%	67	87%	39%	6%
Not Disadvantaged	68	94%	68%	7%	85	91%	72%	24%
Migrant								
Not Migrant	107	87%	54%	5%	152	89%	57%	16%

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.

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Other Assessments

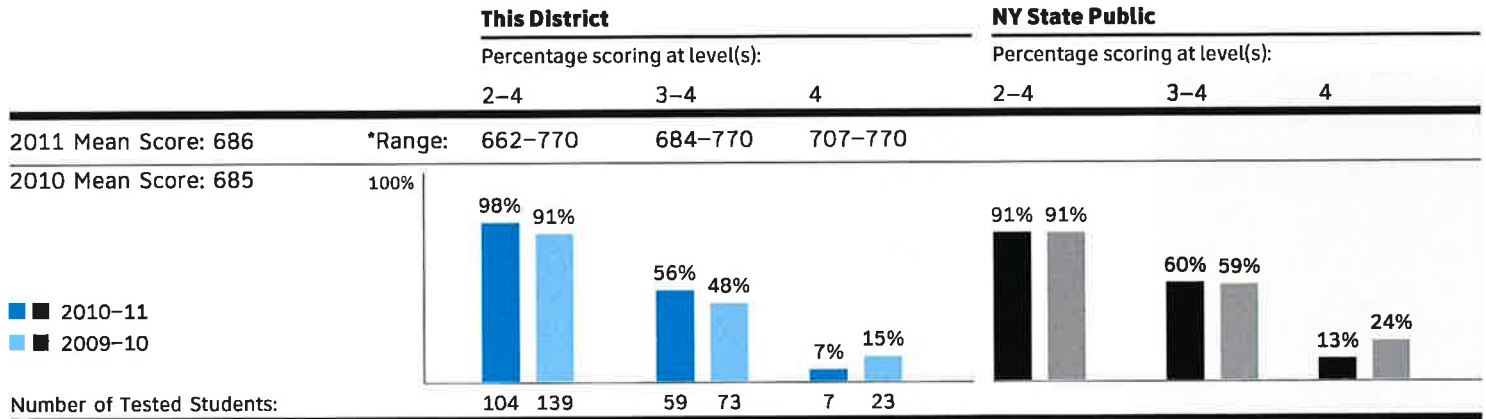
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: 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.

District CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

District ID 03-07-01-06-0000

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	106	98%	56%	7%	153	91%	48%	15%
Female	54	98%	54%	7%	85	91%	46%	15%
Male	52	98%	58%	6%	68	91%	50%	15%
American Indian or Alaska Native	-	-	-	-	5	-	-	-
Black or African American	-	-	-	-	1	-	-	-
Hispanic or Latino	-	-	-	-	6	50%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	133	97%	53%	17%
White	106	98%	56%	7%	20	50%	15%	0%
Multiracial	-	-	-	-	152	-	-	-
Small Group Totals	-	-	-	-	1	-	-	-
General-Education Students	97	99%	61%	7%	68	85%	37%	7%
Students with Disabilities	9	89%	0%	0%	85	95%	56%	21%
English Proficient	104	-	-	-	152	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	39	95%	21%	0%	68	85%	37%	7%
Not Disadvantaged	67	100%	76%	10%	85	95%	56%	21%
Migrant	-	-	-	-	153	91%	48%	15%
Not Migrant	106	98%	56%	7%	153	91%	48%	15%

NOTES

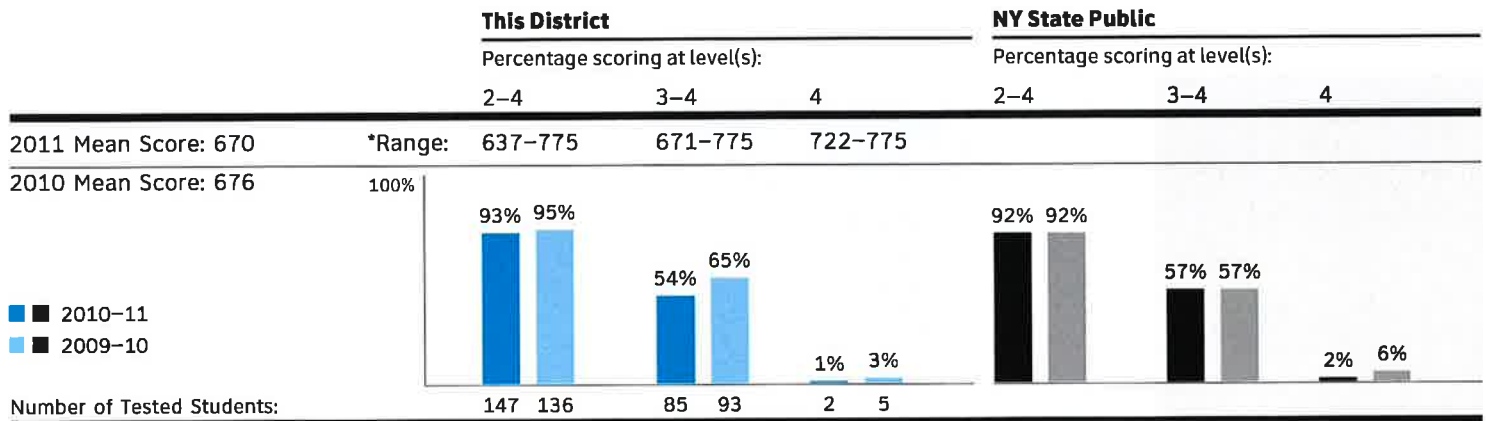
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Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	1	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	158	93%	54%	1%	143	95%	65%	3%
Female	86	94%	60%	2%	66	98%	70%	3%
Male	72	92%	46%	0%	77	92%	61%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	-	-	-	4	-	-	-
Hispanic or Latino	-	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	150	93%	53%	1%	133	95%	66%	4%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	8	88%	63%	0%	10	100%	50%	0%
General-Education Students	134	99%	61%	1%	127	98%	72%	4%
Students with Disabilities	24	63%	13%	0%	16	75%	13%	0%
English Proficient	158	93%	54%	1%	142	-	-	-
Limited English Proficient	-	-	-	-	1	-	-	-
Economically Disadvantaged	73	88%	38%	0%	59	90%	51%	2%
Not Disadvantaged	85	98%	67%	2%	84	99%	75%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	158	93%	54%	1%	143	95%	65%	3%

NOTES

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Other Assessments

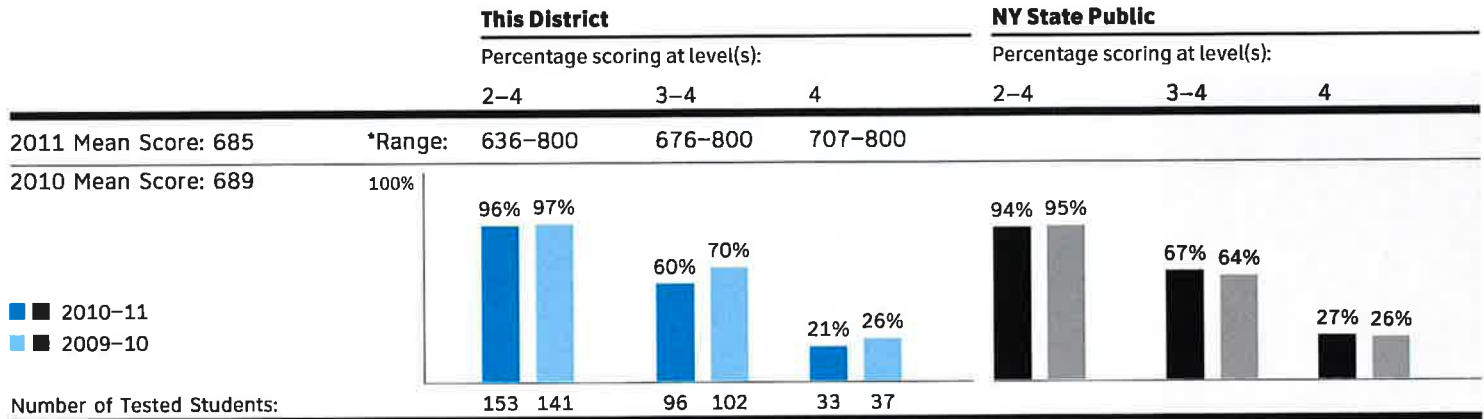
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): 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.

District CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

District ID 03-07-01-06-0000

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	159	96%	60%	21%	145	97%	70%	26%
Female	87	95%	66%	20%	67	100%	76%	24%
Male	72	97%	54%	22%	78	95%	65%	27%
American Indian or Alaska Native	-	-	-	-	4	-	-	-
Black or African American	7	-	-	-	2	-	-	-
Hispanic or Latino	-	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	151	97%	61%	21%	135	97%	71%	26%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	8	88%	50%	25%	10	100%	60%	20%
General-Education Students	135	100%	68%	24%	129	99%	75%	28%
Students with Disabilities	24	75%	17%	4%	16	81%	31%	6%
English Proficient	159	96%	60%	21%	144	-	-	-
Limited English Proficient	-	-	-	-	1	-	-	-
Economically Disadvantaged	74	93%	43%	8%	61	95%	64%	23%
Not Disadvantaged	85	99%	75%	32%	84	99%	75%	27%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	159	96%	60%	21%	145	97%	70%	26%

NOTES

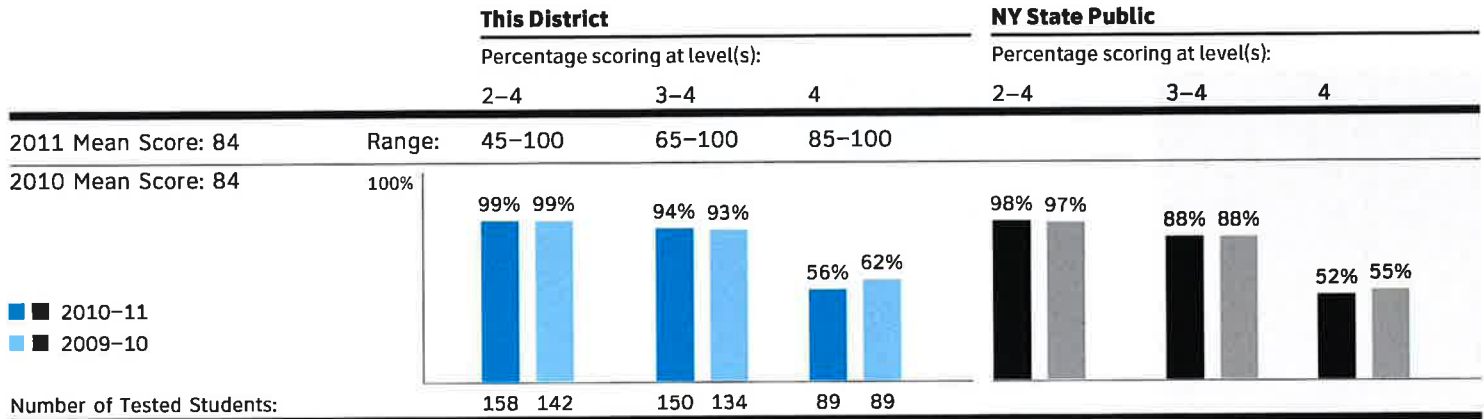
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Other Assessments

	2010-11 School Year				2009-10 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				0			

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	159	99%	94%	56%	144	99%	93%	62%
Female	87	99%	92%	57%	66	98%	97%	67%
Male	72	100%	97%	54%	78	99%	90%	58%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	-	-	-	4	-	-	-
Hispanic or Latino	-	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	150	99%	95%	57%	134	99%	93%	60%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	9	100%	89%	44%	10	100%	100%	80%
General-Education Students	135	100%	99%	61%	128	99%	97%	67%
Students with Disabilities	24	96%	71%	25%	16	94%	63%	19%
English Proficient	159	99%	94%	56%	143	-	-	-
Limited English Proficient	-	-	-	-	1	-	-	-
Economically Disadvantaged	74	99%	91%	39%	62	98%	90%	52%
Not Disadvantaged	85	100%	98%	71%	82	99%	95%	70%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	159	99%	94%	56%	144	99%	93%	62%

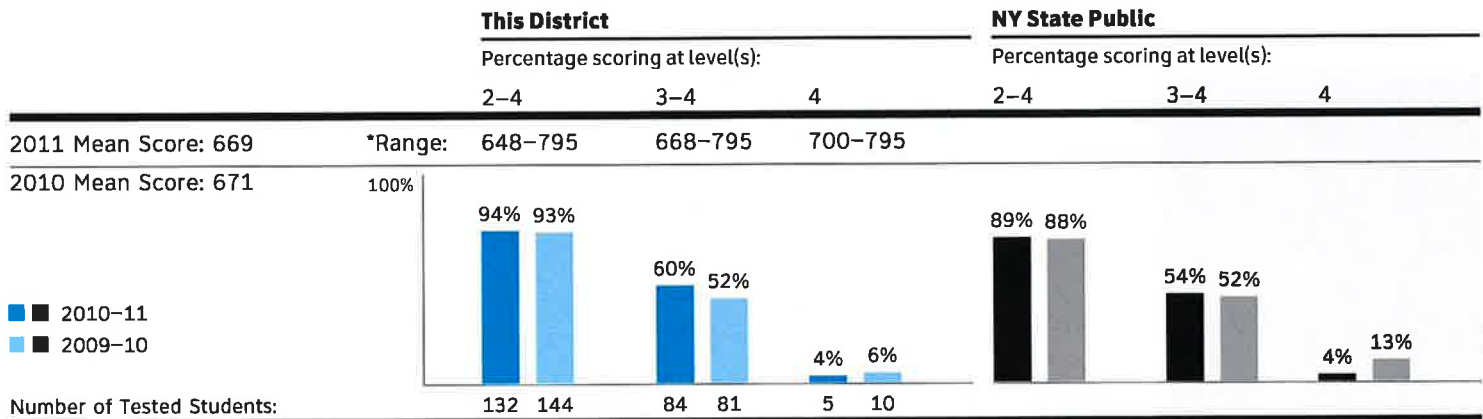
NOTES

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Other Assessments

	2010-11 School Year				2009-10 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				0			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	141	94%	60%	4%	155	93%	52%	6%
Female	69	100%	70%	6%	67	94%	60%	10%
Male	72	88%	50%	1%	88	92%	47%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	100%	40%	20%	5	80%	20%	0%
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	-	-	-	-
White	129	93%	60%	3%	150	93%	53%	7%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	7	100%	71%	0%				
General-Education Students	123	99%	67%	4%	130	99%	62%	8%
Students with Disabilities	18	56%	6%	0%	25	60%	0%	0%
English Proficient	141	94%	60%	4%	155	93%	52%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	86%	45%	2%	62	87%	34%	2%
Not Disadvantaged	83	99%	70%	5%	93	97%	65%	10%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	141	94%	60%	4%	155	93%	52%	6%

NOTES

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Other Assessments

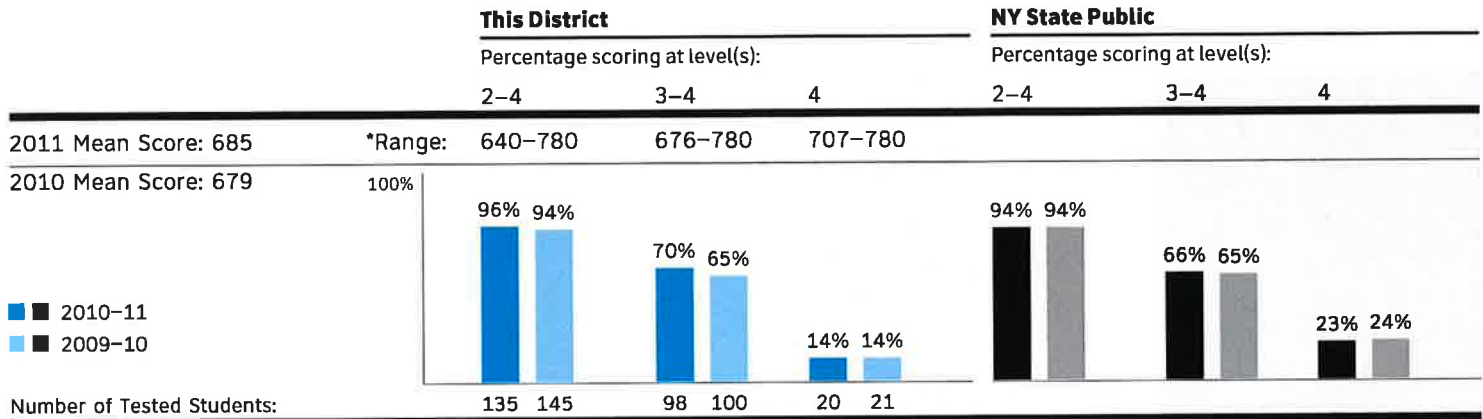
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total								
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.

District CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

District ID 03-07-01-06-0000

This District's Results in Grade 5 Mathematics



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	141	96%	70%	14%	155	94%	65%	14%
Female	68	99%	75%	12%	66	94%	67%	15%
Male	73	93%	64%	16%	89	93%	63%	12%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	100%	40%	0%	5	80%	0%	0%
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	-	-	-	-
White	129	95%	71%	16%	150	94%	67%	14%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	7	100%	71%	0%	-	-	-	-
General-Education Students	123	99%	77%	16%	129	99%	74%	16%
Students with Disabilities	18	72%	17%	0%	26	65%	19%	0%
English Proficient	141	96%	70%	14%	155	94%	65%	14%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	59	90%	49%	7%	63	89%	44%	3%
Not Disadvantaged	82	100%	84%	20%	92	97%	78%	21%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	141	96%	70%	14%	155	94%	65%	14%

NOTES

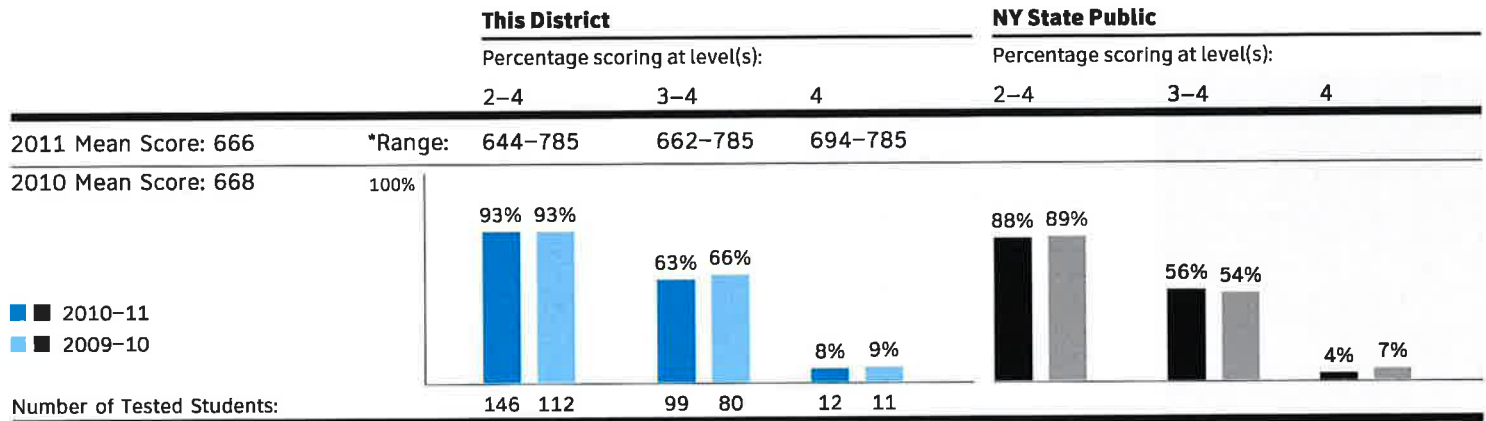
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Other Assessments

	2010-11 School Year				2009-10 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	0				0			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	157	93%	63%	8%	121	93%	66%	9%
Female	67	94%	70%	4%	62	95%	68%	10%
Male	90	92%	58%	10%	59	90%	64%	8%
American Indian or Alaska Native								
Black or African American	6	67%	17%	0%	4	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					6	-	-	-
White	151	94%	65%	8%	111	92%	65%	9%
Multiracial								
Small Group Totals					10	100%	80%	10%
General-Education Students	125	97%	78%	10%	103	99%	76%	11%
Students with Disabilities	32	78%	6%	0%	18	56%	11%	0%
English Proficient	157	93%	63%	8%	120	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	59	86%	39%	3%	45	84%	53%	2%
Not Disadvantaged	98	97%	78%	10%	76	97%	74%	13%
Migrant								
Not Migrant	157	93%	63%	8%	121	93%	66%	9%

NOTES

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Other Assessments

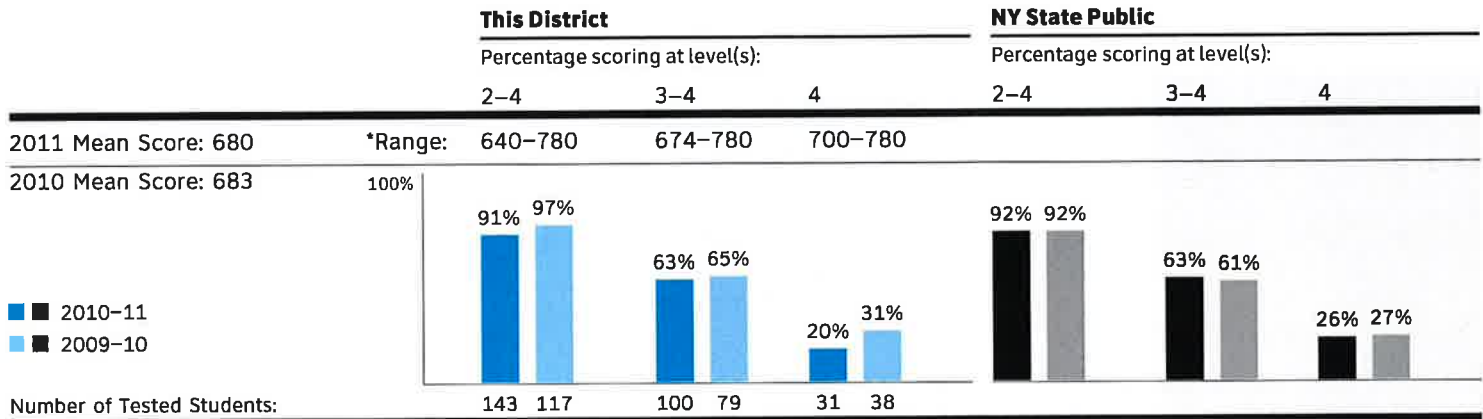
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	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	1	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.

District CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

District ID 03-07-01-06-0000

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	158	91%	63%	20%	121	97%	65%	31%
Female	68	91%	63%	25%	62	98%	65%	31%
Male	90	90%	63%	16%	59	95%	66%	32%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	6	-	-	-	4	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	6	-	-	-
White	151	91%	66%	20%	111	96%	67%	32%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	7	71%	14%	14%	10	100%	50%	30%
General-Education Students	126	98%	76%	25%	102	99%	75%	37%
Students with Disabilities	32	63%	13%	0%	19	84%	16%	0%
English Proficient	157	-	-	-	120	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	60	85%	40%	8%	45	91%	53%	9%
Not Disadvantaged	98	94%	78%	27%	76	100%	72%	45%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	158	91%	63%	20%	121	97%	65%	31%

NOTES

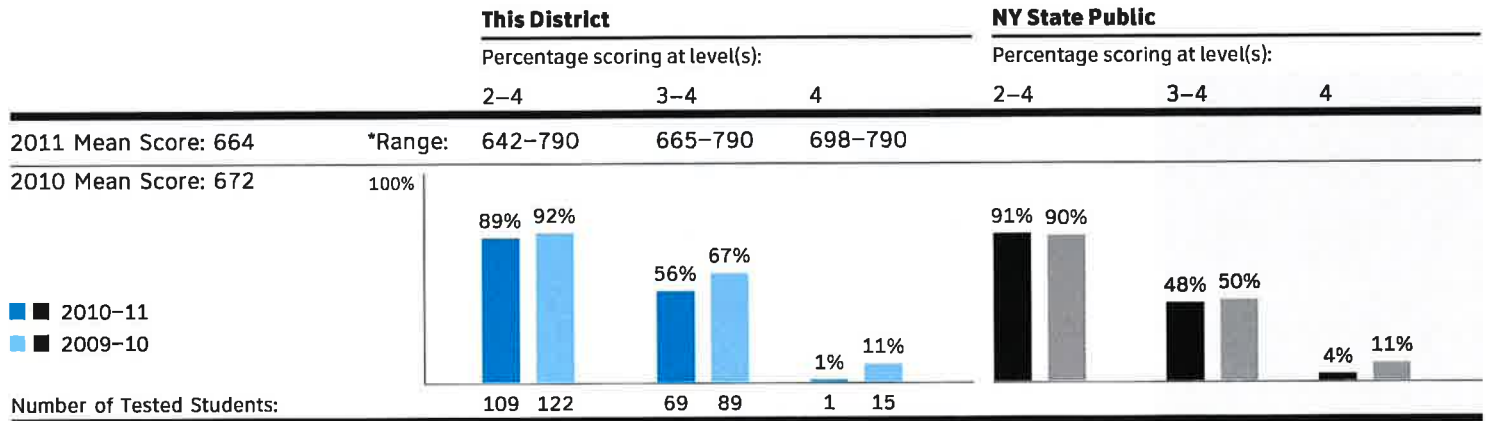
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Other Assessments

	2010-11 School Year				2009-10 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	1	-	-	-	0	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	123	89%	56%	1%	132	92%	67%	11%
Female	64	92%	63%	2%	68	97%	78%	15%
Male	59	85%	49%	0%	64	88%	56%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	80%	40%	0%	1	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	33%	0%	3	-	-	-
White	112	88%	58%	1%	128	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals					132	92%	67%	11%
General-Education Students	102	99%	68%	1%	117	95%	74%	13%
Students with Disabilities	21	38%	0%	0%	15	73%	13%	0%
English Proficient	122	-	-	-	132	92%	67%	11%
Limited English Proficient	1	-	-	-	-	-	-	-
Economically Disadvantaged	44	77%	41%	0%	42	90%	55%	7%
Not Disadvantaged	79	95%	65%	1%	90	93%	73%	13%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	123	89%	56%	1%	132	92%	67%	11%

NOTES

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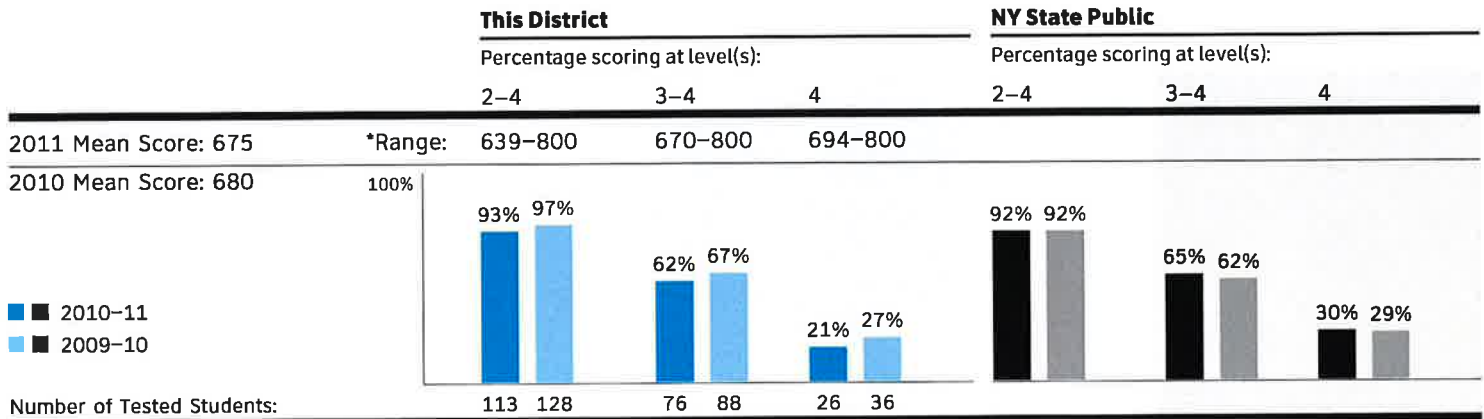
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 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	0	-	-	-	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.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	122	93%	62%	21%	132	97%	67%	27%
Female	64	95%	63%	20%	68	99%	72%	34%
Male	58	90%	62%	22%	64	95%	61%	20%
American Indian or Alaska Native	-	-	-	-	1	-	-	-
Black or African American	5	80%	40%	0%	-	-	-	-
Hispanic or Latino	-	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	17%	-	-	-	-
White	111	93%	63%	23%	128	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals					132	97%	67%	27%
General-Education Students	102	99%	73%	25%	117	100%	70%	28%
Students with Disabilities	20	60%	10%	0%	15	73%	40%	20%
English Proficient	121	-	-	-	132	97%	67%	27%
Limited English Proficient	1	-	-	-	-	-	-	-
Economically Disadvantaged	43	88%	51%	5%	42	95%	55%	14%
Not Disadvantaged	79	95%	68%	30%	90	98%	72%	33%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	122	93%	62%	21%	132	97%	67%	27%

NOTES

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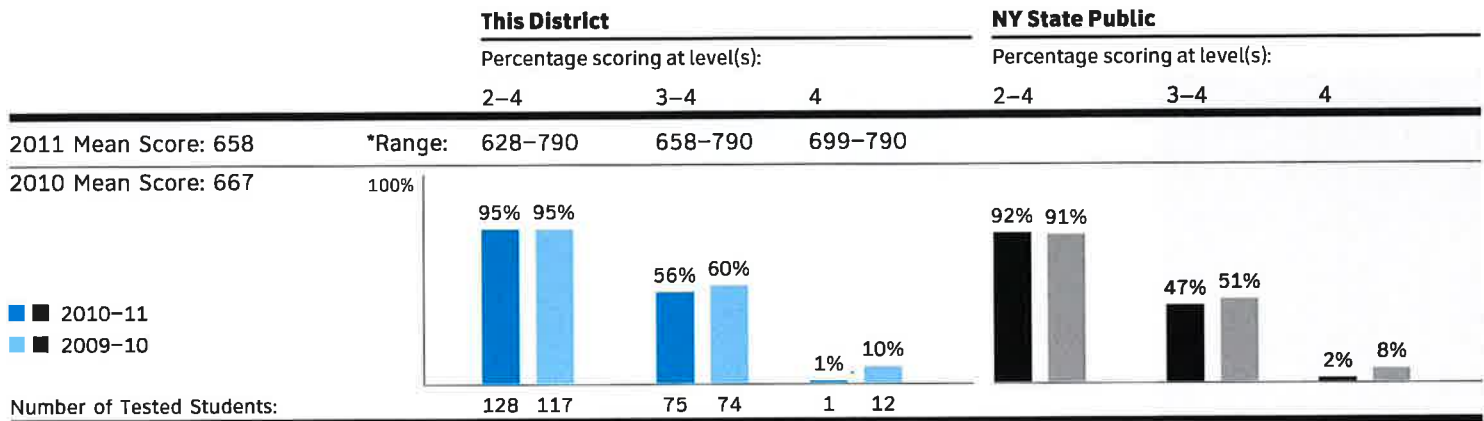
Other Assessments

	2010-11 School Year				2009-10 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	0	-	-	-	2	-	-	-

District CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

District ID 03-07-01-06-0000

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	135	95%	56%	1%	123	95%	60%	10%
Female	72	99%	71%	1%	65	94%	65%	12%
Male	63	90%	38%	0%	58	97%	55%	7%
American Indian or Alaska Native	1	-	-	-	9	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	130	95%	55%	1%	110	95%	62%	10%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	100%	60%	0%	13	100%	46%	8%
General-Education Students	119	97%	61%	1%	103	99%	68%	12%
Students with Disabilities	16	75%	13%	0%	20	75%	20%	0%
English Proficient	135	95%	56%	1%	123	95%	60%	10%
Limited English Proficient								
Economically Disadvantaged	42	93%	40%	2%	44	93%	43%	5%
Not Disadvantaged	93	96%	62%	0%	79	96%	70%	13%
Migrant								
Not Migrant	135	95%	56%	1%	123	95%	60%	10%

NOTES

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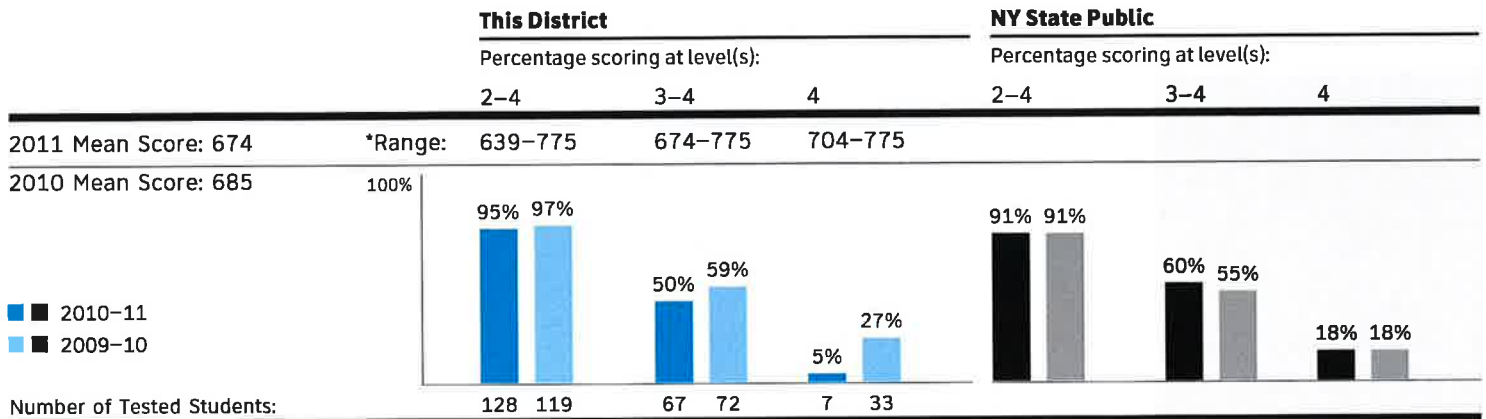
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Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	3	-	-	-
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.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	135	95%	50%	5%	123	97%	59%	27%
Female	72	100%	58%	7%	65	98%	68%	35%
Male	63	89%	40%	3%	58	95%	48%	17%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	9	-	-	-
Hispanic or Latino	-	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	130	95%	50%	5%	110	96%	62%	27%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	5	80%	40%	20%	13	100%	31%	23%
General-Education Students	119	97%	53%	6%	103	100%	66%	32%
Students with Disabilities	16	75%	25%	0%	20	80%	20%	0%
English Proficient	135	95%	50%	5%	123	97%	59%	27%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	42	93%	43%	5%	44	93%	39%	16%
Not Disadvantaged	93	96%	53%	5%	79	99%	70%	33%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	135	95%	50%	5%	123	97%	59%	27%

NOTES

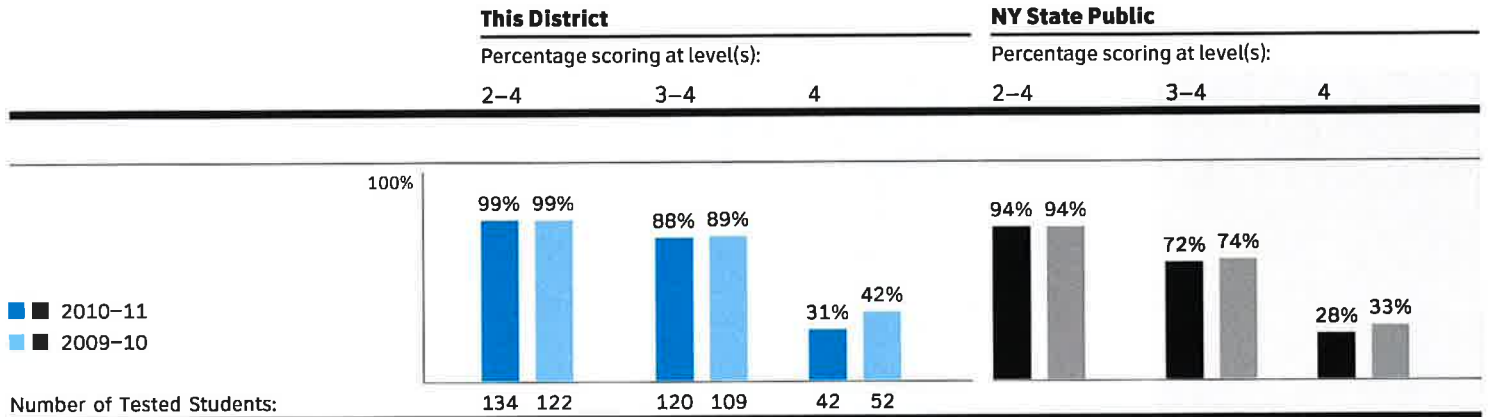
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Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	3	-	-	-

This District's Results in Grade 8 Science



Results by Student Group

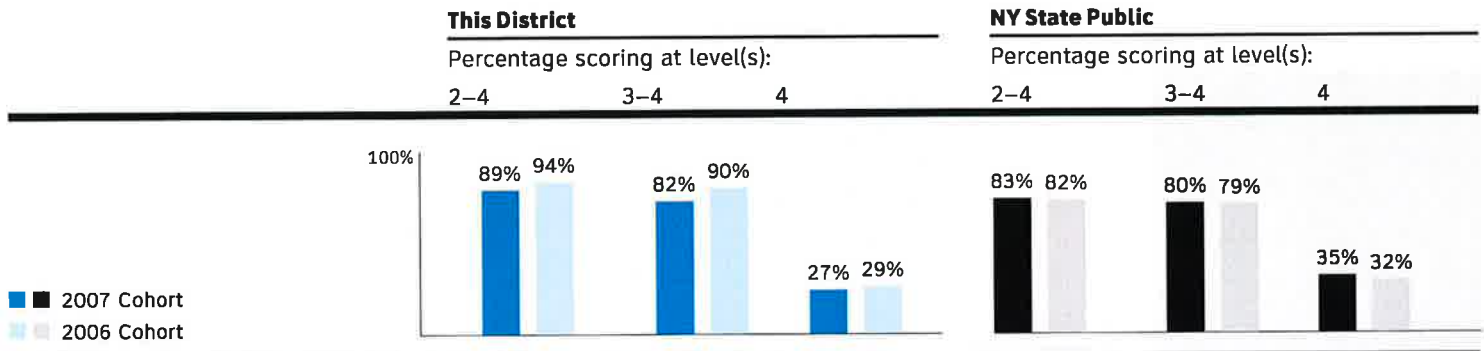
	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	136	99%	88%	31%	123	99%	89%	42%
Female	72	100%	92%	33%	65	100%	86%	48%
Male	64	97%	84%	28%	58	98%	91%	36%
American Indian or Alaska Native	1	-	-	-	9	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	131	98%	89%	31%	110	99%	91%	46%
White	1	-	-	-	1	-	-	-
Multiracial	5	100%	80%	40%	13	100%	69%	8%
Small Group Totals	120	99%	92%	33%	103	99%	91%	48%
General-Education Students	16	94%	63%	13%	20	100%	75%	15%
Students with Disabilities	136	99%	88%	31%	123	99%	89%	42%
English Proficient								
Limited English Proficient	43	100%	84%	16%	44	98%	73%	23%
Economically Disadvantaged	93	98%	90%	38%	79	100%	97%	53%
Not Disadvantaged								
Migrant	136	99%	88%	31%	123	99%	89%	42%
Not Migrant								

NOTES
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Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	3	-	-	-
Regents Science	0				0			

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 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	135	89%	82%	27%	180	94%	90%	29%
Female	54	94%	87%	39%	93	95%	90%	39%
Male	81	85%	79%	20%	87	94%	90%	18%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino					4	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander					2	-	-	-
White	133	-	-	-	170	95%	90%	29%
Multiracial								
Small Group Totals	135	89%	82%	27%	10	90%	90%	30%
General-Education Students	111	94%	90%	33%	151	98%	96%	34%
Students with Disabilities	24	67%	46%	0%	29	76%	59%	0%
English Proficient	135	89%	82%	27%	180	94%	90%	29%
Limited English Proficient								
Economically Disadvantaged	23	96%	74%	13%	45	89%	78%	11%
Not Disadvantaged	112	88%	84%	30%	135	96%	94%	35%
Migrant								
Not Migrant	135	89%	82%	27%	180	94%	90%	29%

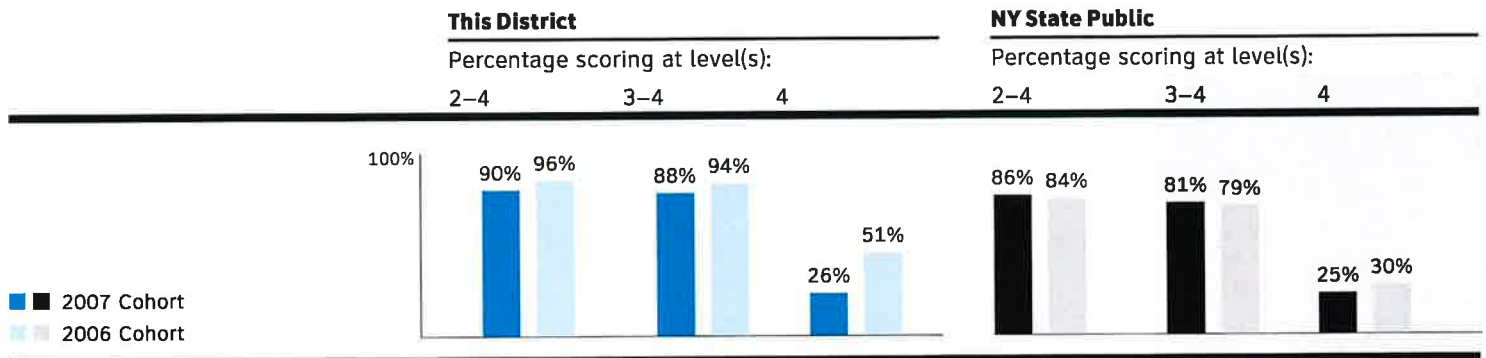
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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 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	135	90%	88%	26%	180	96%	94%	51%
Female	54	96%	94%	31%	93	95%	92%	54%
Male	81	86%	84%	22%	87	97%	95%	47%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino	-	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	2	-	-	-
White	133	-	-	-	170	96%	95%	51%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	135	90%	88%	26%	10	80%	80%	40%
General-Education Students	111	95%	93%	32%	151	99%	99%	58%
Students with Disabilities	24	71%	67%	0%	29	76%	69%	14%
English Proficient	135	90%	88%	26%	180	96%	94%	51%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	23	96%	96%	4%	45	91%	87%	31%
Not Disadvantaged	112	89%	87%	30%	135	97%	96%	57%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	135	90%	88%	26%	180	96%	94%	51%

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** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.



The New York State School Report Card

**Accountability
and Overview Report
2010 - 11**

School **PORT DICKINSON ELEMENTARY
SCHOOL**
District **CHENANGO VALLEY CENTRAL
SCHOOL DISTRICT**
School ID **03-07-01-06-0004**
Principal **JAMES PRITCHARD**
Telephone **(607) 779-4736**
Grades **PK-3**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 intervention services.

Use this report to:

- 1 Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.
- 3 Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science.

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 School Profile

School **PORT DICKINSON ELEMENTARY SCHOOL**
 School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	86	91	81
Kindergarten	142	131	124
Grade 1	114	144	128
Grade 2	153	116	131
Grade 3	130	156	108
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	539	547	491

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	22	23
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

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.

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	95	18%	162	30%	131	27%
Reduced-Price Lunch	37	7%	58	11%	47	10%
Student Stability*		91%		90%		100%
Limited English Proficient	8	1%	6	1%	6	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	2	0%
Black or African American	13	2%	17	3%	15	3%
Hispanic or Latino	4	1%	3	1%	9	2%
Asian or Native Hawaiian/Other Pacific Islander	9	2%	5	1%	6	1%
White	513	95%	522	95%	459	93%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	0	0%	0	0%	1	0%

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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school 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 was open during the school year. *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.

School **PORT DICKINSON ELEMENTARY SCHOOL**
 School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	39	35	34
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	6%	6%
Total Number of Core Classes	35	27	27
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	44	41	38
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	0%	N/A
Turnover Rate of All Teachers	10%	10%	9%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	5	2	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on 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, and show subject matter competency. 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. 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. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at <http://www.p12.nysed.gov/irs/sirs/>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “–” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing, see http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
<p>Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.</p>	
<p>Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.</p> <p>Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Improvement/Basic: A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.</p> <p>Improvement/Focused: A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.</p> <p>Improvement/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.</p> <p>Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Corrective Action or Restructuring/Focused: A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.</p> <p>Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.</p>	<p>SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.</p>

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011–12)

In Good Standing

Elementary/Middle Level

ELA In Good Standing

Math In Good Standing

Science

Secondary Level

ELA

Math

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2009–10

2010–11

2011–12

YES

YES

YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓				
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White	✓	✓				
Multiracial						
Other Groups						
Students with Disabilities	—	—				
Limited English Proficient	—	—				
Economically Disadvantaged	✓	✗				
Student groups making AYP in each subject	✓ 3 of 3	✗ 2 of 3				

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**










District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts




Accountability Status for This Subject (2011-12) In Good Standing

Accountability Measures 3 of 3 Student groups making AYP in English language arts
 Made AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (107:104)			100%		142	112	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (107:104)			100%		142	112	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (9:8)	-	-	-	-	-	-	-
Limited English Proficient (2:2)	-	-	-	-	-	-	-
Economically Disadvantaged (39:36)		-	-		106	106	
Final AYP Determination	 3 of 3						
Non-Accountability Groups							
Female (55:53)			100%		155	109	
Male (52:51)			100%		129	109	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- + Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

2 of 3 Student groups making AYP in mathematics
X Did not make AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (107:103)	✓	✓	99%	✓	154	127	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (107:103)	✓	✓	99%	✓	154	127	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (9:8)	-	-	-	-	-	-	-
Limited English Proficient (2:2)	-	-	-	-	-	-	-
Economically Disadvantaged (39:36)	X	-	-	X	114	121	121 123
Final AYP Determination	X 2 of 3						
Non-Accountability Groups							
Female (55:52)			98%		152	124	
Male (52:51)			100%		157	124	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- † Did not qualify for Safe Harbor



NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Summary of 2010–11 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	54% 	107
Mathematics		
Grade 3	56% 	106

About the Performance

Level Descriptors

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.

How are Need/Resource Capacity (N/RC) categories determined?

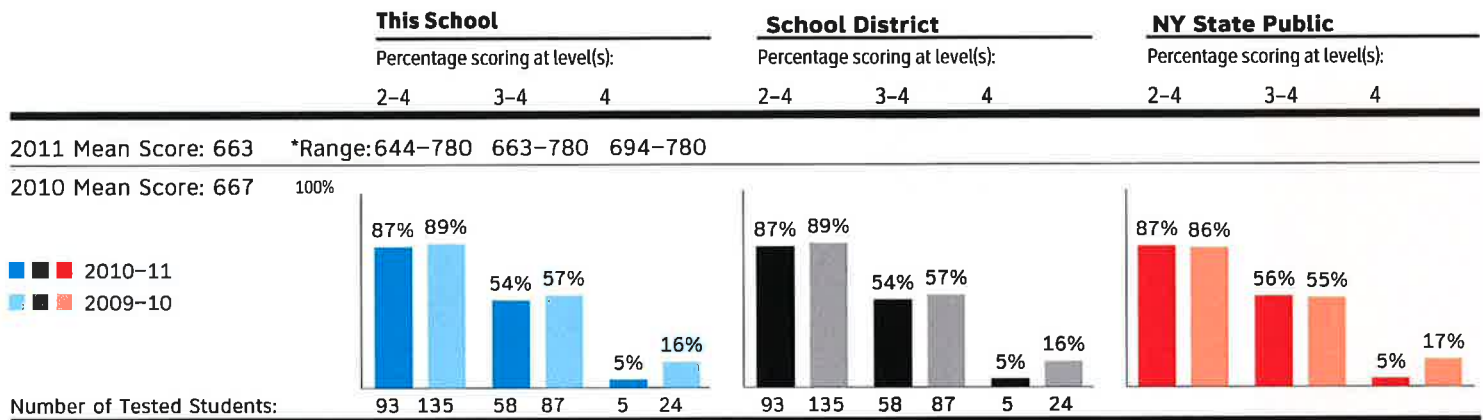
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

This School's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	107	87%	54%	5%	152	89%	57%	16%
Female	55	89%	64%	9%	84	88%	62%	23%
Male	52	85%	44%	0%	68	90%	51%	7%
American Indian or Alaska Native					5	-	-	-
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	107	87%	54%	5%	146	89%	58%	16%
Multiracial								
Small Group Totals					6	83%	50%	0%
General-Education Students	98	92%	59%	5%	132	95%	65%	18%
Students with Disabilities	9	33%	0%	0%	20	50%	5%	0%
English Proficient	105	-	-	-	151	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	39	74%	31%	0%	67	87%	39%	6%
Not Disadvantaged	68	94%	68%	7%	85	91%	72%	24%
Migrant								
Not Migrant	107	87%	54%	5%	152	89%	57%	16%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 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.

School **PORT DICKINSON ELEMENTARY SCHOOL**
School ID **03-07-01-06-0004**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

This School's Results in Grade 3 Mathematics

This School

Percentage scoring at level(s):

2-4 3-4 4

School District

Percentage scoring at level(s):

2-4 3-4 4

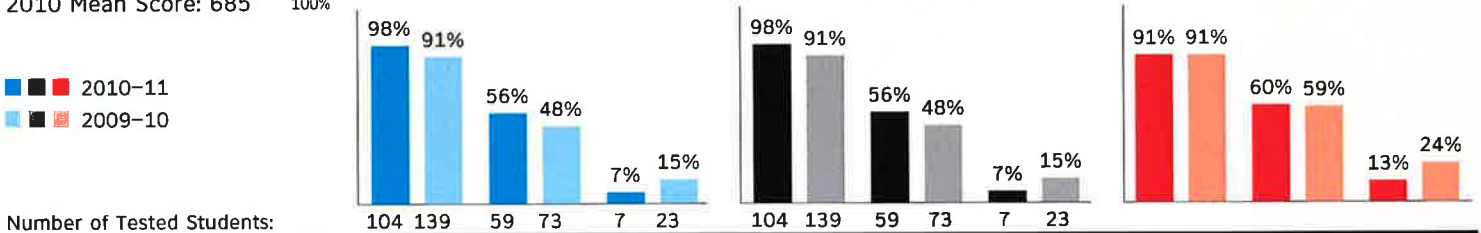
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

2011 Mean Score: 686 *Range: 662-770 684-770 707-770

2010 Mean Score: 685



Number of Tested Students:

Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	106	98%	56%	7%	153	91%	48%	15%
Female	54	98%	54%	7%	85	91%	46%	15%
Male	52	98%	58%	6%	68	91%	50%	15%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	5	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	1	-	-	-
White	106	98%	56%	7%	147	93%	48%	16%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	-	-	-	-	6	50%	33%	0%
General-Education Students	97	99%	61%	7%	133	97%	53%	17%
Students with Disabilities	9	89%	0%	0%	20	50%	15%	0%
English Proficient	104	-	-	-	152	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	39	95%	21%	0%	68	85%	37%	7%
Not Disadvantaged	67	100%	76%	10%	85	95%	56%	21%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	106	98%	56%	7%	153	91%	48%	15%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2010-11 School Year	2009-10 School Year
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0	0



The New York State School Report Card

**Accountability
and Overview Report
2010 - 11**

School **CHENANGO BRIDGE ELEMENTARY
SCHOOL**
District **CHENANGO VALLEY CENTRAL
SCHOOL DISTRICT**
School ID **03-07-01-06-0003**
Principal **TAMARA IVAN**
Telephone **(607) 648-9135**
Grades **4-6**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 intervention services.

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

Use this report to:

- 1 Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.
- 3 Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	0	0	0
Klndergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	146	143	156
Grade 5	117	159	140
Grade 6	139	118	156
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	402	420	452

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	24	24	23
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

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 School Profile

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
 School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	95	24%	115	27%	130	29%
Reduced-Price Lunch	37	9%	42	10%	46	10%
Student Stability*	91%		95%		97%	
Limited English Proficient	1	0%	2	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	10	2%	13	3%	18	4%
Hispanic or Latino	0	0%	2	0%	2	0%
Asian or Native Hawaiian/Other Pacific Islander	6	1%	10	2%	7	2%
White	386	96%	395	94%	425	94%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		96%	
Student Suspensions	11	3%	4	1%	8	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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school 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 was open during the school year. *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.

1 School Profile

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	26	26	30
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	4%	4%	3%
Total Number of Core Classes	25	28	51
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	36	42	66
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	N/A	0%
Turnover Rate of All Teachers	8%	8%	15%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	2	2	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on 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, and show subject matter competency. 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. 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. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at <http://www.p12.nysed.gov/irs/sirs/>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL**
DISTRICT

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
<p>Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.</p>	
<p>Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.</p> <p>Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Improvement/Basic: A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.</p> <p>Improvement/Focused: A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.</p> <p>Improvement/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.</p> <p>Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Corrective Action or Restructuring/Focused: A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.</p> <p>Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.</p>	<p>SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.</p>

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011–12)

Improvement (year 1) Basic

Elementary/Middle Level

Secondary Level

ELA

Improvement (year 1) Basic

ELA

Math

In Good Standing

Math

Science

In Good Standing

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2009–10

2010–11

2011–12

YES

YES

YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓			
Demographics						
American Indian or Alaska Native						
Black or African American	—	—				
Hispanic or Latino	—	—				
Asian or Native Hawaiian/Other Pacific Islander	—	—				
White	✓	✓				
Multiracial						
Other Groups						
Students with Disabilities	✗	✗				
Limited English Proficient	—	—				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1			

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
 School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011-12)

Improvement (year 1) Basic

Accountability Measures

3 of 4 Student groups making AYP in English language arts
 X Did not make AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (453:439)	✓	✓	100%	✓	154	117	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (18:16)	-	-	-	-	-	-	-
Hispanic or Latino (2:2)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (7:6)	-	-	-	-	-	-	-
White (426:415)	✓	✓	100%	✓	155	117	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (69:68)	X	✓	100%	X	76	110	83 88
Limited English Proficient (1:0)	-	-	-	-	-	-	-
Economically Disadvantaged (191:179)	✓	✓	99%	✓	127	114	
Final AYP Determination	X 3 of 4						
Non-Accountability Groups							
Female (224:217)			100%		163	114	
Male (229:222)			100%		145	115	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- † Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

3 of 4 Student groups making AYP in mathematics
X Did not make AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (455:439)	✓	✓	100%	✓	161	132	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (18:16)	—	—	—	—	—	—	—
Hispanic or Latino (2:2)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—	—	—	—	—	—	—
White (428:414)	✓	✓	100%	✓	163	132	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (69:68)	X	✓	100%	X	87	125	110 98
Limited English Proficient (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (193:180)	✓	✓	99%	✓	135	129	
Final AYP Determination	X 3 of 4						
Non-Accountability Groups							
Female (225:217)			99%		165	129	
Male (230:222)			100%		157	130	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- † Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

1 of 1 Student groups making AYP in science
✓ Made AYP

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12	
Accountability Groups									
All Students (160:149)	✓	Qualified	✓	99%	✓	193	100		
Ethnicity									
American Indian or Alaska Native (0:0)	-	-	-	-	-	-	-	-	
Black or African American (7:6)	-	-	-	-	-	-	-	-	
Hispanic or Latino (0:0)	-	-	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander (1:1)	-	-	-	-	-	-	-	-	
White (151:142)		Qualified	✓	99%	✓	194	100		
Multiracial (1:0)	-	-	-	-	-	-	-	-	
Other Groups									
Students with Disabilities (24:23)	-	-	-	-	-	-	-	-	
Limited English Proficient (0:0)	-	-	-	-	-	-	-	-	
Economically Disadvantaged (75:65)		Qualified	✓	99%	✓	188	100		
Final AYP Determination	✓	1 of 1							
Non-Accountability Groups									
Female (88:82)				99%		190	100		
Male (72:67)				100%		197	100		
Migrant (0:0)	-	-	-	-	-	-	-	-	

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment








NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Summary of 2010–11 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3		Total Tested
	0%	50%	100%
English Language Arts			
Grade 4	54%		158
Grade 5	60%		140
Grade 6	65%		153
Mathematics			
Grade 4	60%		159
Grade 5	70%		140
Grade 6	65%		154
Science			
Grade 4	94%		159

About the Performance

Level Descriptors

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.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/lrs.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

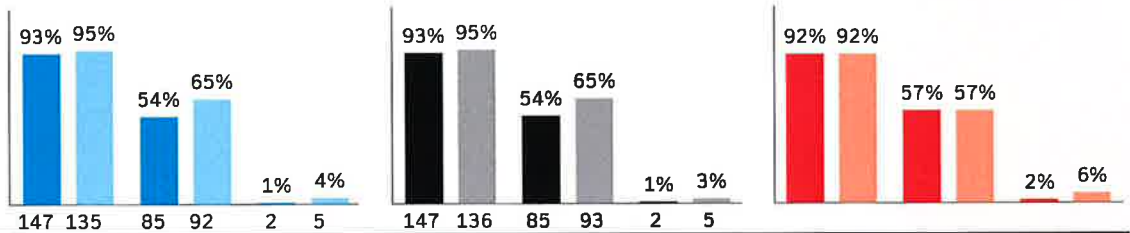
This School's Results in Grade 4 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 670 *Range: 637-775 671-775 722-775

2010 Mean Score: 676 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

147 135 85 92 2 5 147 136 85 93 2 5

Results by Student Group

	2010-11 School Year				2009-10 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	158	93%	54%	1%	142	95%	65%	4%
Female	86	94%	60%	2%	66	98%	70%	3%
Male	72	92%	46%	0%	76	92%	61%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	-	-	-	4	-	-	-
Hispanic or Latino	-	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	150	93%	53%	1%	132	95%	66%	4%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	8	88%	63%	0%	10	100%	50%	0%
General-Education Students	134	99%	61%	1%	127	98%	72%	4%
Students with Disabilities	24	63%	13%	0%	15	73%	7%	0%
English Proficient	158	93%	54%	1%	141	-	-	-
Limited English Proficient	-	-	-	-	1	-	-	-
Economically Disadvantaged	73	88%	38%	0%	59	90%	51%	2%
Not Disadvantaged	85	98%	67%	2%	83	99%	75%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	158	93%	54%	1%	142	95%	65%	4%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other

Assessments

	2010-11 School Year				2009-10 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	-	-	-	0	-	-	-
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.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

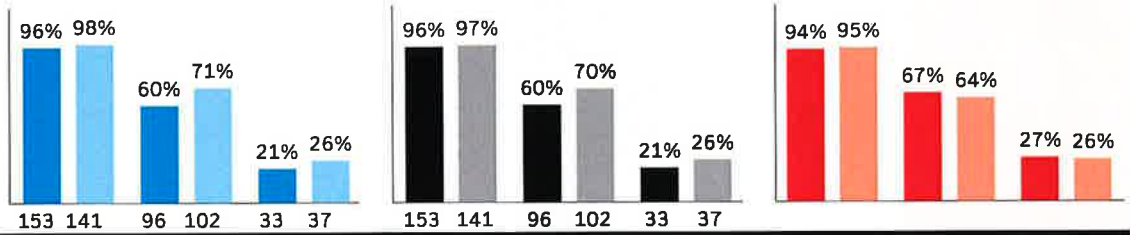
This School's Results in Grade 4 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 685 *Range:636-800 676-800 707-800

2010 Mean Score: 689 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	159	96%	60%	21%	144	98%	71%	26%
Female	87	95%	66%	20%	67	100%	76%	24%
Male	72	97%	54%	22%	77	96%	66%	27%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	-	-	-	4	-	-	-
Hispanic or Latino	-	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	151	97%	61%	21%	134	98%	72%	26%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	8	88%	50%	25%	10	100%	60%	20%
General-Education Students	135	100%	68%	24%	129	99%	75%	28%
Students with Disabilities	24	75%	17%	4%	15	87%	33%	7%
English Proficient	159	96%	60%	21%	143	-	-	-
Limited English Proficient	-	-	-	-	1	-	-	-
Economically Disadvantaged	74	93%	43%	8%	61	95%	64%	23%
Not Disadvantaged	85	99%	75%	32%	83	100%	76%	28%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	159	96%	60%	21%	144	98%	71%	26%

NOTES

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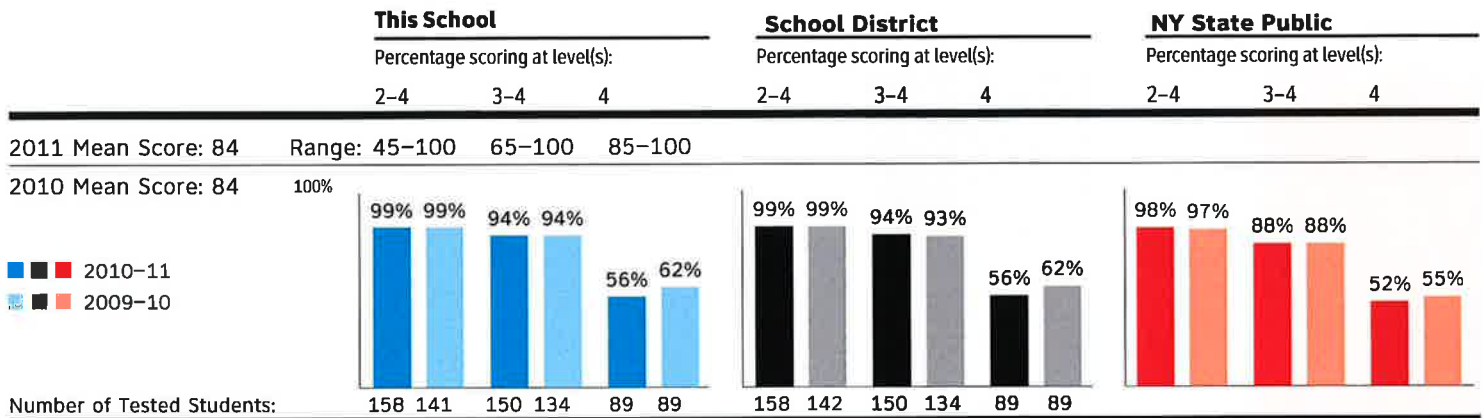
Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	0	-	-	-

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

This School's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	159	99%	94%	56%	143	99%	94%	62%
Female	87	99%	92%	57%	66	98%	97%	67%
Male	72	100%	97%	54%	77	99%	91%	58%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	7	-	-	-	4	-	-	-
Hispanic or Latino	-	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	150	99%	95%	57%	133	98%	93%	61%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	9	100%	89%	44%	10	100%	100%	80%
General-Education Students	135	100%	99%	61%	128	99%	97%	67%
Students with Disabilities	24	96%	71%	25%	15	93%	67%	20%
English Proficient	159	99%	94%	56%	142	-	-	-
Limited English Proficient	-	-	-	-	1	-	-	-
Economically Disadvantaged	74	99%	91%	39%	62	98%	90%	52%
Not Disadvantaged	85	100%	98%	71%	81	99%	96%	70%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	159	99%	94%	56%	143	99%	94%	62%

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

	2010-11 School Year				2009-10 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				0			

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

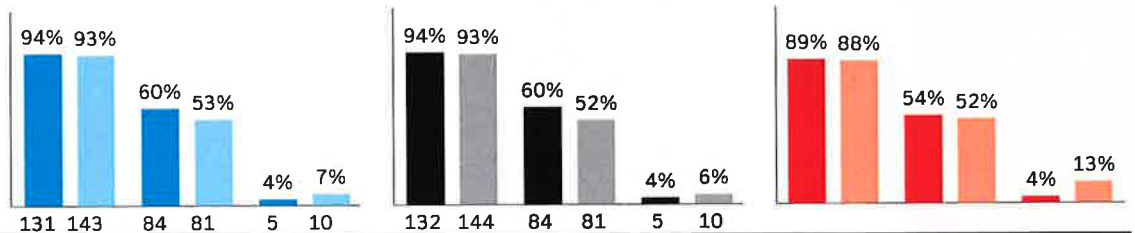
This School's Results in Grade 5 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 669 *Range: 648-795 668-795 700-795

2010 Mean Score: 672 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	140	94%	60%	4%	153	93%	53%	7%
Female	69	100%	70%	6%	67	94%	60%	10%
Male	71	87%	51%	1%	86	93%	48%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	100%	40%	20%	5	80%	20%	0%
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	-	-	-	-
White	128	93%	60%	3%	148	94%	54%	7%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	7	100%	57%	14%	-	-	-	-
General-Education Students	123	99%	67%	4%	130	99%	62%	8%
Students with Disabilities	17	53%	6%	0%	23	61%	0%	0%
English Proficient	140	94%	60%	4%	153	93%	53%	7%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	86%	45%	2%	61	89%	34%	2%
Not Disadvantaged	82	99%	71%	5%	92	97%	65%	10%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	140	94%	60%	4%	153	93%	53%	7%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 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	0				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	0	N/A	N/A	N/A	0	N/A	N/A	N/A
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.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

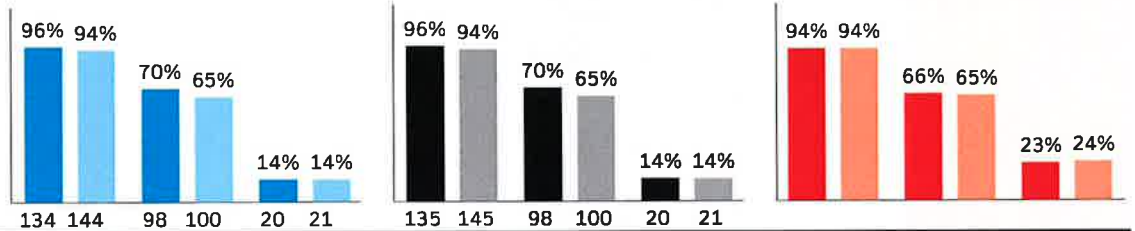
This School's Results in Grade 5 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 685 *Range:640-780 676-780 707-780

2010 Mean Score: 680 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	140	96%	70%	14%	153	94%	65%	14%
Female	68	99%	75%	12%	66	94%	67%	15%
Male	72	93%	65%	17%	87	94%	64%	13%
American Indian or Alaska Native								
Black or African American	5	-	-	-	5	80%	0%	0%
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%				
White	128	95%	71%	16%	148	95%	68%	14%
Multiracial								
Small Group Totals	7	100%	71%	0%				
General-Education Students	123	99%	77%	16%	129	99%	74%	16%
Students with Disabilities	17	71%	18%	0%	24	67%	21%	0%
English Proficient	140	96%	70%	14%	153	94%	65%	14%
Limited English Proficient								
Economically Disadvantaged	59	90%	49%	7%	62	90%	45%	3%
Not Disadvantaged	81	100%	85%	20%	91	97%	79%	21%
Migrant								
Not Migrant	140	96%	70%	14%	153	94%	65%	14%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	0				0			

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

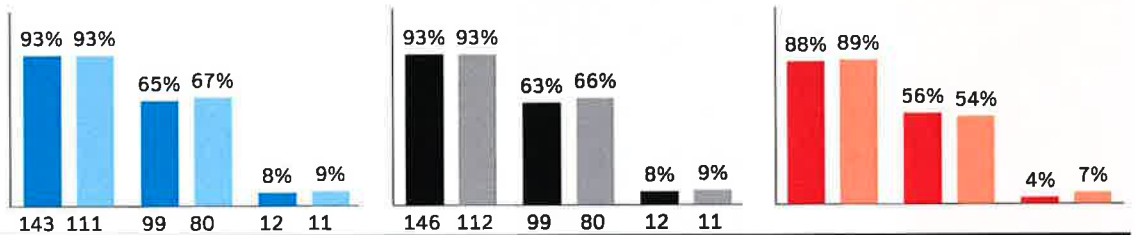
This School's Results in Grade 6 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 667 *Range: 644-785 662-785 694-785

2010 Mean Score: 668 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	153	93%	65%	8%	120	93%	67%	9%
Female	67	94%	70%	4%	62	95%	68%	10%
Male	86	93%	60%	10%	58	90%	66%	9%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	6	67%	17%	0%	4	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	6	-	-	-
White	147	95%	67%	8%	110	92%	65%	9%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	-	-	-	-	10	100%	80%	10%
General-Education Students	125	97%	78%	10%	103	99%	76%	11%
Students with Disabilities	28	79%	7%	0%	17	53%	12%	0%
English Proficient	153	93%	65%	8%	119	-	-	-
Limited English Proficient	-	-	-	-	1	-	-	-
Economically Disadvantaged	58	86%	40%	3%	45	84%	53%	2%
Not Disadvantaged	95	98%	80%	11%	75	97%	75%	13%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	153	93%	65%	8%	120	93%	67%	9%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	0	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	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.

School **CHENANGO BRIDGE ELEMENTARY SCHOOL**
School ID **03-07-01-06-0003**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

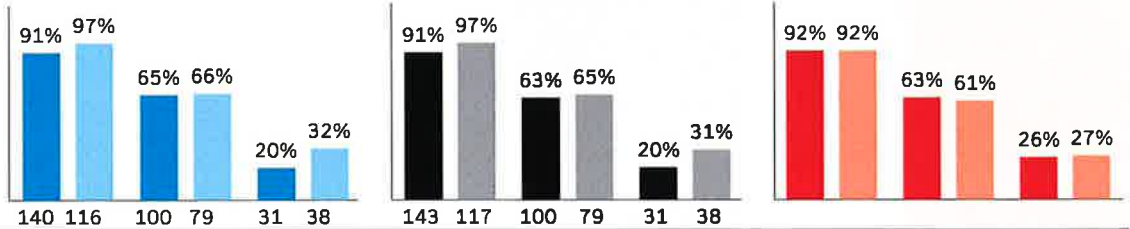
This School's Results in Grade 6 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 681 *Range:640-780 674-780 700-780

2010 Mean Score: 684 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	154	91%	65%	20%	120	97%	66%	32%
Female	68	91%	63%	25%	62	98%	65%	31%
Male	86	91%	66%	16%	58	95%	67%	33%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	6	-	-	-	4	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	6	-	-	-
White	147	92%	67%	20%	110	96%	67%	32%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	7	71%	14%	14%	10	100%	50%	30%
General-Education Students	126	98%	76%	25%	102	99%	75%	37%
Students with Disabilities	28	61%	14%	0%	18	83%	17%	0%
English Proficient	153	-	-	-	119	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	59	85%	41%	8%	45	91%	53%	9%
Not Disadvantaged	95	95%	80%	27%	75	100%	73%	45%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	154	91%	65%	20%	120	97%	66%	32%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 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				0			



The New York State School Report Card

**Accountability
and Overview Report
2010 - 11**

School **CHENANGO VALLEY MIDDLE SCHOOL**
District **CHENANGO VALLEY CENTRAL
SCHOOL DISTRICT**
School ID **03-07-01-06-0005**
Principal **ERIC ATTLESON**
Telephone **(607) 779-4755**
Grades **7-8**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 intervention services.

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

Use this report to:

- 1 Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.
- 3 Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science.

1 School Profile

School **CHENANGO VALLEY MIDDLE SCHOOL**
 School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	121	130	120
Grade 8	148	123	133
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	269	253	253

Average Class Size

	2008-09	2009-10	2010-11
Common Branch			
Grade 8			
English	24	24	22
Mathematics	21	21	22
Science	20	20	23
Social Studies	21	21	22
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

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 School Profile

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	118	44%	47	19%	52	21%
Reduced-Price Lunch	52	19%	24	9%	24	9%
Student Stability*		95%		94%		96%
Limited English Proficient	0	0%	0	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	8	3%	8	3%	4	2%
Hispanic or Latino	1	0%	1	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	2%	5	2%	9	4%
White	249	93%	239	94%	237	94%
Multiracial	5	2%	0	0%	3	1%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		95%
Student Suspensions	14	5%	2	1%	5	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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school 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 was open during the school year. *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.

1 School Profile

School **CHENANGO VALLEY MIDDLE SCHOOL**
 School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	18	17	20
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	17%	12%	10%
Total Number of Core Classes	59	49	68
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	81	72	96
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	0%	N/A
Turnover Rate of All Teachers	19%	6%	12%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	0	1	4
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on 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, and show subject matter competency. 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. 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.

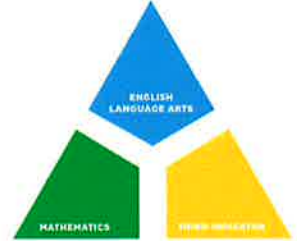
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at <http://www.p12.nysed.gov/irs/sirs/>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL
DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing, see http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
<p>Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.</p> <p>Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Improvement/Basic: A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.</p> <p>Improvement/Focused: A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.</p> <p>Improvement/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.</p> <p>Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Corrective Action or Restructuring/Focused: A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.</p> <p>Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.</p>	<p>SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.</p>

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011–12)

In Good Standing

Elementary/Middle Level

ELA In Good Standing

Math In Good Standing

Science In Good Standing

Secondary Level

ELA

Math

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2009–10

2010–11

2011–12

NO

NO

NO

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	—	—				
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander	—	—				
White	✓	✓				
Multiracial	—	—				
Other Groups						
Students with Disabilities	✗	✗				
Limited English Proficient	—	—				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1			

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

3 of 4 Student groups making AYP in English language arts
X Did not make AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (255:243)	✓	✓	100%	✓	151	115	
Ethnicity							
American Indian or Alaska Native (0:0)	-	-	-	-	-	-	-
Black or African American (6:5)	-	-	-	-	-	-	-
Hispanic or Latino (0:0)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (9:9)	-	-	-	-	-	-	-
White (239:228)	✓	✓	100%	✓	152	115	
Multiracial (1:1)	-	-	-	-	-	-	-
Other Groups							
Students with Disabilities (35:32)	X	-	-	X	72	105	105 85
Limited English Proficient (1:1)	-	-	-	-	-	-	-
Economically Disadvantaged (87:76)	✓	✓	99%	✓	128	111	
Final AYP Determination	X 3 of 4						
Non-Accountability Groups							
Female (135:130)			100%		166	113	
Male (120:113)			99%		135	112	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- + Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

3 of 4 Student groups making AYP in mathematics
X Did not make AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (255:242)	✓	✓	99%	✓	152	130	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (6:5)	-	-	-	-	-	-	-
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (9:9)	-	-	-	-	-	-	-
White (239:227)	✓	✓	99%	✓	153	130	
Multiracial (1:1)	-	-	-	-	-	-	-
Other Groups							
Students with Disabilities (35:31)	X	-	-	X	87	120	120 98
Limited English Proficient (1:1)	-	-	-	-	-	-	-
Economically Disadvantaged (87:75)	✓	✓	98%	✓	137	126	
Final AYP Determination	X 3 of 4						
Non-Accountability Groups							
Female (135:130)			100%		160	128	
Male (120:112)			98%		143	127	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- + Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

1 of 1 Student groups making AYP in science
✓ Made AYP

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12
Accountability Groups								
All Students (133:130)	✓	Qualified	✓	100%	✓	190	100	
Ethnicity								
American Indian or Alaska Native (0:0)	-	-	-	-	-	-	-	-
Black or African American (1:1)	-	-	-	-	-	-	-	-
Hispanic or Latino (0:0)	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (3:3)	-	-	-	-	-	-	-	-
White (128:125)		Qualified	✓	100%	✓	190	100	
Multiracial (1:1)	-	-	-	-	-	-	-	-
Other Groups								
Students with Disabilities (15:15)	-	-	-	-	-	-	-	-
Limited English Proficient (0:0)	-	-	-	-	-	-	-	-
Economically Disadvantaged (43:40)		Qualified	✓	100%	✓	185	100	
Final AYP Determination	✓	1 of 1						
Non-Accountability Groups								
Female (72:71)				100%		192	100	
Male (61:59)				100%		188	100	
Migrant (0:0)	-	-	-	-	-	-	-	-

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment






NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Summary of 2010–11 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3		Total Tested
	0%	50%	100%
English Language Arts			
Grade 7	57%		122
Grade 8	57%		132
Mathematics			
Grade 7	63%		121
Grade 8	51%		132
Science			
Grade 8	90%		133

About the Performance

Level Descriptors

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.

How are Need/Resource Capacity (N/RC) categories determined?

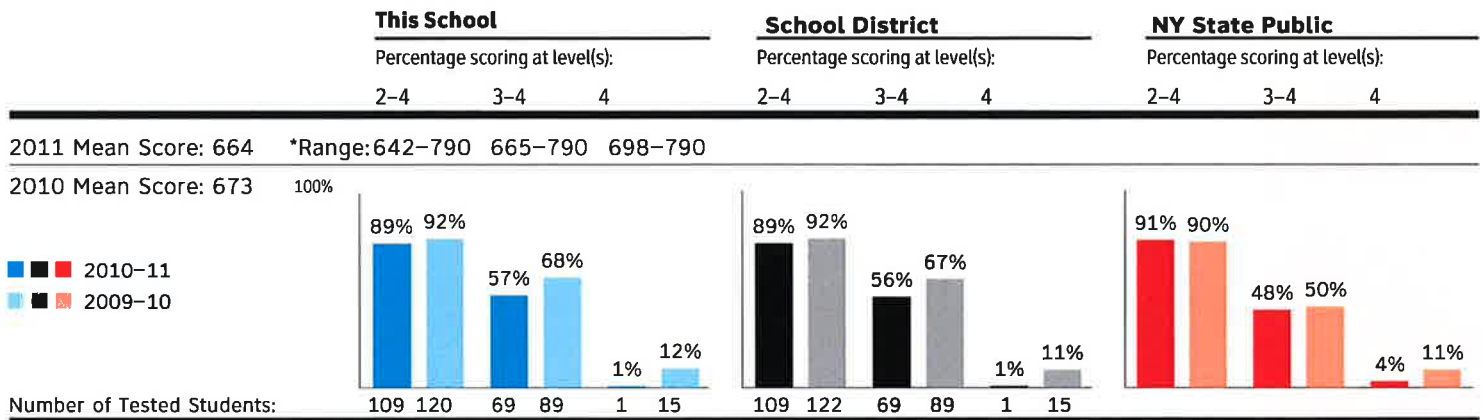
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

This School's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	122	89%	57%	1%	130	92%	68%	12%
Female	63	94%	63%	2%	67	97%	79%	15%
Male	59	85%	49%	0%	63	87%	57%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	80%	40%	0%	1	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	33%	0%	3	-	-	-
White	111	89%	59%	1%	126	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals					130	92%	68%	12%
General-Education Students	102	99%	68%	1%	116	95%	75%	13%
Students with Disabilities	20	40%	0%	0%	14	71%	14%	0%
English Proficient	121	-	-	-	130	92%	68%	12%
Limited English Proficient	1	-	-	-	-	-	-	-
Economically Disadvantaged	44	77%	41%	0%	41	90%	56%	7%
Not Disadvantaged	78	96%	65%	1%	89	93%	74%	13%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	122	89%	57%	1%	130	92%	68%	12%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

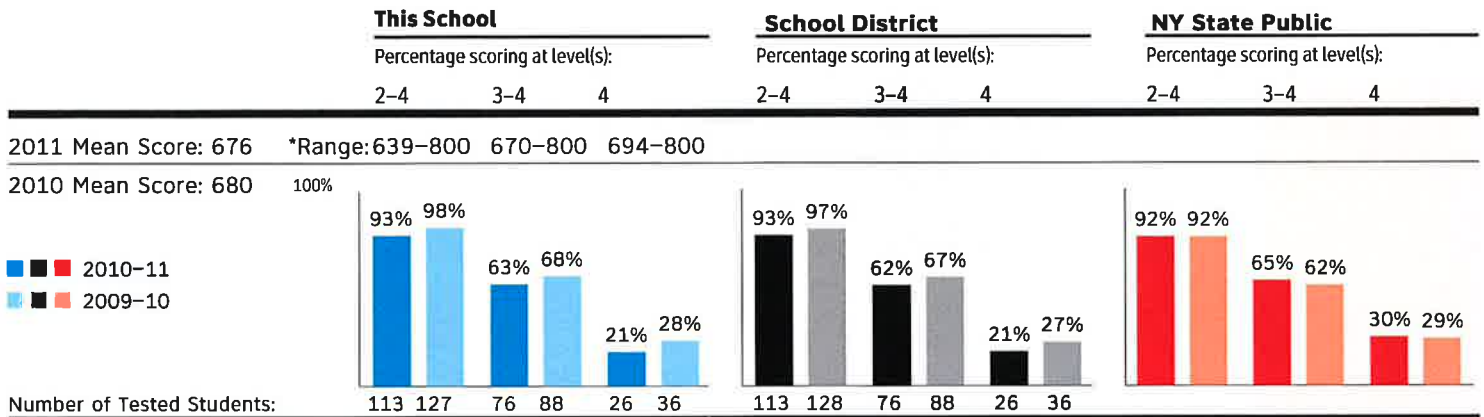
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: 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.

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

This School's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	121	93%	63%	21%	130	98%	68%	28%
Female	63	97%	63%	21%	67	99%	73%	34%
Male	58	90%	62%	22%	63	97%	62%	21%
American Indian or Alaska Native								
Black or African American	5	80%	40%	0%	1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	17%	3	-	-	-
White	110	94%	64%	23%	126	-	-	-
Multiracial								
Small Group Totals					130	98%	68%	28%
General-Education Students	102	99%	73%	25%	116	100%	71%	28%
Students with Disabilities	19	63%	11%	0%	14	79%	43%	21%
English Proficient	120	-	-	-	130	98%	68%	28%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	43	88%	51%	5%	41	95%	56%	15%
Not Disadvantaged	78	96%	69%	31%	89	99%	73%	34%
Migrant								
Not Migrant	121	93%	63%	21%	130	98%	68%	28%

NOTES

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Other Assessments

	2010-11 School Year			2009-10 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	0				0			

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

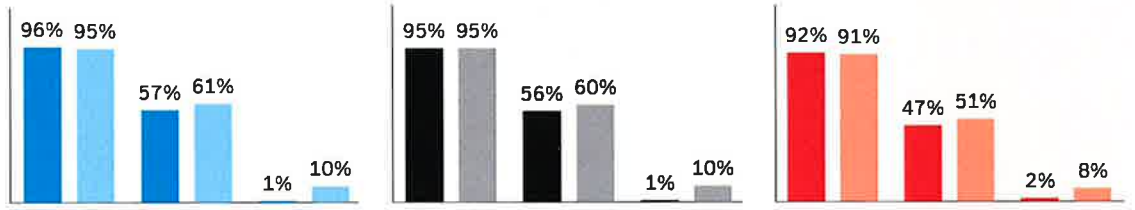
This School's Results in Grade 8 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 659 *Range: 628-790 658-790 699-790

2010 Mean Score: 667 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	132	96%	57%	1%	121	95%	61%	10%
Female	72	99%	71%	1%	64	94%	66%	13%
Male	60	93%	40%	0%	57	96%	56%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	9	-	-	-
Hispanic or Latino	-	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	127	96%	57%	1%	108	94%	63%	10%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	5	100%	60%	0%	13	100%	46%	8%
General-Education Students	117	98%	62%	1%	102	99%	69%	12%
Students with Disabilities	15	80%	13%	0%	19	74%	21%	0%
English Proficient	132	96%	57%	1%	121	95%	61%	10%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	42	93%	40%	2%	43	93%	44%	5%
Not Disadvantaged	90	98%	64%	0%	78	96%	71%	13%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	132	96%	57%	1%	121	95%	61%	10%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	0				0			
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.

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

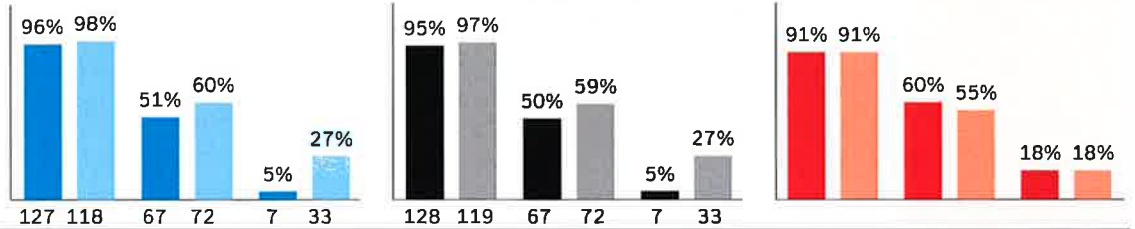
This School's Results in Grade 8 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 675 *Range:639-775 674-775 704-775

2010 Mean Score: 686 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	132	96%	51%	5%	121	98%	60%	27%
Female	72	100%	58%	7%	64	98%	69%	36%
Male	60	92%	42%	3%	57	96%	49%	18%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	9	-	-	-
Hispanic or Latino	-	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	127	97%	51%	5%	108	97%	63%	28%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	5	80%	40%	20%	13	100%	31%	23%
General-Education Students	117	98%	54%	6%	102	100%	67%	32%
Students with Disabilities	15	80%	27%	0%	19	84%	21%	0%
English Proficient	132	96%	51%	5%	121	98%	60%	27%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	42	93%	43%	5%	43	93%	40%	16%
Not Disadvantaged	90	98%	54%	6%	78	100%	71%	33%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	132	96%	51%	5%	121	98%	60%	27%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

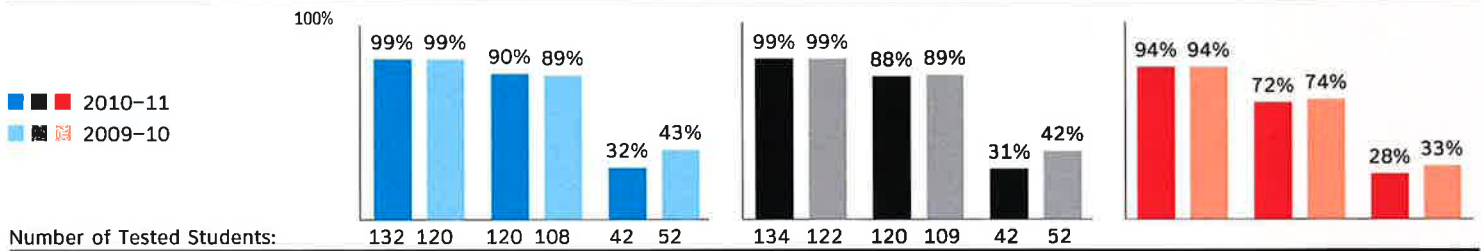
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0	-	-	-	0	-	-	-

School **CHENANGO VALLEY MIDDLE SCHOOL**
School ID **03-07-01-06-0005**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

This School's Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



Results by Student Group

	2010-11 School Year				2009-10 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	133	99%	90%	32%	121	99%	89%	43%
Female	72	100%	92%	33%	64	100%	88%	48%
Male	61	98%	89%	30%	57	98%	91%	37%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	9	-	-	-
Hispanic or Latino	-	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	128	99%	91%	31%	108	99%	92%	47%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	5	100%	80%	40%	13	100%	69%	8%
General-Education Students	118	100%	93%	34%	102	99%	92%	48%
Students with Disabilities	15	93%	67%	13%	19	100%	74%	16%
English Proficient	133	99%	90%	32%	121	99%	89%	43%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	43	100%	84%	16%	43	98%	74%	23%
Not Disadvantaged	90	99%	93%	39%	78	100%	97%	54%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	133	99%	90%	32%	121	99%	89%	43%

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

	2010-11 School Year				2009-10 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	0	-	-	-	0	-	-	-
Regents Science	0	-	-	-	0	-	-	-



The New York State School Report Card

**Accountability
and Overview Report
2010 - 11**

School **CHENANGO VALLEY HIGH SCHOOL**
District **CHENANGO VALLEY CENTRAL
SCHOOL DISTRICT**
School ID **03-07-01-06-0001**
Principal **TERRENCE HELLER**
Telephone **(607) 779-4743**
Grades **9-12**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 intervention services.

Use this report to:

- 1 Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.
- 3 Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science.

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

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	148	151	130
Grade 10	140	147	144
Grade 11	173	127	141
Grade 12	156	176	123
Ungraded Secondary	0	0	0
Total K-12	617	601	538

Average Class Size

	2008-09	2009-10	2010-11
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	19	19	19
Mathematics	16	16	24
Science	20	20	40
Social Studies	16	16	16

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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

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 School Profile

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	67	11%	81	13%	82	15%
Reduced-Price Lunch	37	6%	38	6%	41	8%
Student Stability*	98%		96%		95%	
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	0	0%
Black or African American	17	3%	15	2%	20	4%
Hispanic or Latino	9	1%	9	1%	6	1%
Asian or Native Hawaiian/Other Pacific Islander	4	1%	5	1%	6	1%
White	586	95%	572	95%	506	94%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	95%		94%		94%	
Student Suspensions	23	4%	16	3%	15	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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school 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 was open during the school year. *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.

1 School Profile

School **CHENANGO VALLEY HIGH SCHOOL**
 School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	46	46	42
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	4%	0%
Percent with Fewer Than Three Years of Experience	4%	2%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	17%	15%	19%
Total Number of Core Classes	184	172	147
Percent Not Taught by Highly Qualified Teachers in This School	0%	2%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	225	218	199
Percent Taught by Teachers Without Appropriate Certification	0%	3%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	0%	67%
Turnover Rate of All Teachers	16%	9%	17%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	3	3	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on 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, and show subject matter competency. 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. 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.

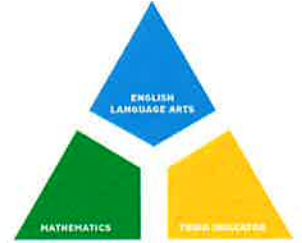
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at <http://www.p12.nysed.gov/irs/sirs/>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + $(200 - \text{the 2009–10 PI}) \times 0.10$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL
DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing, see http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
<p>Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.</p>	
<p>Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.</p> <p>Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Improvement/Basic: A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.</p> <p>Improvement/Focused: A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.</p> <p>Improvement/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.</p> <p>Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Corrective Action or Restructuring/Focused: A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.</p> <p>Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.</p>	<p>SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.</p>

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011–12)

In Good Standing

Elementary/Middle Level

ELA

Math

Science

Secondary Level

ELA

Math

Graduation Rate

In Good Standing

In Good Standing

In Good Standing

Title I Part A Funding

Years the School Received Title I Part A Funding

2009–10

2010–11

2011–12

NO

NO

NO

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students				✓	✓	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American				—	—	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White				✓	✓	
Multiracial						
Other Groups						
Students with Disabilities				—	—	
Limited English Proficient						
Economically Disadvantaged				—	—	
Student groups making AYP in each subject				✓ 2 of 2	✓ 2 of 2	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ⚠ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**








District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts




Accountability Status for This Subject (2011-12) In Good Standing

Accountability Measures 2 of 2 Student groups making AYP in English language arts
 Made AYP

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (120:115)			100%		192	173	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (2:2)	-	-	-	-	-	-	-
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (118:113)			100%		193	173	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (18:18)	-	-	-	-	-	-	-
Limited English Proficient (0:0)							
Economically Disadvantaged (22:20)	-	-	-	-	-	-	-
Final AYP Determination	 2 of 2						
Non-Accountability Groups							
Female (49:46)			100%		193	169	
Male (71:69)			100%		191	171	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- t Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

2 of 2 Student groups making AYP in mathematics
✓ Made AYP

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (120:115)	✓	✓	100%	✓	195	170	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (2:2)	—	—	—	—	—	—	—
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (118:113)	✓	✓	100%	✓	196	170	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (18:18)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (22:20)	—	—	—	—	—	—	—
Final AYP Determination	✓ 2 of 2						
Non-Accountability Groups							
Female (49:46)			100%		200	166	
Male (71:69)			100%		191	168	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/
Fewer Than 30 Cohort
- † Did not qualify for Safe Harbor


NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**






District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Graduation Rate



Accountability Status for This Indicator (2011–12) In Good Standing

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (178)			94%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (4)		—	—	—	
Hispanic or Latino (4)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (2)		—	—	—	
White (168)			93%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (27)		—	—	—	
Limited English Proficient (0)					
Economically Disadvantaged (44)			89%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (93)			94%	80%	
Male (85)			94%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal


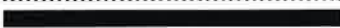
The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this school is **95%** and, therefore, this school *did* meet this goal. The aspirational goal does not impact accountability.

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

Summary of 2010–11 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	85%			130
Mathematics	92%			130

About the Performance

Level Descriptors

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.

How are Need/Resource Capacity (N/RC) categories determined?

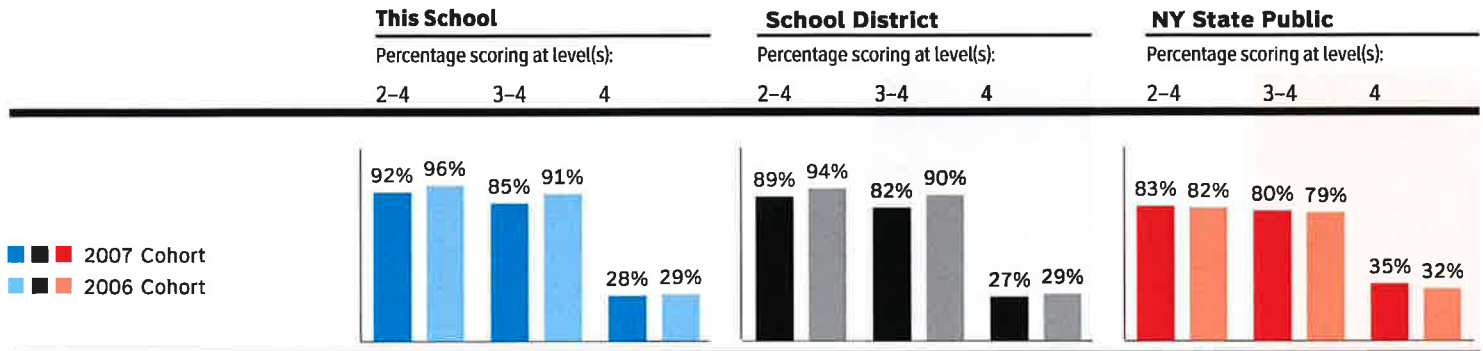
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/lrs.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

This School's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 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	130	92%	85%	28%	178	96%	91%	29%
Female	53	94%	89%	40%	93	95%	90%	39%
Male	77	90%	83%	21%	85	96%	92%	19%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino					4	-	-	-
Asian or Native								
Hawaiian/Other Pacific Islander					2	-	-	-
White	128	-	-	-	168	96%	91%	29%
Multiracial								
Small Group Totals	130	92%	85%	28%	10	90%	90%	30%
General-Education Students	110	95%	91%	34%	151	98%	96%	34%
Students with Disabilities	20	75%	55%	0%	27	81%	63%	0%
English Proficient	130	92%	85%	28%	178	96%	91%	29%
Limited English Proficient								
Economically Disadvantaged	23	96%	74%	13%	44	91%	80%	11%
Not Disadvantaged	107	91%	88%	32%	134	97%	95%	35%
Migrant								
Not Migrant	130	92%	85%	28%	178	96%	91%	29%

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.

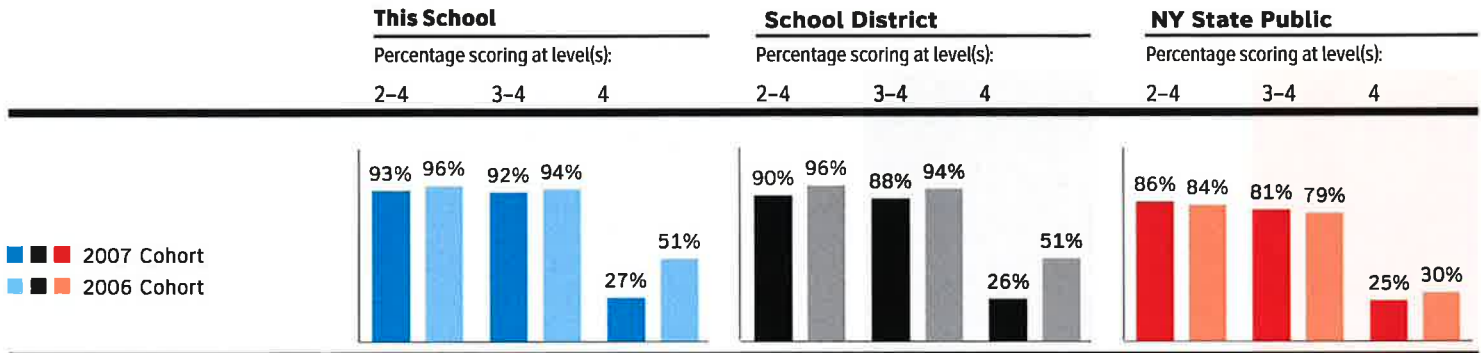
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

School **CHENANGO VALLEY HIGH SCHOOL**
School ID **03-07-01-06-0001**

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

This School's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 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	130	93%	92%	27%	178	96%	94%	51%
Female	53	96%	96%	32%	93	95%	92%	54%
Male	77	91%	88%	23%	85	98%	96%	48%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino					4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	128	-	-	-	168	97%	95%	52%
Multiracial								
Small Group Totals	130	93%	92%	27%	10	80%	80%	40%
General-Education Students	110	95%	94%	32%	151	99%	99%	58%
Students with Disabilities	20	80%	80%	0%	27	78%	70%	15%
English Proficient	130	93%	92%	27%	178	96%	94%	51%
Limited English Proficient								
Economically Disadvantaged	23	96%	96%	4%	44	91%	86%	32%
Not Disadvantaged	107	93%	91%	32%	134	98%	97%	57%
Migrant								
Not Migrant	130	93%	92%	27%	178	96%	94%	51%

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.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.