

New York State School Report Card Comprehensive Information Report

BEDS Code: 47-22-02-04-0001

Grade Range : 7-12

Name: Cherry Valley-Springfield Junior-Senior High School

Principal: Charles W. Strange

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	44	61	61
Eighth	63	39	61
Ninth	81	77	40
Tenth	76	59	68
Eleventh	57	55	50
Twelfth	58	56	51
Ungraded Secondary	9	0	0
Total K-12 Enrollment	388	347	331

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	6	1.5%	4	1.2%	5	1.5%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	3	0.8%	2	0.6%	1	0.3%
White (Not Hispanic)	379	97.7%	341	98.3%	325	98.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	18	20
Mathematics Grade 8	0	0	14
Science Grade 8	14	17	18
Social Studies Grade 8	20	17	19
English Grade 10	16	19	19
Mathematics Grade 10	0	15	10
Science Grade 10	9	18	13
Social Studies Grade 10	16	18	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	91	23.4%	81	23.3%	69	20.8%

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		95.4%		94.3%		94.6%
Student Suspensions	13	3.3%	30	7.7%	23	6.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.3%	14.1%	9.1%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	97%	98%	96%

Staff Counts

Staff	2002–2003
Total Teachers	26
Total Other Professional Staff	2
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	49	24	49%	47	28	60%	40	24	60%
Students with Disabilities	3	1	33%	4	0	0%	4	1	25%
All Students	52	25	48%	51	28	55%	44	25	57%

*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	20	16	2	0	6	0
Percent	45%	36%	5%	0%	14%	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)
4	1	5	9

*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			0		2	
	Entered GED Program*			8		11	
	Total Noncompleters			8		13	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		2	
	Total Noncompleters			0		5	
All Students	Dropped Out	0	0.0%	0	0.0%	5	2.4%
	Entered GED Program*	0	0.0%	8	3.2%	13	6.2%
	Total Noncompleters	0	0.0%	8	3.2%	18	8.6%

*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		57	0
	Number of Students with Disabilities		4	0
	Number of All Students		61	0
	Percent of Enrollment		61%	0%
9-12	Number of General-Education Students		233	0
	Number of Students with Disabilities		14	0
	Number of All Students		247	0
	Percent of Enrollment		100%	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	0	0%	0	0%	26	77%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	16	94%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	0	0%
Science	2	#	5	100%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	4	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	0	0%	0	0%
Science	9	100%	1	#	0	0%
Reading	4	#	2	#	0	0%
Writing	3	#	3	#	0	0%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	3	#	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	44	51	51	2	2	9
Number Scoring 55–100	44	50	50	#	#	8
Number Scoring 65–100	42	46	46	#	#	5
Number Scoring 85–100	20	22	23	#	#	0
Percentage of Tested Scoring 55–100	100%	98%	98%	#	#	89%
Percentage of Tested Scoring 65–100	95%	90%	90%	#	#	56%
Percentage of Tested Scoring 85–100	45%	43%	45%	#	#	0%
Mathematics A						
Number Tested	25	58	33	3	2	3
Number Scoring 55–100	9	46	27	#	#	#
Number Scoring 65–100	6	37	22	#	#	#
Number Scoring 85–100	0	21	7	#	#	#
Percentage of Tested Scoring 55–100	36%	79%	82%	#	#	#
Percentage of Tested Scoring 65–100	24%	64%	67%	#	#	#
Percentage of Tested Scoring 85–100	0%	36%	21%	#	#	#
Mathematics B (first administered June 2001)						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	61	52	54	4	1	6
Number Scoring 55–100	58	49	52	#	#	6
Number Scoring 65–100	42	40	47	#	#	4
Number Scoring 85–100	7	9	24	#	#	0
Percentage of Tested Scoring 55–100	95%	94%	96%	#	#	100%
Percentage of Tested Scoring 65–100	69%	77%	87%	#	#	67%
Percentage of Tested Scoring 85–100	11%	17%	44%	#	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	47	65	49	4	3	5
Number Scoring 55–100	35	61	47	#	#	5
Number Scoring 65–100	30	45	45	#	#	4
Number Scoring 85–100	15	13	19	#	#	0
Percentage of Tested Scoring 55–100	74%	94%	96%	#	#	100%
Percentage of Tested Scoring 65–100	64%	69%	92%	#	#	80%
Percentage of Tested Scoring 85–100	32%	20%	39%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	35	32	25	0	0	2
Number Scoring 55–100	35	32	25	0	0	#
Number Scoring 65–100	35	32	25	0	0	#
Number Scoring 85–100	17	22	17	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	49%	69%	68%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	41	51	26	1	0	3
Number Scoring 55–100	40	50	26	#	0	#
Number Scoring 65–100	40	45	25	#	0	#
Number Scoring 85–100	17	22	13	#	0	#
Percentage of Tested Scoring 55–100	98%	98%	100%	#	0%	#
Percentage of Tested Scoring 65–100	98%	88%	96%	#	0%	#
Percentage of Tested Scoring 85–100	41%	43%	50%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		19	26		0	0
Number Scoring 55–100		18	25		0	0
Number Scoring 65–100		17	23		0	0
Number Scoring 85–100		4	8		0	0
Percentage of Tested Scoring 55–100		95%	96%		0%	0%
Percentage of Tested Scoring 65–100		89%	88%		0%	0%
Percentage of Tested Scoring 85–100		21%	31%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	8	8	5	0	0	0
Number Scoring 55–100	8	8	4	0	0	0
Number Scoring 65–100	8	8	4	0	0	0
Number Scoring 85–100	5	2	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	80%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	25%	80%	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	18	17	26	0	0	0
Number Scoring 55–100	18	17	26	0	0	0
Number Scoring 65–100	18	16	26	0	0	0
Number Scoring 85–100	14	9	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	78%	53%	62%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	40	2	0	0	0	0
Number Scoring 55–100	40	#	0	0	0	0
Number Scoring 65–100	37	#	0	0	0	0
Number Scoring 85–100	23	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	34	24	27	1	0	0
Number Scoring 55–100	34	22	15	#	0	0
Number Scoring 65–100	31	22	13	#	0	0
Number Scoring 85–100	18	14	6	#	0	0
Percentage of Tested Scoring 55–100	100%	92%	56%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	92%	48%	#	0%	0%
Percentage of Tested Scoring 85–100	53%	58%	22%	#	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	97%	33	97%	16	88%
Students with Disabilities	3	#	1	#	13	54%

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	38	11%	0%	82%	8%
	Students with Disabilities	10	30%	40%	30%	0%
	All Students	48	15%	8%	71%	6%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	44	0%	34%	41%	25%
	Students with Disabilities	15	27%	53%	20%	0%
	All Students	59	7%	39%	36%	19%

(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	6	6	6	0	0	0	6	6	6
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	0	0	1	0	0	0	0	0	1
Number Scoring 85–100	4	5	4	0	0	0	4	5	4
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)