

# CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

- **2011-2012 PROPOSED 3-PART BUDGET**
- **FISCAL ACCOUNTABILITY SUPPLEMENTS**
- **PROPERTY TAX REPORT CARD**
- **ADMINISTRATIVE COMPENSATION INFORMATION**
- **EXEMPTION IMPACT REPORT**
- **DISTRICT REPORT CARD**



**CHENANGO VALLEY CENTRAL SCHOOL DISTRICT  
2011-2012 PROPOSED BUDGET**

<b>Administrative Component</b>		<b>2010-2011 Approved Budget</b>	<b>2011-2012 Proposed Budget</b>	<b>Variance</b>
<b>Board of Education</b>	District Clerk salary, election supplies, memberships and conferences.	\$ 39,898	\$ 43,107	\$ 3,209
<b>District Administration</b>	Salaries for Superintendent, Assistant Superintendent, and secretaries; supplies, memberships and conferences.	\$ 357,433	\$ 337,341	\$ (20,092)
<b>Business Office &amp; Finance</b>	Salaries for Personnel and Business Office; audit, legal and fiscal agent expenses.	\$ 574,666	\$ 588,580	\$ 13,914
<b>Central Services</b>	Insurances, printing and postage, public information, and BOCES administrative costs.	\$ 433,050	\$ 431,972	\$ (1,078)
<b>Supervision/ Curriculum Development</b>	Salaries for Principals, secretarial staff, supplies, memberships and conferences.	\$ 637,272	\$ 602,509	\$ (34,763)
<b>Employee Benefits</b>	These benefits are required by law or contract, including retirement, social security, workers' compensation, insurance, etc. for employees in the general support budget area.	\$ 749,953	\$ 771,826	\$ 21,873
<b>Administrative Component Totals</b>		<b>\$ 2,792,272</b>	<b>\$ 2,775,335</b>	<b>\$ (16,937)</b>

**CHENANGO VALLEY CENTRAL SCHOOL DISTRICT  
2011-2012 PROPOSED BUDGET**

<b>Program Component</b>		<b>2010-2011 Approved Budget</b>	<b>2011-2012 Proposed Budget</b>	<b>Variance</b>
<b>Teaching - Regular School</b>	Salaries for all regular classroom teachers, teacher aides, substitutes, and costs of classroom textbooks, supplies, equipment and contractual expenses.	\$ 8,391,984	\$ 8,126,618	\$ (265,366)
<b>Instruction - Special Programs</b>	Salaries for teachers and teacher aides for pupils with special education needs, costs of supplies, equipment and contractual expenses for these programs.	\$ 2,915,790	\$ 2,884,590	\$ (31,200)
<b>Instructional Media</b>	Salaries for librarians, teacher aides, and computer technology staff; equipment, supplies and contractual costs including computer-assisted instruction.	\$ 1,333,538	\$ 1,369,762	\$ 36,224
<b>Pupil Personnel Services</b>	Salaries for guidance department, registered nurses, psychologists and social workers, related supplies and contractual expenses.	\$ 967,096	\$ 943,182	\$ (23,914)
<b>Co-Curricular Activities &amp; Interscholastic Athletics</b>	Salaries for Athletic personnel including coaches and advisors for extracurricular activities	\$ 635,441	\$ 568,238	\$ (67,203)
<b>Transportation</b>	Costs for transportation including salaries, supplies, equipment, and contractual expenses	\$ 992,922	\$ 1,058,288	\$ 65,366
<b>Interfund Transfer-Special Aid Fund and Cafeteria Fund</b>	District support of the school lunch program and the summer special education program	\$ 58,500	\$ 58,500	\$ -
<b>Community Services</b>	Salaries for community swim program.	\$ 7,000	\$ 7,300	\$ 300
<b>Employee Benefits</b>	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.	\$ 7,271,585	\$ 7,506,778	\$ 235,193

**CHENANGO VALLEY CENTRAL SCHOOL DISTRICT  
2011-2012 PROPOSED BUDGET**

<b>Program Component Totals</b>	<b>\$ 22,573,856</b>	<b>\$ 22,523,256</b>	<b>\$ (50,600)</b>
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**CHENANGO VALLEY CENTRAL SCHOOL DISTRICT  
2011-2012 PROPOSED BUDGET**

<b>Capital Component</b>		<b>2010-2011 Approved Budget</b>	<b>2011-2012 Proposed Budget</b>	<b>Variance</b>
<b>Operations and Maintenance</b>	Salaries for Director of Facilities, maintenance, and custodial staffs; supplies, equipment, and utility costs.	\$ 2,350,059	\$ 2,304,681	\$ (45,378)
<b>Debt Service</b>	Annual bond redemption and interest costs.	\$ 3,468,820	\$ 3,471,709	\$ 2,889
<b>Employee Benefits</b>	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.	\$ 678,612	\$ 759,173	\$ 80,561
<b>Refund of Taxes</b>	Small claims assessment changes.	\$ 7,500	\$ 7,500	\$ -
<b>Capital Component Totals</b>		<b>\$ 6,504,991</b>	<b>\$ 6,543,064</b>	<b>\$ 38,073</b>

<b>Grand Total</b>	<b>\$ 31,871,119</b>	<b>\$ 31,841,655</b>	<b>\$ (29,464)</b>
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<b>Revenue Sources</b>		<b>2010-2011 Approved Budget</b>	<b>2011-2012 Proposed Budget</b>	<b>Variance</b>
<b>Tax Levy</b>	Real property taxes and STAR rebates.	\$ 17,170,390	\$ 17,832,711	\$ 662,321
<b>State Aid</b>	Includes all state aid sources and expected cuts in state aid.	\$ 13,021,833	\$ 12,194,400	\$ (827,433)
<b>Other Revenue</b>	All other revenue other than tax levy and state aid.	\$ 978,896	\$ 807,544	\$ (171,352)
<b>Appropriated Fund Balance</b>	Excess fund balance in the 09-10 school year used to reduce the tax levy for the following year.	\$ 150,000	\$ 200,000	\$ 50,000
<b>Appropriated Reserves</b>	Planned use of Reserves in the 2010-2011 school year.	\$ 550,000	\$ 807,000	\$ 257,000
<b>Total Revenues</b>		<b>\$ 31,871,119</b>	<b>\$ 31,841,655</b>	<b>\$ (29,464)</b>

# 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.

2008-2009 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$17,190,742	\$4,806,636
	Pupils	1,882	246
	<b>Expenditures Per Pupil</b>	<b>\$9,134</b>	<b>\$19,539</b>
Similar District Group	Instructional Expenditures	\$1,536,856,907	\$550,923,687
	Pupils	164,940	25,394
	<b>Expenditures Per Pupil</b>	<b>\$9,318</b>	<b>\$21,695</b>
Total of All School Districts in NY State	Instructional Expenditures	\$29,417,505,672	\$10,926,323,899
	Pupils	2,705,290	411,516
	<b>Expenditures Per Pupil</b>	<b>\$10,874</b>	<b>\$26,551</b>
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 as of October 1, 2008 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.

2008-2009 School Year	This School District	Similar District Group	Total of All School Districts in NY State
<b>Total Expenditures Per Pupil</b>	<b>\$15,565</b>	<b>\$17,634</b>	<b>\$19,381</b>

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 7, 2009	<b>This School District</b>		<b>Similar District Group</b>	<b>Total of All School Districts in NY State</b>
Student Placement -- Percent of Time Inside Regular Classroom	<b>Count of Students with Disabilities</b>	<b>Percentage of Students with Disabilities</b>	<b>Percentage of Students with Disabilities</b>	<b>Percentage of Students with Disabilities</b>
80% or more	<b>157</b>	<b>61.6%</b>	<b>55.3%</b>	<b>55.6%</b>
40% to 79%	<b>31</b>	<b>12.2%</b>	<b>21.6%</b>	<b>11.7%</b>
Less than 40%	<b>63</b>	<b>24.7%</b>	<b>21.0%</b>	<b>23.1%</b>
Separate Settings	<b>3</b>	<b>1.2%</b>	<b>1.6%</b>	<b>6.0%</b>
Other Settings	<b>1</b>	<b>0.4%</b>	<b>0.5%</b>	<b>3.7%</b>

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 7, 2009. The percentages represent the amount of time students with disabilities are in general education classrooms, 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

2009-10 School Year	<b>This School District</b>	<b>Similar District Group</b>	<b>Total of All School Districts in NY State</b>
Special Ed Classification Rate	<b>13.25%</b>	<b>14.0%</b>	<b>13.2%</b>

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

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.

Entity Name	<input type="text" value="CHENANGO VALLEY CSD"/>	 <b>SAMS</b> NEW YORK STATE EDUCATION DEPARTMENT STATE AID MANAGEMENT SYSTEM	
BEDS Code	<input type="text" value="030701"/>		
Claim Year	<input type="text" value="2010-2011"/> <input type="button" value="SET VALUES"/>		

Welcome Elizabeth Donahue (School Entity User) 04/19/2011 02:06 PM Home | Issue Reporting | Help | Logout

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You Have Selected the 'Official' Data Area.  
The Data State of the form set is: "Clean"

| 
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District Name: <input type="text" value="CHENANGO VALLEY CSD"/>	District Code: <input type="text" value="030701"/>
Contact Person: <input type="text" value="THOMAS DOUGLAS"/>	Telephone: <input type="text" value="(607) 762-6800"/> Ext: <input type="text"/>

**Property Tax Report Card**

**Important Note: Changes in GAAP reporting requirements for fund balances affect NYS school district financial statements for periods ending June 30, 2011. 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/districtbudgetdata.html> for additional guidance.**

**Form Due - April 23, 2011**

School District Contact Person:	<input type="text" value="DR. THOMAS DOUGLAS"/>
School District Telephone Number:	<input type="text" value="607-762-6800"/>

	Budgeted 2010-11 (A)	Budgeted 2011-12 (B)	Percent Change (C)
Total Spending	<input type="text" value="31,871,119"/>	<input type="text" value="31,841,655"/>	<input type="text" value="-0.09"/> %
Total School Tax Levy	<input type="text" value="17,170,390"/>	<input type="text" value="17,832,711"/>	<input type="text" value="3.86"/> %
Public School Enrollment	<input type="text" value="1,879"/>	<input type="text" value="1,879"/>	<input type="text" value="0.00"/> %
Consumer Price Index			<input type="text" value="1.6"/> %

	Actual 2010-11 (D)	Estimated 2011-12 (E)	
Adjusted Restricted Fund Balance	<input type="text" value="2,514,316"/>	<input type="text" value="3,299,371"/>	
Assigned Appropriated Fund Balance	<input type="text" value="150,000"/>	<input type="text" value="200,000"/>	
Adjusted Unrestricted Fund Balance	<input type="text" value="1,140,440"/>	<input type="text" value="1,264,165"/>	
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	<input type="text" value="3.58"/> %	<input type="text" value="3.97"/> %	



<b>Entity Name</b>	<input type="text" value="CHENANGO VALLEY CSD"/>	 <b>SAMS</b> NEW YORK STATE EDUCATION DEPARTMENT STATE AID MANAGEMENT SYSTEM	
<b>BEDS Code</b>	<input type="text" value="030701"/>		
<b>Claim Year</b>	<input type="text" value="2010-2011"/> <input type="button" value="SET VALUES"/>		

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- [Entity Info](#) | [Forms](#) | [Claim Verifications](#) | [Activity Log](#) | [Reports](#) |

You Have Selected the 'Official' Data Area.  
The Data State of the form set is: "Clean"

[Print Legacy](#) | [Print Form](#) | [Print Blank](#) | [Print Text Only](#)

District Name: <input type="text" value="CHENANGO VALLEY CSD"/>	District Code: <input type="text" value="030701"/>
Contact Person: <input type="text" value="THOMAS DOUGLAS"/>	Telephone: <input type="text" value="(607) 762-6800"/> Ext: <input type="text"/>

**Salary: Administrative Compensation Information**

Submittal Form for Estimated Salaries in the Budget for the 2011-2012 School Year  
(Form Due - May 9, 2011)

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. <input type="text" value="Superintendent of Schools"/>	<input type="text" value="140,971"/>	<input type="text" value="44,300"/>	<input type="text"/>
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. <input type="text" value="ASSISTANT SUPERINTENDENT"/>	<input type="text" value="96,140"/>	<input type="text" value="21,997"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
21. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
22. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
23. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
24. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
25. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

School District - 033001 Chenango Valley

Equalized Total Assessed Value 854,639,381

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	237,338	0.03
13100	CO - GENERALLY	RPTL 406(1)	9	52,523,936	6.15
13230	CO O/S LIMITS - SPECIFIED USES	RPTL 406(2)	1	6,494	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	37	2,928,811	0.34
13510	TOWN - CEMETERY LAND	RPTL 446	2	62,454	0.01
13650	VG - GENERALLY	RPTL 406(1)	9	1,182,688	0.14
13800	SCHOOL DISTRICT	RPTL 408	7	23,610,957	2.76
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	894,545	0.10
14110	USA - SPECIFIED USES	STATE L 54	1	17,282,576	2.02
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	15	12,279,055	1.44
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	38	24,423,806	2.86
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	3	4,317,732	0.51
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	336,794	0.04
25400	FRATERNAL ORGANIZATION	RPTL 428	2	336,883	0.04
26100	VETERANS ORGANIZATION	RPTL 452	2	233,978	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	4,111,188	0.48
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	187,463	0.02
41400	CLERGY	RPTL 460	5	11,288	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	222,839	0.03
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	34,285	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	20	908,558	0.11
41804	PERSONS AGE 65 OR OVER	RPTL 467	134	3,055,139	0.36
41805	PERSONS AGE 65 OR OVER	RPTL 467	8	235,855	0.03
41834	ENHANCED STAR	RPTL 425	1,100	65,984,009	7.72
41864	BASIC STAR 1999-2000	RPTL 425	2,676	82,235,324	9.62
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	58,965	0.01
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	92,788	0.01
47616	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	1	889,963	0.10

Equalized Total Assessed Value 854,639,381

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	19	935,804	0.11
Total Exemptions Exclusive of System Exemptions:					
			4,103	298,685,700	34.95
Total System Exemptions:					
			19	935,804	0.11
Totals:					
			4,122	299,621,504	35.06

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: \_\_\_\_\_





# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **CHENANGO VALLEY CENTRAL  
SCHOOL DISTRICT**

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

Superintendent **THOMAS DOUGLAS**

Telephone **(607) 779-4711**

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.

### 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 2010–11 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.

### 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](mailto:dataquest@mail.nysed.gov)

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

	2007-08	2008-09	2009-10
Pre-K	108	88	91
Kindergarten	124	142	131
Grade 1	142	114	144
Grade 2	126	153	116
Grade 3	134	130	156
Grade 4	120	146	143
Grade 5	136	117	159
Grade 6	121	139	118
Ungraded Elementary	0	0	0
Grade 7	145	121	130
Grade 8	138	148	123
Grade 9	135	148	151
Grade 10	174	140	147
Grade 11	156	173	127
Grade 12	172	156	176
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>1823</b>	<b>1827</b>	<b>1821</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	21	23	25
<b>Grade 8</b>			
English	17	24	24
Mathematics	20	21	20
Science	18	22	
Social Studies	18	21	20
<b>Grade 10</b>			
English	20	19	19
Mathematics	19	16	17
Science	22	20	15
Social Studies	19	16	19

### 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.

District CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

District ID 03-07-01-06-0000

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	574	31%	375	21%	405	22%
Reduced-Price Lunch	314	17%	163	9%	162	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	7	0%	9	0%	8	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	1	0%	0	0%
Black or African American	35	2%	48	3%	53	3%
Hispanic or Latino	15	1%	14	1%	15	1%
Asian or Native Hawaiian/Other Pacific Islander	24	1%	25	1%	25	1%
White	1745	96%	1734	95%	1728	95%
Multiracial	0	0%	5	0%	0	0%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		95%
Student Suspensions	25	1%	48	3%	22	1%

## 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

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	157	147	141
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	3%	0%	1%
Percent with Fewer Than Three Years of Experience	3%	1%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	12%	11%
<b>Total Number of Core Classes</b>	377	361	328
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	478	468	445
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	20%	0%
Turnover Rate of All Teachers	8%	15%	10%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	21	20	19
Total Paraprofessionals*	50	47	32
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 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

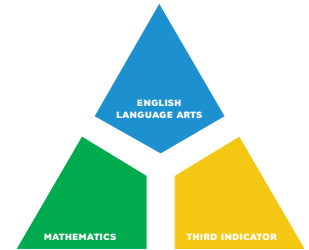
*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.



## 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 2009–10, 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/irts/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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 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 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2009–10 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.

### 2006 Cohort

The count of students in the 2006 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 2006 school accountability 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, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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/irts](http://www.p12.nysed.gov/irts).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

### 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 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 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/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 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 12<sup>th</sup> 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 2009–10, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2008–09 and 2009–10 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/irts](http://www.p12.nysed.gov/irts).

### 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 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 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 2009–10 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$ .

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 2009–10 safe harbor targets are calculated using the following equation:  
2008–09 PI + (200 – the 2008–09 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 2009–10 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 2009–10, 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 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, 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/irts/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 (2010–11)

**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

2008–09	2009–10	2010–11
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
	<b>All Students</b>					
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities			—	—	—	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	3 of 4	4 of 4	1 of 1	3 of 3	3 of 3	1 of 1

#### AYP Status


- Made AYP
- 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**  Good Standing  
**for This Subject**  
**(2010–11)**




**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 2011-12. [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 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (835:808)			100%		177	151	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (28:25)	—	—	—	—	—	—	—
Hispanic or Latino (3:3)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (17:17)	—	—	—	—	—	—	—
White (787:763)			100%		179	151	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (121:123)			99%		130	146	146    94
Limited English Proficient (3:3)	—	—	—	—	—	—	—
Economically Disadvantaged (322:302)			99%		162	149	
<b>Final AYP Determination</b>	 3 of 4						
<b>Non-Accountability Groups</b>							
Female (413:398)			100%		181	149	
Male (422:410)			99%		174	150	
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**  Good Standing  
**for This Subject**  
**(2010–11)**




**Accountability Measures** 4 of 4 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2011-12. [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 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (837:808)			100%		190	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (28:25)	—	—	—	—	—	—	—
Hispanic or Latino (3:3)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (17:17)	—	—	—	—	—	—	—
White (789:763)			100%		190	131	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (122:124)			100%		152	126	
Limited English Proficient (3:3)	—	—	—	—	—	—	—
Economically Disadvantaged (324:303)			100%		183	129	
<b>Final AYP Determination</b>	 4 of 4						
<b>Non-Accountability Groups</b>							
Female (415:397)			100%		192	129	
Male (422:411)			100%		188	130	
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**  
**(2010-11)**



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

**Prospective Status** This district will be in good standing in 2011-12. [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	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009-10 2010-11
<b>Accountability Groups</b>								
<b>All Students</b> (271:260)		Qualified		100%		190	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (13:11)	—		—	—	—	—	—	—
Hispanic or Latino (3:3)	—		—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—		—	—	—	—	—	—
White (248:239)		Qualified		100%		191	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (39:40)		Qualified	—	—		170	100	
Limited English Proficient (1:1)	—		—	—	—	—	—	—
Economically Disadvantaged (106:96)		Qualified		100%		181	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (132:125)				100%		192	100	
Male (139:135)				99%		189	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**  
**(2010–11)**




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

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (174:173)			99%		191	169	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (4:4)	—	—	—	—	—	—	—
Hispanic or Latino (5:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (163:163)			99%		191	169	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (24:26)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (43:43)			98%		174	162	
<b>Final AYP Determination</b>	 3 of 3						
<b>Non-Accountability Groups</b>							
Female (88:91)			100%		189	167	
Male (86:82)			99%		193	166	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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**  Good Standing  
**for This Subject**  
**(2010–11)**




**Accountability Measures** 3 of 3 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2011-12. [201]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (174:173)			99%		192	165	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (4:4)	—	—	—	—	—	—	—
Hispanic or Latino (5:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (163:163)			99%		194	165	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (24:26)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (43:43)			98%		181	158	
<b>Final AYP Determination</b>	 3 of 3						
<b>Non-Accountability Groups</b>							
Female (88:91)			100%		189	163	
Male (86:82)			99%		196	162	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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 (2010–11)**  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 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2009–10    2010–11
<b>Accountability Groups</b>					
<b>All Students (170)</b>			91%	80%	
<b>Ethnicity</b>					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (1)		—	—	—	
Hispanic or Latino (0)					
Asian or Native Hawaiian/Other Pacific Islander (1)		—	—	—	
White (167)			90%	80%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (27)		—	—	—	
Limited English Proficient (0)					
Economically Disadvantaged (28)		—	—	—	
<b>Final AYP Determination</b>	 1 of 1				
<b>Non-Accountability Groups</b>					
Female (86)			95%	80%	
Male (84)			86%	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 2005 total cohort through June 2010 (after 5 years) for this district is **91%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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

## 2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

---

### **In Good Standing**

4 schools identified 100% of total

CHENANGO BRIDGE ELEMENTARY SCHOOL

CHENANGO VALLEY HIGH SCHOOL

CHENANGO VALLEY MIDDLE SCHOOL

PORT DICKINSON ELEMENTARY SCHOOL

---

# 4 Overview of District Performance

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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

## Summary of 2009–10 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	57%			152
Grade 4	65%			143
Grade 5	52%			155
Grade 6	66%			121
Grade 7	67%			132
Grade 8	60%			123
<b>Mathematics</b>				
Grade 3	48%			153
Grade 4	70%			145
Grade 5	65%			155
Grade 6	65%			121
Grade 7	67%			132
Grade 8	59%			123
<b>Science</b>				
Grade 4	93%			144
Grade 8	89%			123

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	90%			180
Mathematics	94%			180

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and 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/irts](http://www.p12.nysed.gov/irts).

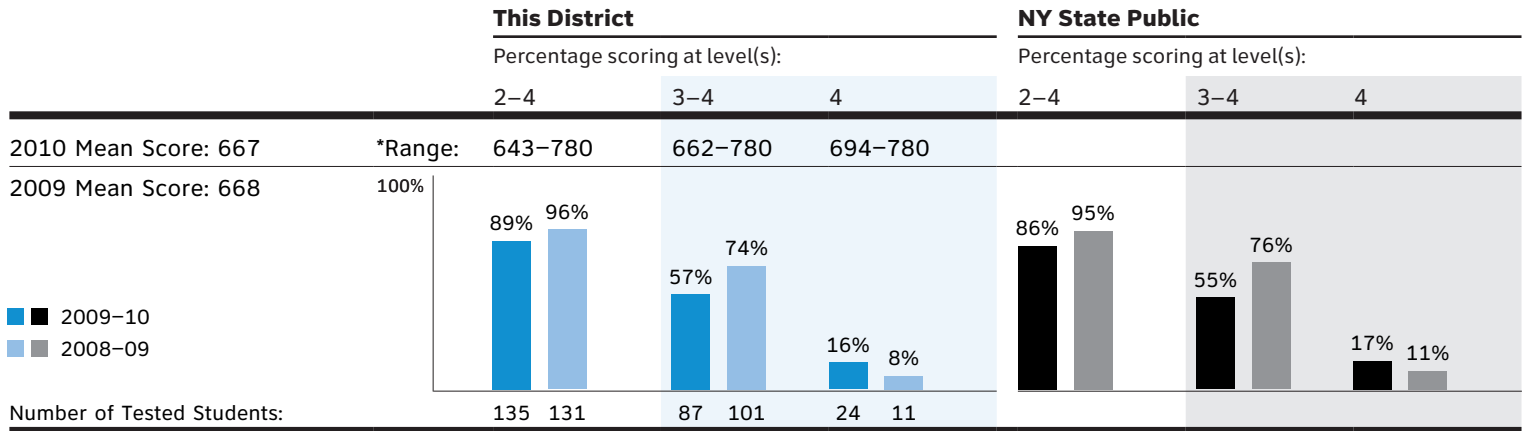
In this section, this district's performance is compared with that of public schools statewide.

### 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

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>152</b>	<b>89%</b>	<b>57%</b>	<b>16%</b>	<b>137</b>	<b>96%</b>	<b>74%</b>	<b>8%</b>
Female	84	88%	62%	23%	64	97%	75%	8%
Male	68	90%	51%	7%	73	95%	73%	8%
American Indian or Alaska Native								
Black or African American	5	-	-	-	6	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	146	89%	58%	16%	127	96%	75%	8%
Multiracial								
Small Group Totals	6	83%	50%	0%	10	90%	60%	10%
General-Education Students	132	95%	65%	18%	125	97%	79%	9%
Students with Disabilities	20	50%	5%	0%	12	83%	17%	0%
English Proficient	151	-	-	-	135	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	67	87%	39%	6%	51	94%	61%	4%
Not Disadvantaged	85	91%	72%	24%	86	97%	81%	10%
Migrant								
Not Migrant	152	89%	57%	16%	137	96%	74%	8%

### 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.

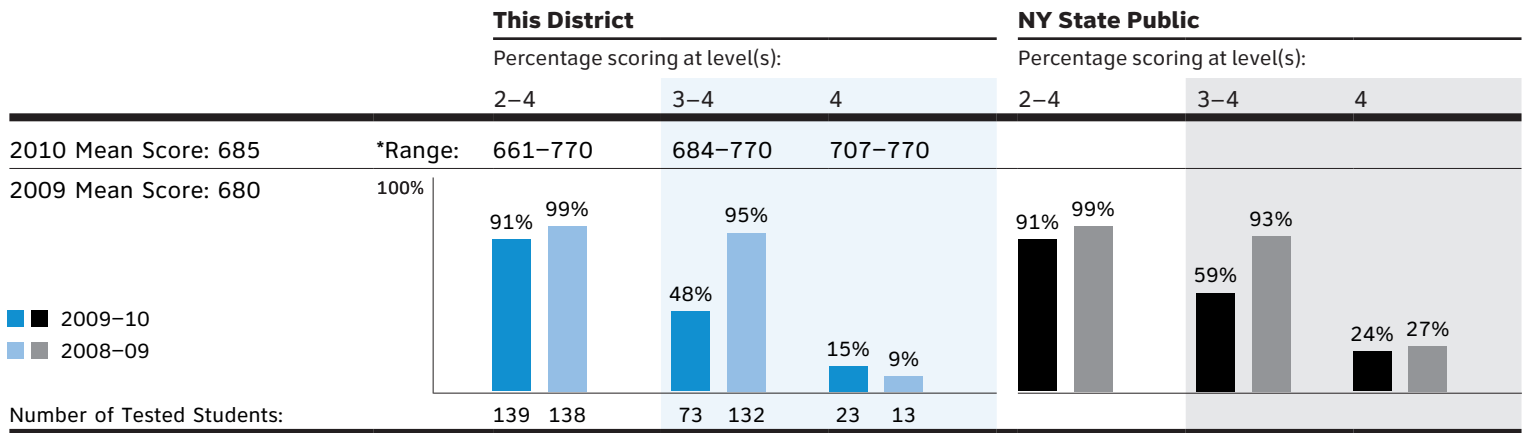
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	1	-	-	-	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
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	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 3 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>153</b>	<b>91%</b>	<b>48%</b>	<b>15%</b>	<b>139</b>	<b>99%</b>	<b>95%</b>	<b>9%</b>
Female	85	91%	46%	15%	65	100%	97%	11%
Male	68	91%	50%	15%	74	99%	93%	8%
American Indian or Alaska Native								
Black or African American	5	-	-	-	5	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	147	93%	48%	16%	130	99%	95%	9%
Multiracial								
Small Group Totals	6	50%	33%	0%	9	100%	89%	11%
General-Education Students	133	97%	53%	17%	128	100%	96%	10%
Students with Disabilities	20	50%	15%	0%	11	91%	82%	0%
English Proficient	152	-	-	-	137	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	68	85%	37%	7%	50	98%	92%	10%
Not Disadvantaged	85	95%	56%	21%	89	100%	97%	9%
Migrant								
Not Migrant	153	91%	48%	15%	139	99%	95%	9%

### NOTES

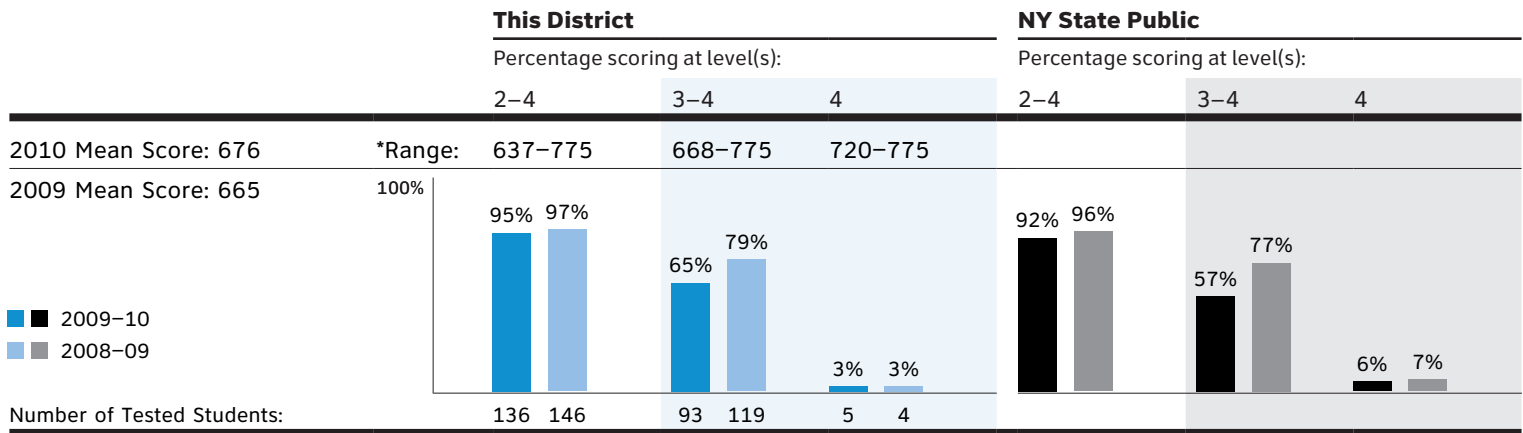
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	1	-	-	-	0			

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>143</b>	<b>95%</b>	<b>65%</b>	<b>3%</b>	<b>151</b>	<b>97%</b>	<b>79%</b>	<b>3%</b>
Female	66	98%	70%	3%	66	98%	82%	3%
Male	77	92%	61%	4%	85	95%	76%	2%
American Indian or Alaska Native								
Black or African American	4	-	-	-	5	100%	40%	0%
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	133	95%	66%	4%	146	97%	80%	3%
Multiracial								
Small Group Totals	10	100%	50%	0%				
General-Education Students	127	98%	72%	4%	127	98%	86%	3%
Students with Disabilities	16	75%	13%	0%	24	88%	42%	0%
English Proficient	142	-	-	-	151	97%	79%	3%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	59	90%	51%	2%	47	94%	68%	0%
Not Disadvantaged	84	99%	75%	5%	104	98%	84%	4%
Migrant								
Not Migrant	143	95%	65%	3%	151	97%	79%	3%

#### 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 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

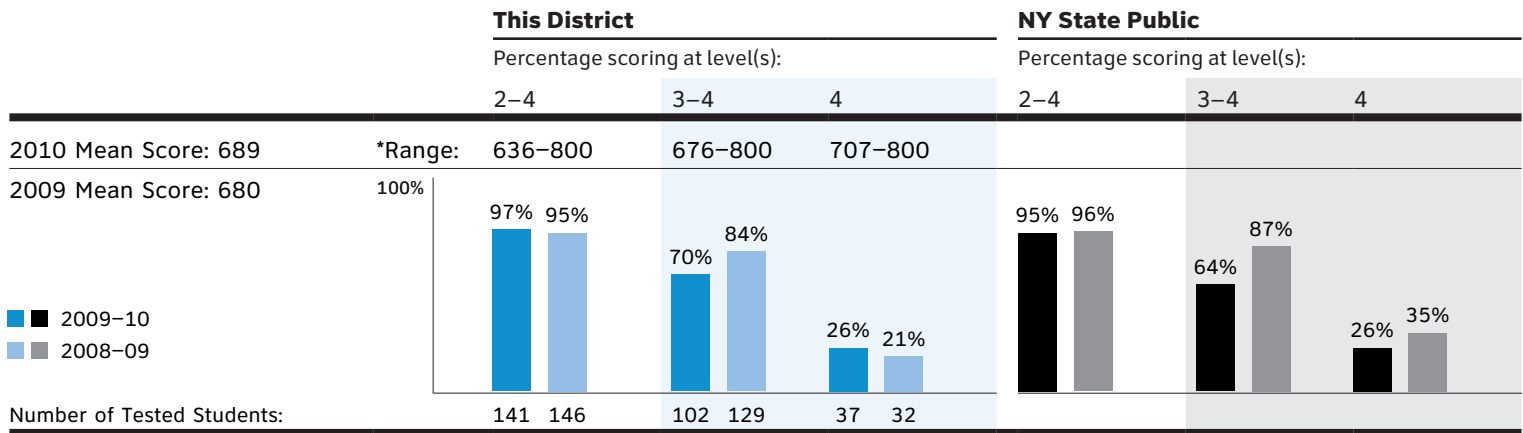
### Other Assessments

	2009-10 School Year				2008-09 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	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	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 4 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>145</b>	<b>97%</b>	<b>70%</b>	<b>26%</b>	<b>153</b>	<b>95%</b>	<b>84%</b>	<b>21%</b>
Female	67	100%	76%	24%	67	97%	87%	18%
Male	78	95%	65%	27%	86	94%	83%	23%
American Indian or Alaska Native								
Black or African American	4	-	-	-	5	-	-	-
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	135	97%	71%	26%	147	96%	84%	21%
Multiracial								
Small Group Totals	10	100%	60%	20%	6	83%	83%	17%
General-Education Students	129	99%	75%	28%	129	98%	90%	23%
Students with Disabilities	16	81%	31%	6%	24	79%	54%	8%
English Proficient	144	-	-	-	152	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	61	95%	64%	23%	48	92%	73%	15%
Not Disadvantaged	84	99%	75%	27%	105	97%	90%	24%
Migrant								
Not Migrant	145	97%	70%	26%	153	95%	84%	21%

### NOTES

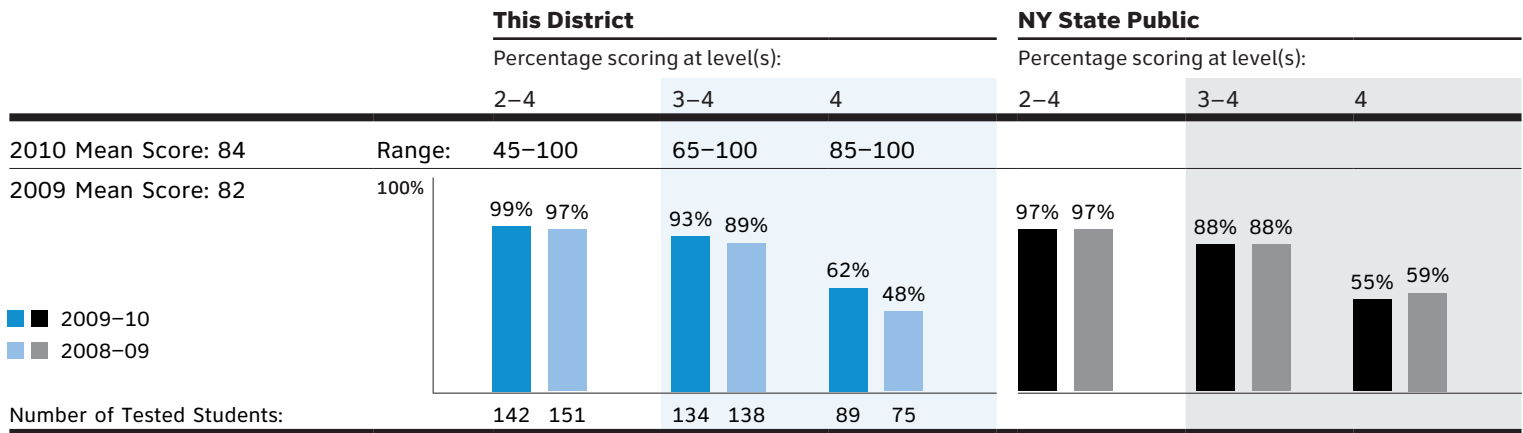
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## Other Assessments

	2009-10 School Year				2008-09 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

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>144</b>	<b>99%</b>	<b>93%</b>	<b>62%</b>	<b>155</b>	<b>97%</b>	<b>89%</b>	<b>48%</b>
Female	66	98%	97%	67%	67	97%	85%	52%
Male	78	99%	90%	58%	88	98%	92%	45%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	134	99%	93%	60%	151	-	-	-
Multiracial								
Small Group Totals	10	100%	100%	80%	155	97%	89%	48%
General-Education Students	128	99%	97%	67%	131	97%	92%	55%
Students with Disabilities	16	94%	63%	19%	24	100%	75%	13%
English Proficient	143	-	-	-	154	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	62	98%	90%	52%	50	94%	78%	32%
Not Disadvantaged	82	99%	95%	70%	105	99%	94%	56%
Migrant								
Not Migrant	144	99%	93%	62%	155	97%	89%	48%

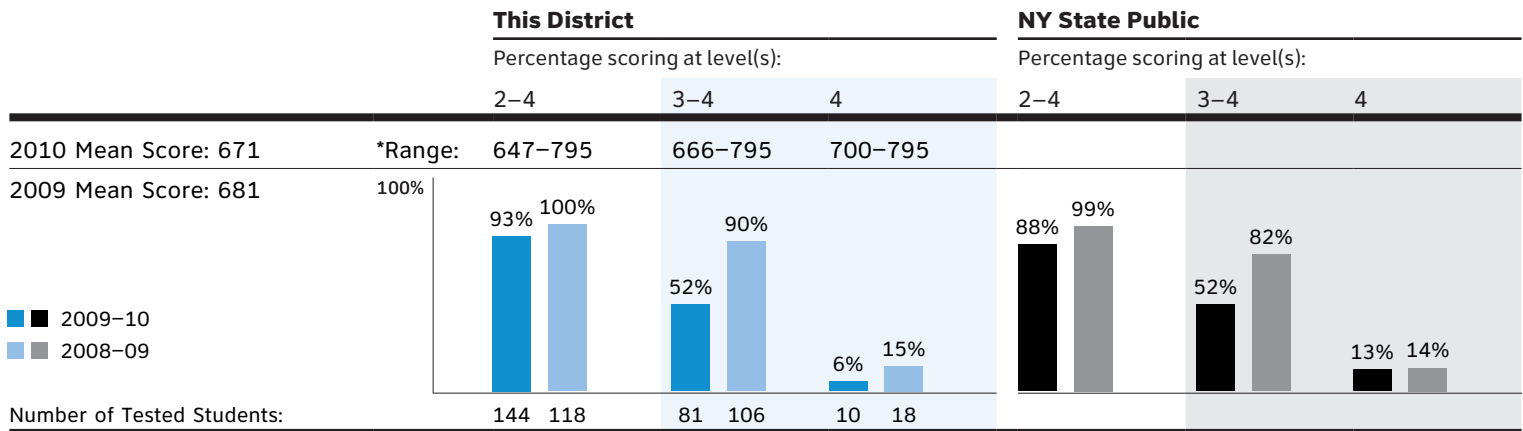
### NOTES

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

	2009-10 School Year				2008-09 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

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>155</b>	<b>93%</b>	<b>52%</b>	<b>6%</b>	<b>118</b>	<b>100%</b>	<b>90%</b>	<b>15%</b>
Female	67	94%	60%	10%	66	100%	92%	18%
Male	88	92%	47%	3%	52	100%	87%	12%
American Indian or Alaska Native								
Black or African American	5	80%	20%	0%	4	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					4	-	-	-
White	150	93%	53%	7%	110	100%	90%	15%
Multiracial								
Small Group Totals					8	100%	88%	25%
General-Education Students	130	99%	62%	8%	103	100%	96%	17%
Students with Disabilities	25	60%	0%	0%	15	100%	47%	0%
English Proficient	155	93%	52%	6%	118	100%	90%	15%
Limited English Proficient								
Economically Disadvantaged	62	87%	34%	2%	40	100%	88%	10%
Not Disadvantaged	93	97%	65%	10%	78	100%	91%	18%
Migrant								
Not Migrant	155	93%	52%	6%	118	100%	90%	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.

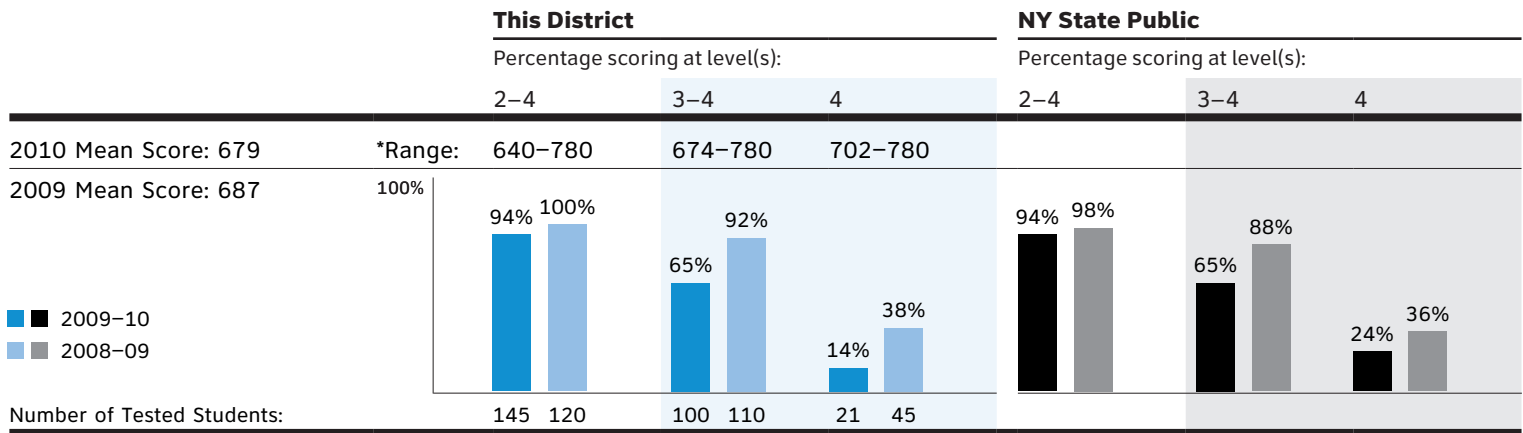
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	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 5 Mathematics



## Results by Student Group

	<b>2009-10 School Year</b>				<b>2008-09 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>155</b>	<b>94%</b>	<b>65%</b>	<b>14%</b>	<b>120</b>	<b>100%</b>	<b>92%</b>	<b>38%</b>
Female	66	94%	67%	15%	67	100%	96%	40%
Male	89	93%	63%	12%	53	100%	87%	34%
American Indian or Alaska Native								
Black or African American	5	80%	0%	0%	4	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					4	-	-	-
White	150	94%	67%	14%	112	100%	92%	38%
Multiracial								
Small Group Totals					8	100%	88%	25%
General-Education Students	129	99%	74%	16%	104	100%	98%	43%
Students with Disabilities	26	65%	19%	0%	16	100%	50%	0%
English Proficient	155	94%	65%	14%	120	100%	92%	38%
Limited English Proficient								
Economically Disadvantaged	63	89%	44%	3%	40	100%	93%	18%
Not Disadvantaged	92	97%	78%	21%	80	100%	91%	48%
Migrant								
Not Migrant	155	94%	65%	14%	120	100%	92%	38%

### NOTES

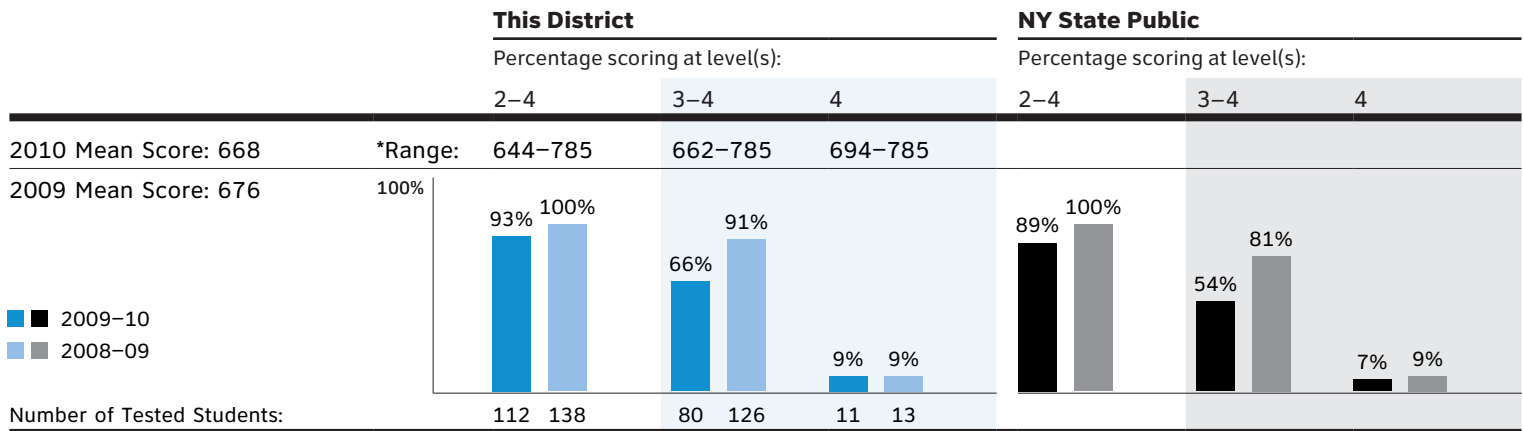
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	<b>2009-10 School Year</b>				<b>2008-09 School Year</b>			
	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

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>121</b>	<b>93%</b>	<b>66%</b>	<b>9%</b>	<b>138</b>	<b>100%</b>	<b>91%</b>	<b>9%</b>
Female	62	95%	68%	10%	72	100%	94%	14%
Male	59	90%	64%	8%	66	100%	88%	5%
American Indian or Alaska Native								
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	3	-	-	-
White	111	92%	65%	9%	133	100%	92%	8%
Multiracial								
Small Group Totals	10	100%	80%	10%	5	100%	80%	40%
General-Education Students	103	99%	76%	11%	119	100%	94%	11%
Students with Disabilities	18	56%	11%	0%	19	100%	74%	0%
English Proficient	120	-	-	-	137	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	45	84%	53%	2%	36	100%	89%	6%
Not Disadvantaged	76	97%	74%	13%	102	100%	92%	11%
Migrant								
Not Migrant	121	93%	66%	9%	138	100%	91%	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.

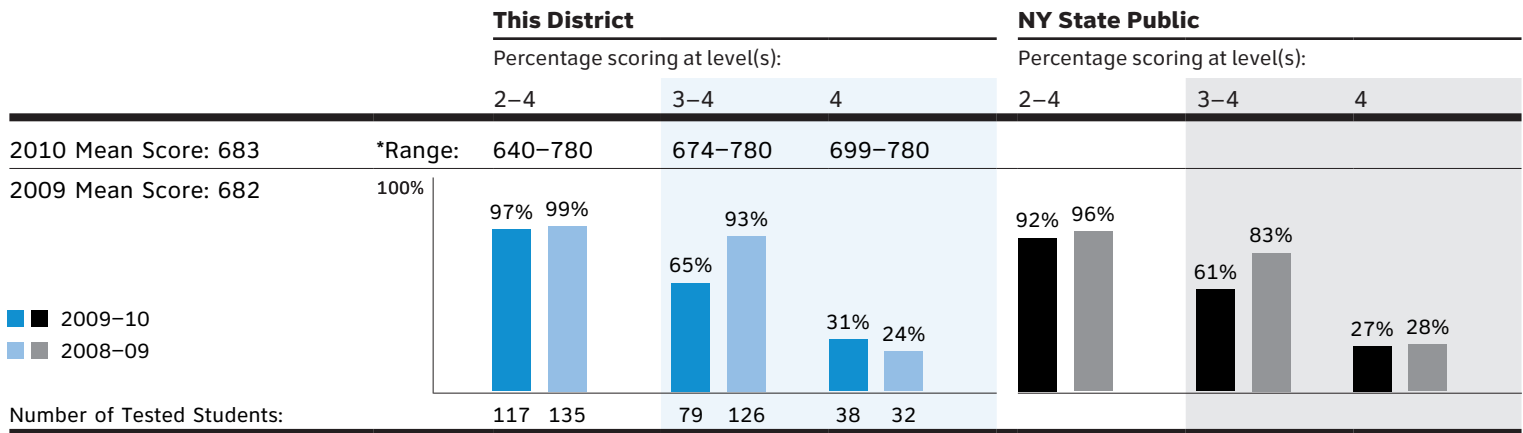
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other Assessments

	2009-10 School Year				2008-09 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				3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	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 6 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>121</b>	<b>97%</b>	<b>65%</b>	<b>31%</b>	<b>136</b>	<b>99%</b>	<b>93%</b>	<b>24%</b>
Female	62	98%	65%	31%	71	100%	94%	30%
Male	59	95%	66%	32%	65	98%	91%	17%
American Indian or Alaska Native								
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	3	-	-	-
White	111	96%	67%	32%	132	-	-	-
Multiracial								
Small Group Totals	10	100%	50%	30%	136	99%	93%	24%
General-Education Students	102	99%	75%	37%	119	100%	98%	26%
Students with Disabilities	19	84%	16%	0%	17	94%	53%	6%
English Proficient	120	-	-	-	135	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	45	91%	53%	9%	35	100%	89%	11%
Not Disadvantaged	76	100%	72%	45%	101	99%	94%	28%
Migrant								
Not Migrant	121	97%	65%	31%	136	99%	93%	24%

### NOTES

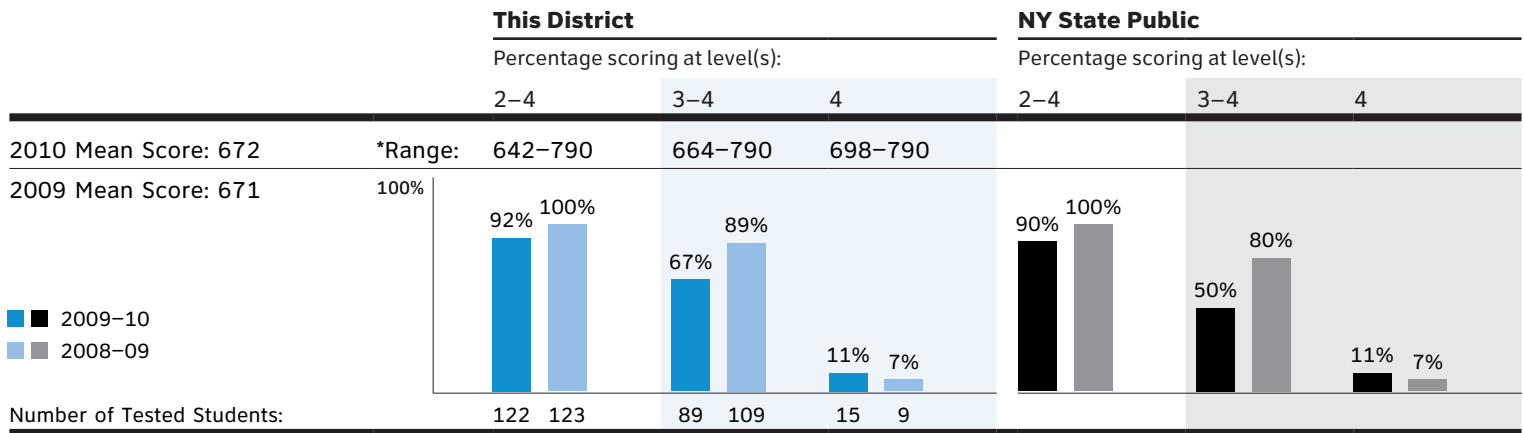
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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				3	-	-	-

## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>132</b>	<b>92%</b>	<b>67%</b>	<b>11%</b>	<b>123</b>	<b>100%</b>	<b>89%</b>	<b>7%</b>
Female	68	97%	78%	15%	59	100%	93%	12%
Male	64	88%	56%	8%	64	100%	84%	3%
American Indian or Alaska Native								
Black or African American	1	-	-	-	7	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	128	-	-	-	113	100%	88%	7%
Multiracial								
Small Group Totals	132	92%	67%	11%	10	100%	90%	10%
General-Education Students	117	95%	74%	13%	102	100%	97%	9%
Students with Disabilities	15	73%	13%	0%	21	100%	48%	0%
English Proficient	132	92%	67%	11%	123	100%	89%	7%
Limited English Proficient								
Economically Disadvantaged	42	90%	55%	7%	37	100%	84%	5%
Not Disadvantaged	90	93%	73%	13%	86	100%	91%	8%
Migrant								
Not Migrant	132	92%	67%	11%	123	100%	89%	7%

### 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.

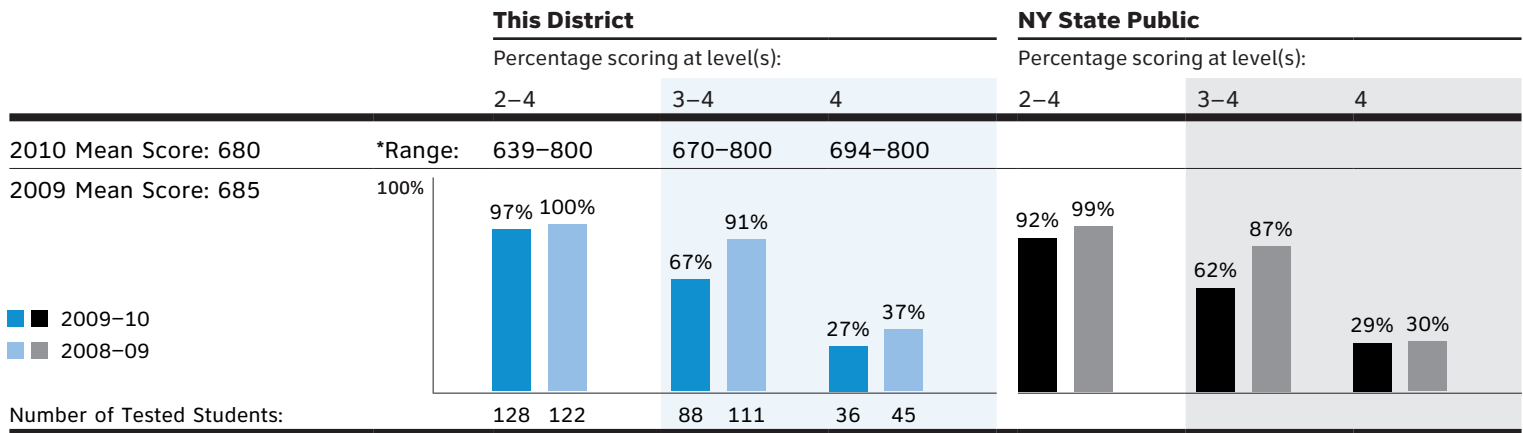
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	2	-	-	-	3	-	-	-
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
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>132</b>	<b>97%</b>	<b>67%</b>	<b>27%</b>	<b>122</b>	<b>100%</b>	<b>91%</b>	<b>37%</b>
Female	68	99%	72%	34%	59	100%	95%	53%
Male	64	95%	61%	20%	63	100%	87%	22%
American Indian or Alaska Native								
Black or African American	1	-	-	-	7	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	128	-	-	-	112	100%	91%	38%
Multiracial								
Small Group Totals	132	97%	67%	27%	10	100%	90%	30%
General-Education Students	117	100%	70%	28%	102	100%	98%	44%
Students with Disabilities	15	73%	40%	20%	20	100%	55%	0%
English Proficient	132	97%	67%	27%	122	100%	91%	37%
Limited English Proficient								
Economically Disadvantaged	42	95%	55%	14%	36	100%	83%	25%
Not Disadvantaged	90	98%	72%	33%	86	100%	94%	42%
Migrant								
Not Migrant	132	97%	67%	27%	122	100%	91%	37%

### NOTES

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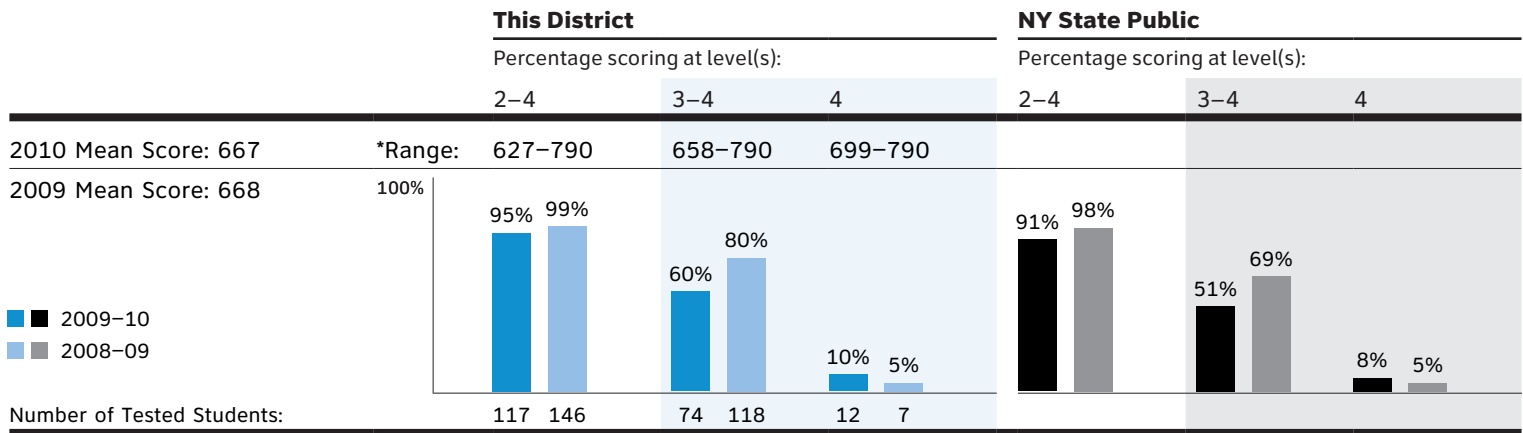
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 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	2	-	-	-	3	-	-	-



## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>123</b>	<b>95%</b>	<b>60%</b>	<b>10%</b>	<b>147</b>	<b>99%</b>	<b>80%</b>	<b>5%</b>
Female	65	94%	65%	12%	76	100%	80%	5%
Male	58	97%	55%	7%	71	99%	80%	4%
American Indian or Alaska Native								
Black or African American	9	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	110	95%	62%	10%	140	99%	80%	5%
Multiracial								
Small Group Totals	13	100%	46%	8%	7	100%	86%	0%
General-Education Students	103	99%	68%	12%	121	100%	93%	6%
Students with Disabilities	20	75%	20%	0%	26	96%	19%	0%
English Proficient	123	95%	60%	10%	147	99%	80%	5%
Limited English Proficient								
Economically Disadvantaged	44	93%	43%	5%	32	100%	66%	0%
Not Disadvantaged	79	96%	70%	13%	115	99%	84%	6%
Migrant								
Not Migrant	123	95%	60%	10%	147	99%	80%	5%

#### 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.

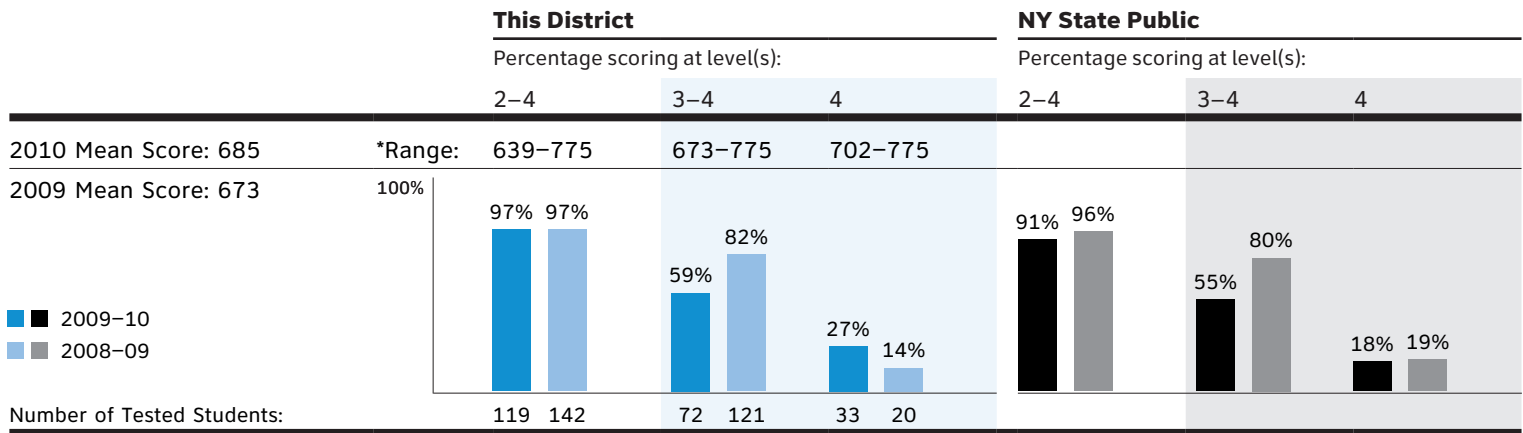
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other Assessments

	2009-10 School Year				2008-09 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
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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
<b>All Students</b>	<b>123</b>	<b>97%</b>	<b>59%</b>	<b>27%</b>	<b>147</b>	<b>97%</b>	<b>82%</b>	<b>14%</b>
Female	65	98%	68%	35%	75	97%	79%	12%
Male	58	95%	48%	17%	72	96%	86%	15%
American Indian or Alaska Native								
Black or African American	9	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	110	96%	62%	27%	141	96%	83%	13%
Multiracial								
Small Group Totals	13	100%	31%	23%	6	100%	67%	17%
General-Education Students	103	100%	66%	32%	121	100%	92%	17%
Students with Disabilities	20	80%	20%	0%	26	81%	38%	0%
English Proficient	123	97%	59%	27%	147	97%	82%	14%
Limited English Proficient								
Economically Disadvantaged	44	93%	39%	16%	32	97%	72%	0%
Not Disadvantaged	79	99%	70%	33%	115	97%	85%	17%
Migrant								
Not Migrant	123	97%	59%	27%	147	97%	82%	14%

### 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

	2009-10 School Year				2008-09 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

### This District

Percentage scoring at level(s):

2-4

3-4

4

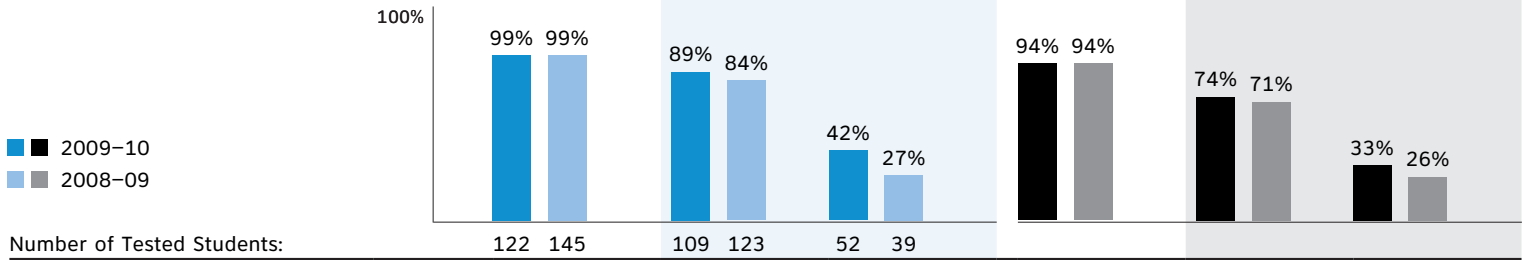
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2009-10 School Year

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

### 2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>123</b>	<b>99%</b>	<b>89%</b>	<b>42%</b>	<b>147</b>	<b>99%</b>	<b>84%</b>	<b>27%</b>
Female	65	100%	86%	48%	75	100%	79%	20%
Male	58	98%	91%	36%	72	97%	89%	33%
American Indian or Alaska Native								
Black or African American	9	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	110	99%	91%	46%	141	99%	83%	27%
Multiracial								
Small Group Totals	13	100%	69%	8%	6	100%	100%	17%
General-Education Students	103	99%	91%	48%	121	100%	93%	31%
Students with Disabilities	20	100%	75%	15%	26	92%	38%	8%
English Proficient	123	99%	89%	42%	147	99%	84%	27%
Limited English Proficient								
Economically Disadvantaged	44	98%	73%	23%	32	97%	63%	9%
Not Disadvantaged	79	100%	97%	53%	115	99%	90%	31%
Migrant								
Not Migrant	123	99%	89%	42%	147	99%	84%	27%

### 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

### 2009-10 School Year

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

### 2008-09 School Year

Total Tested	Number scoring at level(s):		
	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

### This District

Percentage scoring at level(s):

2-4

3-4

4

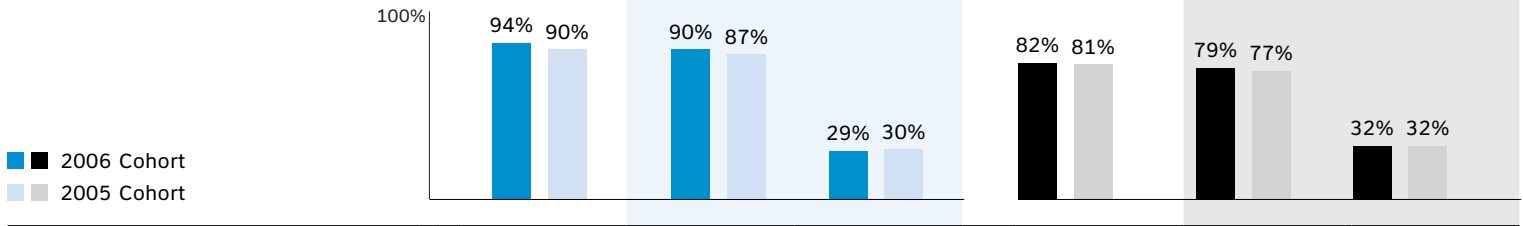
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2006 Cohort				2005 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
<b>All Students</b>	<b>180</b>	<b>94%</b>	<b>90%</b>	<b>29%</b>	<b>172</b>	<b>90%</b>	<b>87%</b>	<b>30%</b>
Female	93	95%	90%	39%	87	92%	91%	28%
Male	87	94%	90%	18%	85	88%	84%	32%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino	4	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	170	95%	90%	29%	169	-	-	-
Multiracial								
Small Group Totals	10	90%	90%	30%	172	90%	87%	30%
General-Education Students	151	98%	96%	34%	145	97%	95%	34%
Students with Disabilities	29	76%	59%	0%	27	56%	44%	4%
English Proficient	180	94%	90%	29%	172	90%	87%	30%
Limited English Proficient								
Economically Disadvantaged	45	89%	78%	11%	28	86%	75%	14%
Not Disadvantaged	135	96%	94%	35%	144	91%	90%	33%
Migrant								
Not Migrant	180	94%	90%	29%	172	90%	87%	30%

### 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.

\*\* 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

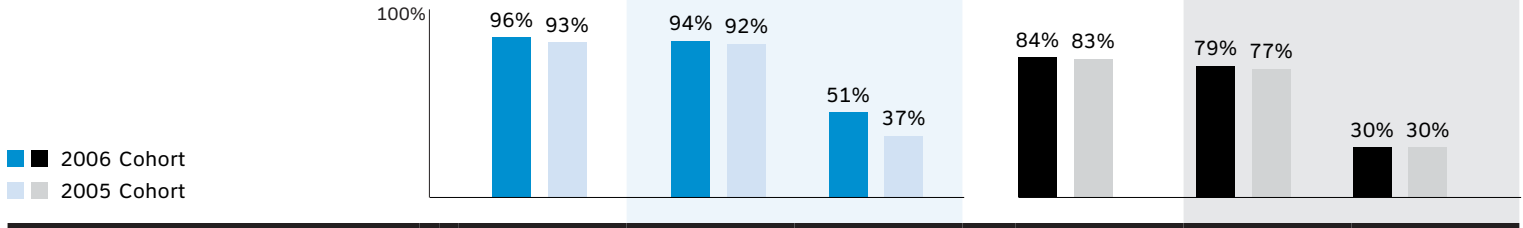
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2005 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>180</b>	<b>96%</b>	<b>94%</b>	<b>51%</b>	<b>172</b>	<b>93%</b>	<b>92%</b>	<b>37%</b>
Female	93	95%	92%	54%	87	94%	92%	26%
Male	87	97%	95%	47%	85	92%	92%	48%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	1	-	-	-
Hispanic or Latino	4	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	170	96%	95%	51%	169	-	-	-
Multiracial								
Small Group Totals	10	80%	80%	40%	172	93%	92%	37%
General-Education Students	151	99%	99%	58%	145	97%	96%	41%
Students with Disabilities	29	76%	69%	14%	27	74%	70%	15%
English Proficient	180	96%	94%	51%	172	93%	92%	37%
Limited English Proficient								
Economically Disadvantaged	45	91%	87%	31%	28	100%	93%	21%
Not Disadvantaged	135	97%	96%	57%	144	92%	92%	40%
Migrant								
Not Migrant	180	96%	94%	51%	172	93%	92%	37%

### NOTES

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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.

\*\* 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.



# The New York State District Report Card

## Comprehensive Information Report 2009 – 10

District **CHENANGO VALLEY CENTRAL SCHOOL DISTRICT**

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

Superintendent **THOMAS DOUGLAS**

Telephone **(607) 779-4711**

Grades **PK-12**

### 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
<b>Comprehensive English</b>	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%
	2007-08	157	97%	96%	32%	139	100%	99%	37%	18	78%	67%	0%
<b>Mathematics B</b>	2009-10	70	93%	90%	24%	69	—	—	—	1	—	—	—
	2008-09	99	93%	88%	24%	95	—	—	—	4	—	—	—
	2007-08	103	97%	89%	40%	100	—	—	—	3	—	—	—
<b>Integrated Algebra</b>	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%
	2007-08	0				0				0			
<b>Geometry</b>	2009-10	91	99%	93%	22%	90	—	—	—	1	—	—	—
	2008-09	0				0				0			
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Trigonometry</b>	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
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Global History and Geography</b>	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%
	2007-08	172	97%	92%	51%	147	99%	96%	58%	25	80%	68%	12%
<b>U.S. History and Government</b>	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%
	2007-08	154	99%	98%	68%	137	100%	99%	72%	17	94%	88%	29%
<b>Living Environment</b>	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%
	2007-08	164	98%	95%	35%	141	99%	98%	41%	23	91%	74%	0%
<b>Physical Setting/Earth Science</b>	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%
	2007-08	119	95%	91%	30%	112	95%	91%	31%	7	100%	86%	14%
<b>Physical Setting/Chemistry</b>	2009-10	66	97%	76%	9%	66	97%	76%	9%	0			
	2008-09	95	88%	77%	7%	92	—	—	—	3	—	—	—
	2007-08	94	98%	83%	7%	92	—	—	—	2	—	—	—
<b>Physical Setting/Physics</b>	2009-10	22	100%	91%	27%	22	100%	91%	27%	0			
	2008-09	26	88%	77%	23%	25	—	—	—	1	—	—	—
	2007-08	23	91%	78%	13%	21	—	—	—	2	—	—	—

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# 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
<b>Comprehensive French</b>	2009-10	27	100%	100%	85%	27	100%	100%	85%	0			
	2008-09	19	100%	100%	89%	19	100%	100%	89%	0			
	2007-08	33	100%	100%	88%	33	100%	100%	88%	0			
<b>Comprehensive German</b>	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
<b>Comprehensive Hebrew</b>	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
<b>Comprehensive Italian</b>	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
<b>Comprehensive Latin</b>	2009-10	10	100%	100%	50%	10	100%	100%	50%	0			
	2008-09	19	100%	100%	47%	19	100%	100%	47%	0			
	2007-08	11	100%	91%	36%	11	100%	91%	36%	0			
<b>Comprehensive Spanish</b>	2009-10	20	100%	100%	80%	20	100%	100%	80%	0			
	2008-09	43	100%	100%	86%	43	100%	100%	86%	0			
	2007-08	50	100%	100%	74%	49	—	—	—	1	—	—	—

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# 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:
<b>Mathematics</b>	2009-10	7	43%	0		7	43%
	2008-09	22	86%	0		22	86%
	2007-08	2	—	0		2	—
<b>Science</b>	2009-10	9	22%	0		9	22%
	2008-09	1	—	0		1	—
	2007-08	4	—	0		4	—
<b>Reading</b>	2009-10	14	43%	1	—	13	—
	2008-09	22	45%	0		22	45%
	2007-08	2	—	0		2	—
<b>Writing</b>	2009-10	5	60%	0		5	60%
	2008-09	22	73%	0		22	73%
	2007-08	3	—	0		3	—
<b>Global Studies</b>	2009-10	19	32%	1	—	18	—
	2008-09	9	44%	1	—	8	—
	2007-08	4	—	0		4	—
<b>U.S. History and Government</b>	2009-10	0		0		0	
	2008-09	2	—	0		2	—
	2007-08	0		0		0	

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# Second Language Proficiency Examinations

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

## Second Language Proficiency Examinations

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
<b>French</b>	2009-10	33	100%	31	—	2	—
	2008-09	25	100%	25	100%	0	
	2007-08	39	100%	39	100%	0	
<b>German</b>	2009-10	0		0		0	
	2008-09	0		0		0	
	2007-08	0		0		0	
<b>Italian</b>	2009-10	0		0		0	
	2008-09	0		0		0	
	2007-08	0		0		0	
<b>Latin</b>	2009-10	23	100%	23	100%	0	
	2008-09	17	100%	17	100%	0	
	2007-08	16	100%	16	100%	0	
<b>Spanish</b>	2009-10	62	98%	60	—	2	—
	2008-09	75	93%	70	94%	5	80%
	2007-08	53	92%	51	—	2	—

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# 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.
<b>Listening and Speaking (Grades K-1)</b>	2009-10	3	—	—	—	—	3	—	—	—	—	0				
	2008-09	5	0%	20%	60%	20%	5	0%	20%	60%	20%	0				
	2007-08	4	—	—	—	—	4	—	—	—	—	0				
<b>Reading and Writing (Grades K-1)</b>	2009-10	3	—	—	—	—	3	—	—	—	—	0				
	2008-09	5	80%	20%	0%	0%	5	80%	20%	0%	0%	0				
	2007-08	3	—	—	—	—	3	—	—	—	—	0				
<b>Listening and Speaking (Grades 2-4)</b>	2009-10	4	—	—	—	—	4	—	—	—	—	0				
	2008-09	4	—	—	—	—	4	—	—	—	—	0				
	2007-08	3	—	—	—	—	3	—	—	—	—	0				
<b>Reading and Writing (Grades 2-4)</b>	2009-10	4	—	—	—	—	4	—	—	—	—	0				
	2008-09	4	—	—	—	—	4	—	—	—	—	0				
	2007-08	3	—	—	—	—	3	—	—	—	—	0				
<b>Listening and Speaking (Grades 5-6)</b>	2009-10	1	—	—	—	—	1	—	—	—	—	0				
	2008-09	1	—	—	—	—	1	—	—	—	—	0				
	2007-08	1	—	—	—	—	1	—	—	—	—	0				
<b>Reading and Writing (Grades 5-6)</b>	2009-10	1	—	—	—	—	1	—	—	—	—	0				
	2008-09	1	—	—	—	—	1	—	—	—	—	0				
	2007-08	1	—	—	—	—	1	—	—	—	—	0				
<b>Listening and Speaking (Grades 7-8)</b>	2009-10	0					0					0				
	2008-09	0					0					0				
	2007-08	0					0					0				
<b>Reading and Writing (Grades 7-8)</b>	2009-10	0					0					0				
	2008-09	0					0					0				
	2007-08	0					0					0				
<b>Listening and Speaking (Grades 9-12)</b>	2009-10	0					0					0				
	2008-09	0					0					0				
	2007-08	0					0					0				
<b>Reading and Writing (Grades 9-12)</b>	2009-10	0					0					0				
	2008-09	0					0					0				
	2007-08	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 2008–09 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
<b>Grade 4 Reading</b>	29%	35%	27%	9%
<b>Grade 8 Reading</b>	25%	41%	30%	3%
<b>Grade 4 Mathematics</b>	17%	43%	35%	5%
<b>Grade 8 Mathematics</b>	27%	39%	26%	8%

## Statewide 2008–09 NAEP Participation Rates for LEP Students and Students with Disabilities

Participation Rate	
<b>Grade 4 Reading</b>	
Limited English Proficient	78%
Students with Disabilities	69%
<b>Grade 8 Reading</b>	
Limited English Proficient	53%
Students with Disabilities	61%
<b>Grade 4 Mathematics</b>	
Limited English Proficient	90%
Students with Disabilities	88%
<b>Grade 8 Mathematics</b>	
Limited English Proficient	80%
Students with Disabilities	82%

**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**

## Elementary/Middle-Level Social Studies 2009–10

	All Students					General-Education Students					Students with Disabilities				
	Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
<b>Elementary Level</b>	159	4%	7%	50%	38%	132	2%	5%	47%	46%	27	19%	15%	67%	0%
<b>Middle Level</b>	121	2%	12%	44%	43%	101	1%	6%	43%	50%	20	5%	40%	50%	5%

## 2006 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
<b>Global History and Geography</b>	180	5%	41%	50%	151	3%	39%	57%	29	14%	48%	14%
<b>U.S. History and Government</b>	180	2%	41%	51%	151	1%	36%	60%	29	7%	66%	7%
<b>Science</b>	180	4%	52%	40%	151	3%	50%	46%	29	10%	62%	7%

## New York State Alternate Assessments (NYSAA) 2009–10

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
<b>Elementary Level</b>					
Social Studies		0			
<b>Middle Level</b>					
Social Studies		3	—	—	—
<b>Secondary Level</b>					
English Language Arts		1	—	—	—
Mathematics		1	—	—	—
Social Studies		1	—	—	—
Science		1	—	—	—

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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*.

# 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
<b>Total Graduates</b>	2009-10	170		146		24	
	2008-09	161		144		17	
	2007-08	163		141		22	
<b>Receiving a Regents Diploma</b>	2009-10	155	91%	141	97%	14	58%
	2008-09	150	93%	141	98%	9	53%
	2007-08	146	90%	134	95%	12	55%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2009-10	90	53%	87	60%	3	13%
	2008-09	73	45%	72	50%	1	6%
	2007-08	86	53%	84	60%	2	9%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2009-10	8	N/A	0		8	N/A
	2008-09	3	N/A	0		3	N/A
	2007-08	5	N/A	0		5	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
<b>Dropped Out</b>	2009-10	0	0%	0	0%	0	0%
	2008-09	2	0%	2	0%	0	0%
	2007-08	7	1%	3	0%	4	3%
<b>Entered Approved High School Equivalency Preparation Program</b>	2009-10	8	1%	6	1%	2	1%
	2008-09	8	1%	6	1%	2	2%
	2007-08	8	1%	4	1%	4	3%
<b>Total Noncompleters</b>	2009-10	8	1%	6	1%	2	1%
	2008-09	10	1%	8	1%	2	2%
	2007-08	15	2%	7	1%	8	6%

## Post-secondary Plans of 2009-10 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
<b>To 4-year College</b>	67	38%	66	45%	1	3%
<b>To 2-year College</b>	99	56%	74	51%	25	78%
<b>To Other Post-secondary</b>	0	0%	0	0%	0	0%
<b>To the Military</b>	3	2%	2	1%	1	3%
<b>To Employment</b>	8	4%	4	3%	4	13%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	1	1%	0	0%	1	3%
<b>Plan Unknown</b>	0	0%	0	0%	0	0%

# More Information about the District

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

## Career and Technical Education Programs (CTE Programs)

	This District		Statewide Average
	Number of Students	Percentage of Students	
<b>All CTE Programs</b>			
Completed the CTE Program	55		
Completed and Passed Regents Exams	42	76%	76%
Completed and had Course Average of 75% or more			
Completed and Attained a HS Diploma or Equivalent	23	42%	78%
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
<b>Nontraditional Programs</b>			
Enrolled Members, Regardless of Gender, in 2009–10	33		
Enrolled Members of Historically Underrepresented Gender in 2009–10	21	64%	49%
Completers, Regardless of Gender, as of June 2009	31		
Completers of Historically Underrepresented Gender as of June 2009	24	77%	48%

Enrollment data are for the 2009–10 school year; completer data are as of June 2009.