

New York State District Report Card Comprehensive Information Report

BEDS Code: 03-07-01-06-0000

Name: Chenango Valley Central School District

Superintendent: Mr. Carmen A. Ciullo

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	52	67	82
Kindergarten	130	100	138
First	129	146	120
Second	130	122	131
Third	159	138	127
Fourth	154	166	135
Fifth	160	154	166
Sixth	162	167	158
Ungraded Elementary	26	16	16
Seventh	160	173	174
Eighth	182	157	160
Ninth	188	174	158
Tenth	127	168	164
Eleventh	141	128	161
Twelfth	138	135	119
Ungraded Secondary	0	2	0
Total K-12 Enrollment	1986	1946	1927

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	18	0.9%	20	1.0%	14	0.7%
Black (Not Hispanic)	38	1.9%	44	2.3%	43	2.2%
Hispanic	15	0.8%	19	1.0%	20	1.0%
White (Not Hispanic)	1915	96.4%	1863	95.7%	1850	96.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	20
Common Branch	22	21	21
English Grade 8	22	19	20
Mathematics Grade 8	19	17	19
Science Grade 8	22	19	20
Social Studies Grade 8	21	19	20
English Grade 10	18	19	21
Mathematics Grade 10	20	20	20
Science Grade 10	26	22	24
Social Studies Grade 10	19	19	19

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.5%	7	0.4%	7	0.4%
Eligible for Free Lunch	210	10.6%	246	12.6%	340	17.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		95.6%		95.8%
Student Suspensions	57	2.9%	28	1.4%	32	1.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.0%	7.7%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	157
Total Other Professional Staff	25
Total Paraprofessionals	49
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	126	61	48%	114	76	67%	115	83	72%
Students with Disabilities	10	1	10%	16	0	0%	6	1	17%
All Students	136	62	46%	130	76	58%	121	84	69%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	60	47	3	1	10	0
Percent	50%	39%	2%	1%	8%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
6	1	6	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			3		5	
	Entered GED Program*			7		3	
	Total Noncompleters			10		8	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		2	
	Total Noncompleters			1		2	
All Students	Dropped Out	7	1.2%	3	0.5%	5	0.8%
	Entered GED Program*	17	2.9%	8	1.3%	5	0.8%
	Total Noncompleters	24	4.0%	11	1.8%	10	1.7%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	135
	Number of Students with Disabilities		0	25
	Number of All Students		0	160
	Percent of Enrollment		0%	32%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	28	89%	32	97%	18	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	15	93%	19	100%	18	100%
Spanish	90	86%	90	92%	87	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	8	75%	6	100%

(Form-D)

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	93%	0	0%	1	#
Science	5	60%	0	0%	0	0%
Reading	6	83%	0	0%	1	#
Writing	6	100%	0	0%	1	#
Global Studies	4	#	0	0%	1	#
U.S. Hist & Gov't	8	100%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	143	122	165	24	7	3
Number Scoring 55–100	143	122	160	24	7	#
Number Scoring 65–100	130	122	156	16	7	#
Number Scoring 85–100	19	66	74	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	100%	#
Percentage of Tested Scoring 65–100	91%	100%	95%	67%	100%	#
Percentage of Tested Scoring 85–100	13%	54%	45%	0%	0%	#
Mathematics A						
Number Tested	3	16	152	2	15	4
Number Scoring 55–100	#	0	138	#	0	#
Number Scoring 65–100	#	0	128	#	0	#
Number Scoring 85–100	#	0	28	#	0	#
Percentage of Tested Scoring 55–100	#	0%	91%	#	0%	#
Percentage of Tested Scoring 65–100	#	0%	84%	#	0%	#
Percentage of Tested Scoring 85–100	#	0%	18%	#	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	137	164	146	12	23	3
Number Scoring 55–100	134	159	132	10	22	#
Number Scoring 65–100	128	154	127	9	21	#
Number Scoring 85–100	68	65	59	0	1	#
Percentage of Tested Scoring 55–100	98%	97%	90%	83%	96%	#
Percentage of Tested Scoring 65–100	93%	94%	87%	75%	91%	#
Percentage of Tested Scoring 85–100	50%	40%	40%	0%	4%	#
U.S. History and Government (first administered June 2001)						
Number Tested	136	126	141	26	7	3
Number Scoring 55–100	130	125	134	22	7	#
Number Scoring 65–100	116	121	133	15	5	#
Number Scoring 85–100	52	60	67	2	1	#
Percentage of Tested Scoring 55–100	96%	99%	95%	85%	100%	#
Percentage of Tested Scoring 65–100	85%	96%	94%	58%	71%	#
Percentage of Tested Scoring 85–100	38%	48%	48%	8%	14%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	166	152	183	20	27	17
Number Scoring 55–100	163	146	174	18	24	16
Number Scoring 65–100	157	143	169	16	22	14
Number Scoring 85–100	38	45	51	0	1	2
Percentage of Tested Scoring 55–100	98%	96%	95%	90%	89%	94%
Percentage of Tested Scoring 65–100	95%	94%	92%	80%	81%	82%
Percentage of Tested Scoring 85–100	23%	30%	28%	0%	4%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	121	167	135	12	15	15
Number Scoring 55–100	116	159	128	9	12	11
Number Scoring 65–100	107	156	124	4	11	9
Number Scoring 85–100	59	74	47	0	2	0
Percentage of Tested Scoring 55–100	96%	95%	95%	75%	80%	73%
Percentage of Tested Scoring 65–100	88%	93%	92%	33%	73%	60%
Percentage of Tested Scoring 85–100	49%	44%	35%	0%	13%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		98	114		4	0
Number Scoring 55–100		96	105		#	0
Number Scoring 65–100		67	82		#	0
Number Scoring 85–100		3	9		#	0
Percentage of Tested Scoring 55–100		98%	92%		#	0%
Percentage of Tested Scoring 65–100		68%	72%		#	0%
Percentage of Tested Scoring 85–100		3%	8%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	27	29	24	0	0	0
Number Scoring 55–100	27	29	24	0	0	0
Number Scoring 65–100	27	29	24	0	0	0
Number Scoring 85–100	25	13	20	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	93%	45%	83%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	30	30	53	0	0	2
Number Scoring 55–100	30	30	53	0	0	#
Number Scoring 65–100	30	30	53	0	0	#
Number Scoring 85–100	20	24	47	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	67%	80%	89%	0%	0%	#
Comprehensive Latin						
Number Tested	5	13	10	0	0	0
Number Scoring 55–100	5	13	10	0	0	0
Number Scoring 65–100	5	13	10	0	0	0
Number Scoring 85–100	3	4	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	31%	90%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	146	116	10	12	1	0
Number Scoring 55–100	133	100	3	8	#	0
Number Scoring 65–100	119	90	2	6	#	0
Number Scoring 85–100	62	42	0	0	#	0
Percentage of Tested Scoring 55–100	91%	86%	30%	67%	#	0%
Percentage of Tested Scoring 65–100	82%	78%	20%	50%	#	0%
Percentage of Tested Scoring 85–100	42%	36%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	68	88	77	1	0	0
Number Scoring 55–100	67	86	71	#	0	0
Number Scoring 65–100	64	86	66	#	0	0
Number Scoring 85–100	32	55	30	#	0	0
Percentage of Tested Scoring 55–100	99%	98%	92%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	98%	86%	#	0%	0%
Percentage of Tested Scoring 85–100	47%	62%	39%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	40	78%	27	96%
Students with Disabilities	7	100%	10	100%	6	100%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	170	2%	3%	61%	34%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	170	2%	3%	61%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	141	0%	15%	66%	19%
	Students with Disabilities	27	7%	63%	30%	0%
	All Students	168	1%	23%	60%	16%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	116	116	116	12	12	12	128	128	128
Number Scoring 55–64	2	1	1	1	2	1	3	3	2
Number Scoring 65–84	46	52	62	6	4	4	52	56	66
Number Scoring 85–100	64	58	49	1	1	1	65	59	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)