

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-07-01-06-0001
 Name: Chenango Valley High School
 Principal: R. Glenn Reich

Grade Range : 9-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	160	173	0
Eighth	182	157	0
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	936	937	602

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	5	0.5%	8	0.9%	6	1.0%
Black (Not Hispanic)	12	1.3%	16	1.7%	14	2.3%
Hispanic	3	0.3%	2	0.2%	5	0.8%
White (Not Hispanic)	916	97.9%	911	97.2%	577	95.8%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	19	22
Mathematics Grade 8	19	17	0
Science Grade 8	22	19	0
Social Studies Grade 8	21	19	0
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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	3	0.3%	3	0.5%
Eligible for Free Lunch	64	6.8%	93	9.9%	83	13.8%

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		94.8%		95.5%		95.0%
Student Suspensions	55	5.9%	26	2.8%	12	1.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	5.4%	5.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	90%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	126	61	48%	109	75	69%	112	83	74%
Students with Disabilities	10	1	10%	16	0	0%	6	1	17%
All Students	136	62	46%	125	75	60%	118	84	71%

*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	46	3	1	8	0
Percent	51%	39%	3%	1%	7%	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	0	6

*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		3	
	Entered GED Program*			7		2	
	Total Noncompleters			10		5	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	7	1.2%	3	0.5%	3	0.5%
	Entered GED Program*	17	2.9%	8	1.3%	2	0.3%
	Total Noncompleters	24	4.0%	11	1.8%	5	0.8%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
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%	1	#
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%	0	0%
Science	5	60%	0	0%	0	0%
Reading	6	83%	0	0%	0	0%
Writing	6	100%	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	8	100%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	143	122	156	24	7	1
Number Scoring 55–100	143	122	154	24	7	#
Number Scoring 65–100	130	122	151	16	7	#
Number Scoring 85–100	19	66	74	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65–100	91%	100%	97%	67%	100%	#
Percentage of Tested Scoring 85–100	13%	54%	47%	0%	0%	#
Mathematics A						
Number Tested	3	16	147	2	15	3
Number Scoring 55–100	#	0	137	#	0	#
Number Scoring 65–100	#	0	127	#	0	#
Number Scoring 85–100	#	0	28	#	0	#
Percentage of Tested Scoring 55–100	#	0%	93%	#	0%	#
Percentage of Tested Scoring 65–100	#	0%	86%	#	0%	#
Percentage of Tested Scoring 85–100	#	0%	19%	#	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	139	12	23	3
Number Scoring 55–100	134	159	128	10	22	#
Number Scoring 65–100	128	154	124	9	21	#
Number Scoring 85–100	68	65	59	0	1	#
Percentage of Tested Scoring 55–100	98%	97%	92%	83%	96%	#
Percentage of Tested Scoring 65–100	93%	94%	89%	75%	91%	#
Percentage of Tested Scoring 85–100	50%	40%	42%	0%	4%	#
U.S. History and Government (first administered June 2001)						
Number Tested	136	126	132	26	7	1
Number Scoring 55–100	130	125	129	22	7	#
Number Scoring 65–100	116	121	128	15	5	#
Number Scoring 85–100	52	60	67	2	1	#
Percentage of Tested Scoring 55–100	96%	99%	98%	85%	100%	#
Percentage of Tested Scoring 65–100	85%	96%	97%	58%	71%	#
Percentage of Tested Scoring 85–100	38%	48%	51%	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	178	20	27	15
Number Scoring 55–100	163	146	169	18	24	14
Number Scoring 65–100	157	143	166	16	22	13
Number Scoring 85–100	38	45	50	0	1	2
Percentage of Tested Scoring 55–100	98%	96%	95%	90%	89%	93%
Percentage of Tested Scoring 65–100	95%	94%	93%	80%	81%	87%
Percentage of Tested Scoring 85–100	23%	30%	28%	0%	4%	13%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	121	167	132	12	15	14
Number Scoring 55–100	116	159	126	9	12	11
Number Scoring 65–100	107	156	122	4	11	9
Number Scoring 85–100	59	74	47	0	2	0
Percentage of Tested Scoring 55–100	96%	95%	95%	75%	80%	79%
Percentage of Tested Scoring 65–100	88%	93%	92%	33%	73%	64%
Percentage of Tested Scoring 85–100	49%	44%	36%	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	108	108	108	7	7	7	115	115	115
Number Scoring 55–64	2	1	0	1	2	1	3	3	1
Number Scoring 65–84	44	49	59	5	4	4	49	53	63
Number Scoring 85–100	62	57	49	1	1	1	63	58	50
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)