

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

Revised- March 22, 2006

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Charles Strange
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Cherry Valley-Springfield Junior/Senior High School
(As it should appear in the official records)

School Mailing Address PO Box 485, 597 County Route 54
(If address is P.O. Box, also include street address)

Cherry Valley New York 13320-0485
City State Zip Code+4 (9 digits total)

County Otsego State School Code Number* 472202040001

Telephone (607) 264-9012 Fax (607) 264-3299

Website/URL www.cvscs.org E-mail cstrange@cvscs.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Nicholas Savin (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cherry Valley-Springfield Central School District Tel. (607) 264-9332

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board Mrs. Ellen Johnson
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 1 Other

 1 TOTAL
2. District Per Pupil Expenditure: \$8,224.00
 Average State Per Pupil Expenditure: \$7,595.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 14 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | 33 | 27 | 60 |
| K | | | | 8 | 20 | 21 | 41 |
| 1 | | | | 9 | 33 | 34 | 67 |
| 2 | | | | 10 | 36 | 22 | 58 |
| 3 | | | | 11 | 30 | 16 | 46 |
| 4 | | | | 12 | 10 | 12 | 22 |
| 5 | | | | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 294 |

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 99% White
 - .33% Black or African American
 - .33% Hispanic or Latino
 - .34% Asian/Pacific Islander
 - % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 11%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

| | | |
|-----|--|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 30 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 47 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 77 |
| (4) | Total number of students in the school as of October 1 | 656 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .11 |
| (6) | Amount in row (5) multiplied by 100 | 11 |

8. Limited English Proficient students in the school: 0%
0Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 40%
 Total number students who qualify: 264

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15%
44Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|-----------------------------------|---|
| <u>1</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>7</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>30</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) (Principals) | <u>2</u> | <u> </u> |
| Classroom teachers | <u>50</u> | <u>6</u> |
| Special resource teachers/specialists | <u>7</u> | <u>1</u> |
| Paraprofessionals | <u>7</u> | <u> </u> |
| Support staff | <u>25</u> | <u>21</u> |
| Total number | <u>91</u> | <u>28</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 12:1

13. The discrepancy between the dropout rate and drop off rate is due to a declining enrollment between entering 9th grade students and 12th grade graduates four years later. This declining enrollment has been school-wide and has been occurring over the past decade in this school and in this region. A small percentage of that drop off rate reflects the students that have switched to a GED program.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 94% | 94% | 95% | 94% |
| Daily teacher attendance | 94% | 94% | 96% | 96% | 95% |
| Teacher turnover rate | 13% | 3% | 9% | 9% | NA |
| Student dropout rate (middle/high) | 4% | 1% | 2% | 0% | 0% |
| Student drop-off rate (high school) | 32% | 28% | 14% | 17% | NA |

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

| | |
|--|--------------|
| Graduating class size | 53 |
| Enrolled in a 4-year college or university | 58% |
| Enrolled in a community college | 11% |
| Enrolled in vocational training | 2% |
| Found employment | 19% |
| Military service | 8% |
| Other (travel, staying home, etc.) | 2% |
| Unknown | _____% |
| Total | 100 % |

PART III - SUMMARY

Cherry Valley-Springfield Junior Senior High School is a 7th-12th grade public school located in rural upstate New York. This area of New York State has a long history of agriculture mostly revolving around dairy farming. Over the last thirty years this industry has been on the decline, affecting the economy all around central New York State. Situated in the northeast corner of Otsego County, this school district is the product of a school consolidation in 1987 between Cherry Valley Central School District and Springfield Central School District. Two years after this consolidation, a new physical plant was constructed and then updated in 1994. All of this construction and plant improvement was funded 95% by New York State as part of the consolidation effort. When the consolidation and new physical plant were both completed the district enjoyed additional operating aid from New York State, also a product of the consolidation. Many new programs and initiatives were established including improved instructional technology, expanded High School electives and extracurricular opportunities for all students. Although the enrollment projections indicated growth, the reality in this school district as well as most other rural school districts has been a sharp decline in enrollment. With that decline has been an associated sharp decline in State funding to this school district.

Despite this setback Cherry Valley-Springfield has adjusted and continued to promote excellence through curricular innovation and a commitment to high expectations for all students. At the heart of Cherry Valley-Springfield Junior-Senior High's effort to meet the needs of its students while promoting high achievement, is the team approach to long and short term planning. In the Junior High the core team of teachers meets every other day to coordinate instruction and address the needs of exceptional children with the assistance of the Secondary Principal as well as the Pupil Personnel Staff. These meetings are also utilized regularly as parent conferences as needs arise. In the High School grades the teams are comprised of members of each department where instruction, materials and facilities as well as mapping of the curriculum through each student's high school career is planned. Key to the "Success for All Students" concept is the close involvement of parents. Day to day communication is facilitated through the use of several technologies including parent email. The ongoing contact with the parents of struggling students is also key to this school's success in enlisting the coordinated efforts of parents in the process of instilling values needed for academic success.

Over the past decade an effort to raise the aspirations of all students has taken many forms including the visitation of entire grade levels to local universities. Through this effort, students at various ages have seen first hand what it is like to be a college student. University admissions officers, instructors and college students have showed them, discussed with them and walked them through the various parts of daily college life. As a result, students surveyed have demonstrated an increased interest in pursuing higher education after high school and have followed through with those interests as they approached graduation.

Curriculum review has become an ongoing and increasingly focused effort in this school during

conference days, state exam review and department meetings. It has also become the main focus of the district's Comprehensive District Education Plan. While this plan is in its early stages it will be used as the basis for the Professional Development Plan for the district, directing the way for in-service instruction. Item analysis of state exams followed by gap analysis and curriculum mapping have created a curricular feedback process for the implementation of the New York State learning standards. As a result, each department annually scrutinizes the scope and sequence taught in every course.

All students have access and practical instruction on the use and application of information technology in their daily educational lives. Presently through the use of over 250 networked and internet connected computers in three computer labs as well as in every classroom, students have enjoyed cutting edge technology and access since the above mentioned school consolidation of 1987. Through this technology and curricular innovation other special programs have developed since the consolidation including the pairing of the foreign language department with sister high schools in Spain, France and most recently, Mexico. The sister school connections have opened up two week long student group exchanges where students travel to those countries, living with host families and then reciprocating those arrangements back in New York State for the children in those host families. The exchange program has boosted interest, fluency and overall success in our French and Spanish classes.

Students also utilize a distance learning network of 13 local school districts including one area university to receive and send advanced elective courses including college level and college accredited courses. It is possible for students to complete the equivalent of one semester of college study during their high school career, pending available offerings and scheduling during any given semester.

These opportunities are presented and encouraged for all students in an effort to promote the "can do" attitude needed to compete in a global economy. These qualities are especially important to children in remote rural areas where isolation and limited resources are often the rule.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Every year in New York State eighth graders take state assessments in Mathematics and English Language Arts to assess their progress toward the New York State Standards in those and other areas of study. High School students take Regents exams at different times of their high school careers in these, as well as other subject areas. Passing the English Language Arts Regents as well as the first Mathematics Regents exam are, among others, required for graduation in New York State. The purpose of the eighth grade assessments is to provide a screening instrument in these subject areas for students in order to provide the academic intervention needed to help ensure success on the Regent exams later in high school.

Achievement on the State exams is reported in terms of mean scores and the percentage of students scoring at four levels of achievement. Level 4 is defined as students who exceed the standards and are moving toward mastery performance on the Regents examination. Level 3 is defined as students who meet the standards and, with continued steady growth, should meet levels of proficiency and pass the Regents examination. Level 2 is defined as students who will likely need extra help to meet the standards and pass the Regents examination. Level 1 is defined as students who have profound academic deficiencies and will need intensive intervention in order to show proficiency and pass Regents examinations.

This school has shown constantly positive growth on the New York State eighth grade English Language Arts and Mathematics Assessments.

Further information about New York State's Assessment system can be found at <http://www.emsc.nysed.gov/osa/>.

2. Using Assessment Results:

Through our Academic Intervention Service plan, students scoring at level 1 or 2 on the eighth grade

English Language Arts or Mathematics assessment are scheduled for additional instructional time with a teacher in that subject area. Also, the items students scored incorrectly on the test are analyzed and cross referenced to the New York State learning standards. Those areas of instruction are reviewed by the department team to consider what types of changes should be implemented for this testing group and future groups.

Students scoring at Level 1 (between 0 and 54) or Level 2 (between 55 and 64) on a Regents exam are provided Academic Intervention Services at the high school level with a specialist in that subject area who is also closely familiar with that Regents exam. Students are also instructed in test taking strategies, especially relating to the planning and construction of essays and extended answer questions. Through this instruction, their weak areas are also addressed and strengthened. The instructor of the course provides this instruction, which also directs future instruction towards better congruity with the standards as well as targeting future staff development.

3. Communicating Assessment Results:

The Cherry Valley-Springfield Central School community believes that clear and public communication about school performance promotes quality learning and understanding. For this reason all individual test results are communicated directly to parents and aggregate data are reported annually and publicly to the District's Board of Education. Data are also shared publicly through the media, school publications and the school website. Aggregate data are analyzed by the district's Comprehensive District Educational Plan (CDEP) committee in order to develop the annual CDEP plan. That committee makes decisions about annual planning and share information with other committees also involved in planning.

Parents receive performance information about their children through report cards at ten week intervals as well as interim progress reports every five weeks. Students experiencing difficulties receive reports between the five week reports through regular and select eligibility reports. Students participating in the Junior/Senior High's HELP program attend weekly two hour supervised homework sessions through which parents and teachers also communicate. Individual New York State testing results are communicated to parents of individual students.

The New York State Education Dept. publishes all school performance data in the annual school report card as well as other parts of the New York State Education Department website. www.nysed.gov .

4. Sharing Success:

Successful programs are shared with other schools through its associated professional groups like the ON-C BOCES Principals Academy as well as the Superintendents' Cabinet. The district website is another vehicle where successful programs and activities are publicized. www.cvscs.org . Through the various school committees successes and new developments are shared as well. Cherry Valley-Springfield Junior-Senior High School is a member of the Foundation for Excellent Schools www.fesnet.org , based in Middlebury, Vermont. This organization also serves as a vehicle for the dissemination of best practices among not only other New York State school but also schools across the United States including Hawaii. The Catskill Area Teachers Center has been another local organization through which best practices have been shared in the Northern Catskills region of New York State.

Our local Board of Cooperative Educational Services in cooperation with other BOCES is presently developing an extensive broadband information network through which not only information can be shared, but also course offerings, teacher training as well as any other type of networking between the small, remote rural communities in central New York.

Through our local and state level conferences our teachers are able to share successful practices in areas such as curriculum development, engaging students learning, brain and learning theory and technology usage.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Cherry Valley-Springfield 7th and 8th grade curriculum is focused on basic skill development in the core subjects of English Language Arts, Mathematics, Life and Physical Sciences and Social Studies. In addition all students are also given regular instruction in Health, Physical Education, Family and Consumer Science, Technology, Career Development and Occupational Studies, two full years of foreign language (Spanish or French) and the Arts (Music and Visual).

All courses are aligned with the New York State standards and assessments <http://www.emsc.nysed.gov/ciai/pub/standards.pdf>, and academic intervention services are provided in all four core subjects for students needing additional instruction. Individual student progress is carefully monitored by the 7th and 8th grade core team as well as the PPS team. Parent conferences are held for selected students throughout the school year in order to keep parents informed and engaged as part of an instructional/support team. Our resource room instructor for 7th and 8th grades utilizes instruction in the resource room as well as “push-in” instructional support in some classes. Ambitious and advanced students may also pursue accelerated courses in science and mathematics. 8th Grade students who pass the foreign language proficiency exam can then accelerate to level 2 high school foreign language instruction instead of level one when they enter 9th grade. The focus of the 7th/8th grade curriculum is to build basic skill areas according to individual students’ needs, help students explore various curriculum areas for possible future interest and most importantly, prepare them cognitively, physically and emotionally for the rigors of high school study.

The Cherry Valley-Springfield High School Curriculum is designed to help every student build personal skill in all areas of the core curriculum while focusing on chosen areas to pursue either in higher education or in specific career and technical education for post high school careers. Every high school student will be held to the rigorous New York State Education Standards requiring extensive study in English Language Arts, Mathematics, Social Studies and Natural Sciences in order to receive a diploma. Since students vary greatly in their aspirations and interests, special educational services as well as academic intervention services are provided to all students requiring them. Honors, Advanced Placement and College Level courses in English, Biology, Social Studies and Visual Arts are offered to ambitious students. Plans are also being developed to offer college level Calculus to build on our present high school level Calculus.

In addition to the required four years of social studies and English language arts, most of our students choose to pursue additional advanced electives in these areas to build and specialize on their individual interests. Many students also choose to study additional electives in our technology department. Of particular interest are our CISCO 1-4 courses where students acquire knowledge and skill in building computer networks and internet based systems. Students successfully completing the CISCO exam become certified CISCO network administrators, many of whom have utilized this distinction and skill as secondary careers while in college.

The Social Studies Curriculum begins with a two year course in Global History and Geography followed with a required Regents exam, a graduation requirement. A one year course in U.S. History and Government with a graduation required Regents exam follows with two half year courses in Economics and Participation in Government, completing the required curriculum. Participation in Government requires every student to attend and report on meetings of specific branches of local government as well as offering public volunteer service in the community. Students may also choose to pursue additional electives both at the high school and at the college level such as Criminal Justice, History of Film, the Vietnam War, The Holocaust or College level US History or History of Western Civilization.

All students are also required to complete, minimally, three units of Math and three units of science as well as pass one Regents exam in those curriculum areas. They may also pursue further math studies pursuant to an advanced Math B Regents exam as well as beyond to study pre-calculus and calculus. Students choosing to concentrate in science may also pursue Regents level study in Chemistry and Physics as well as Advanced Placement Biology.

All students are required to complete one year of high school level foreign language to meet graduation requirements and may choose to pursue three years of study pursuant to the Regents exam and an additional fourth year of study. This would also help them to achieve an Advanced Regents Diploma.

Students interested in pursuing studies in Career Technical Education can attend classes at our local BOCES Vocational-Technical School in nearby Milford. There, they can pursue career and vocational studies in a variety of areas.

2b. (Secondary Schools) English:

The English Language Arts Curriculum in the Cherry Valley-Springfield Junior-Senior High School is a carefully constructed program consisting of meaningful and engaging lessons and activities which are pursuant to the New York State Learning Standards in English Language Arts. In the 7th through 12th grades students work in all areas of reading, writing, listening and speaking that relate to:

- 1 Information and Understanding
- 2 Literary Response and Expression
- 3 Critical Analysis and Evaluation
- 4 Social Interaction

Many interdisciplinary experiences are included in the curriculum between both English Language Arts and Social Studies as well as with Science. In the latter, all students in 7th and 8th grades annually participate in a long-term collaborative project supervised and constructed by their English Language Arts teacher and Life Science teacher on topics of scientific inquiry. The projects culminate with a Festival of Science held in the evening for parents and the community. Community science experts are invited to provide feedback to the students about their projects. Awards are announced the same night, which are funded and provided by a local school and community based Science Foundation.

The importance of curricular connections is recognized in the English Language Arts curriculum at the middle school level. A special effort to provide the skills needed in reading for information also demands a connection between the academic disciplines. As a result, students work to develop the communication skills needed across the full curriculum. At the high school level this theme is continued and culminates in a collaborative paper between the Participation in Government teacher and their English teacher. This paper is a local graduation requirement.

3. Mathematics, Science, Art, Etc.:

All students receive instruction in the arts including Music and visual art. Both of these curricular areas have been linked to skill acquisition in English Language Arts. For this reason, connections with the visual and performing arts are maintained. Students studying Art History are required to write about their interpretation of particular historic styles and schools of creativity. Interpretive writing and critical thinking is expanded and developed through this type of writing.

Art works are also used to help students think creatively and express their ideas and thoughts. Through their interpretations of various art forms and styles including works of their own peers, they draw comparisons to the historic styles and schools of creative thought studied in the course. Those comparisons are then used as a basis for constructive critiquing and comparative prose on the art works and their meaning.

Junior and senior High School students are a source of creative energy needing to be constructively channeled. They take full advantage of this opportunity through the school arts curriculum as well as school supported community activities such as the "Line Upon Line" open microphone poetry reading which regularly attracts a third of the Junior-Senior High school population voluntarily for the purpose of participating in an authentic arts experience. Many ongoing language activity and writing experiences result from these kinds of opportunities in the school and school related programs. They have been institutionalized and ongoing for several years and have been integrated into existing courses in a way which makes the learning experience more authentic and relevant to students.

4. Instructional Methods:

A wide variety of instructional methods are utilized to engage students in the curriculum. Teachers regularly utilize authentic primary sources such as our junior high school social studies program where students take part in actual archeological digs in a controlled school setting as well as high school students in the actual field. In this new course, students will work in cooperation with the Cooperstown Graduate Program, The Biological Field Station and the New York State Museum to participate in an actual archeological dig at the Thayer Homestead located minutes from the Cherry Valley-Springfield campus.

Students in our AP Biology class regularly participate in local symposiums on topics such as microbiology, genetics and nanotechnology. Guest speakers are imported from locations such as Cornell University and the State University of New York to facilitate these discussions about topics of controversy and importance to the next generation.

Other teachers utilize extensive online resources to compliment their students' learning experiences. Our math department uses publisher and teacher constructed web-based tutorials to assist students in grasping new concepts by solving problems a step at a time. By using the resources and "patience" of a computer, students are offered alternative solutions and while showing each step toward that solution.

5. Professional Development:

The professional development program at Cherry Valley-Springfield Junior-Senior High School consists of a variety of activities which address a number of needs. Planning and instructional techniques are shared between teachers and curriculum specialists within the school environment. Test item analysis allows teachers to determine aggregate performance of students in the curriculum while pinpointing curricular deficiencies from which to adjust instruction. In New York State new teachers are required to complete 175 hours of in-service coursework or training every five years in order to maintain their teaching certification. Public schools are required to assist them in this task by offering this training, or making it available to them while keeping track of the hours and type of training. Assisting schools in this task are local BOCES, teacher centers, universities and other institutions including non-profit educational development and educational research organizations such as the Foundation for Excellent Schools and the Rensselaerville Institute.

A special effort is made to seek out research driven programs and training opportunities which show statistically significant results that are measurable and lead to longitudinal gains in student outcomes. Our school has a Professional Development Planning committee to bring teachers to the planning process while acting collaboratively with supervisory personnel in directing and facilitating in-service training.

PART VII - ASSESSMENT RESULTS

NEW YORK STATE CRITERION-REFERENCED TESTS

Subject English Language Arts Grade 8 Test New York State ELA 8 Assessment
Edition/Publication Year 1999-2005 Publisher CTB McGraw Hill

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|--|-----------|-----------|-----------|-----------|
| Testing month | Jan | Jan | Jan | March | May |
| CHERRY VALLEY-SPRINGFIELD JUNIOR/SENIOR HIGH SCHOOL ASSESSMENT SCORES | | | | | |
| % At or Above Basic Level 2 | 92% | 97% | 89% | 92% | 96% |
| % At or Above Proficient Level 3 | 60% | 48% | 41% | 33% | 57% |
| % At Advanced Level 4 | 14% | 0% | 8% | 5% | 20% |
| Number of students tested | 65 | 63 | 61 | 39 | 56 |
| Percent of total students tested | 100% | 100% | 100% | 100% | 100% |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| Mean Score | 697 | 698 | 687 | 693 | 712 |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | | |
| % At or Above Basic Level 2 | 91% | N/A | N/A | N/A | N/A |
| % At or Above Proficient Level 3 | 50% | N/A | N/A | N/A | N/A |
| % At Advanced Level 4 | 0% | N/A | N/A | N/A | N/A |
| Number of students tested | 22 | 27 | 21 | | |
| 2. Students with Disabilities | | | | | |
| % At or Above Basic Level 2 | NA | N/A | N/A | | |
| % At or Above Proficient Level 3 | NA | N/A | N/A | | |
| % At Advanced Level 4 | NA | N/A | N/A | | |
| Number of students tested | | 10 | 16 | | |
| NY STATE ASSESSMENT RESULTS | | | | | |
| % At or Above Basic Level 2 | | 45% | 45% | 49% | |
| % At or Above Proficient Level 3 | | 36% | 37% | 34% | |
| % At Advanced Level 4 | | 11% | 8% | 10% | |
| ADEQUATE YEARLY PROGRESS | | | | | |
| AYP Cherry Valley-Springfield JSHS | | | | | |
| AYP State Target | | | | | |
| NYS Middle-Level English Language Arts Levels-Reading, Writing, and Listening | | | | | |
| Level 4 | These students exceed state standards and are moving toward high performance on the Regents examination. | | | | |
| Level 3 | These students meet the state standards and, with continued steady growth, should pass the Regents examination. | | | | |
| Level 2 | These students need extra help (AIS) to meet the state standards and pass the Regents examination. | | | | |
| Level 1 | These students have serious academic deficiencies and do not meet the state standards. | | | | |

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|--|------------------|------------------|------------------|------------------|
| Testing month | | May | May | May | May |
| CHERRY VALLEY-SPRINGFIELD JUNIOR/SENIOR HIGH SCHOOL ASSESSMENT SCORES | | | | | |
| % At or Above Basic Level 2 | 94% | 95% | 83% | 82% | 91% |
| % At or Above Proficient Level 3 | 50% | 76% | 49% | 38% | 50% |
| % At Advanced Level 4 | 6% | 5% | 2% | 8% | 9% |
| Number of students tested | 66 | 62 | 59 | 39 | 56 |
| Percent of total students tested | 100% | 98% | 98% | | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| Mean Score | 722 | 727 | 708 | 703 | |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | | |
| % At or Above Basic Level 2 | 85% | N/A | N/A | | |
| % At or Above Proficient Level 3 | 42% | N/A | N/A | | |
| % At Advanced Level 4 | 0% | N/A | N/A | | |
| Number of students tested | 26 | 27 | 21 | N/A | N/A |
| 2. Students with Disabilities | | | | | |
| % At or Above Basic Level 2 | 64% | N/A | N/A | | |
| % At or Above Proficient Level 3 | 0% | N/A | N/A | | |
| % At Advanced Level 4 | 0% | N/A | N/A | | |
| Number of students tested | 11 | 10 | 16 | N/A | N/A |
| NY STATE ASSESSMENT RESULTS | | | | | |
| % At or Above Basic Level 2 | | 29% | 32% | 33% | |
| % At or Above Proficient Level 3 | | 45% | 42% | 37% | |
| % At Advanced Level 4 | | 13% | 9% | 11% | |
| ADEQUATE YEARLY PROGRESS | | | | | |
| AYP Cherry Valley-Springfield JSHS | | | | | |
| AYP State Target | | | | | |
| NYS Middle-Mathematics Levels | | | | | |
| Level 4 | These students exceed state standards and are moving toward high performance on the Regents examination. | | | | |
| Level 3 | These students meet the state standards and, with continued steady growth, should pass the Regents examination. | | | | |
| Level 2 | These students need extra help (AIS) to meet the state standards and pass the Regents examination. | | | | |
| Level 1 | These students have serious academic deficiencies and do not meet the state standards. | | | | |

NEW YORK STATE CRITERION-REFERENCED TESTS

Subject **English Language Arts** Grade **11** Test **New York State Comprehensive English Language Arts Regents Exam**

Edition/Publication Year 2005

Publisher **New York State Board of Regents**

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|--|------------------|------------------|------------------|------------------|
| Testing month | June | June | June | June | June |
| CHERRY VALLEY-SPRINGFIELD JUNIOR/SENIOR HIGH SCHOOL ASSESSMENT SCORES | | | | | |
| % At or Above Basic Level 2 | 100% | 91% | 98% | 98% | 100% |
| % At or Above Proficient Level 3 | 95% | 87% | 90% | 90% | 95% |
| % At Advanced Level 4 | 50% | 47% | 45% | 43% | 45% |
| Number of students tested | 20 | 53 | 51 | 51 | 44 |
| Percent of total students tested | | | | | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| Mean Score | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | | |
| % At or Above Basic Level 2 | 93% | 93% | 100% | 95% | 100% |
| % At or Above Proficient Level 3 | 62% | 86% | 85% | 81% | 95% |
| % At Advanced Level 4 | 31% | 13% | 25% | 36% | 27% |
| Number of students tested | 13 | 15 | 20 | 22 | 22 |
| 2. Students with Disabilities | | | | | |
| % At or Above Basic Level 2 | 73% | | | | |
| % At or Above Proficient Level 3 | 27% | | | | |
| % At Advanced Level 4 | 0% | | | | |
| Number of students tested | 11 | 8 | 9 | 2 | 2 |
| NYS Commencement Level English Language Arts | | | | | |
| Level 4 | These students exceed state standards | | | | |
| Level 3 | These students meet state standards for the Regents Diploma | | | | |
| Level 2 | These students meet state standards for the Local Diploma | | | | |
| Level 1 | These students do not meet state standards | | | | |

Subject **Mathematics** Grade **10**
Edition/Publication Year 2005

Test **New York State Math A Regents Exam**
Publisher **New York State Board of Regents**

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|--|------------------|------------------|------------------|------------------|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| CHERRY VALLEY-SPRINGFIELD JUNIOR/SENIOR HIGH SCHOOL ASSESSMENT SCORES | | | | | |
| % At or Above Basic Level 2 | 100% | 100% | 82% | 79% | 36% |
| % At or Above Proficient Level 3 | 100% | 93% | 67% | 64% | 24% |
| % At Advanced Level 4 | 29% | 24% | 21% | 36% | 0% |
| Number of students tested | 34 | 42 | 33 | 58 | 25 |
| Percent of total students tested | | | | | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| Mean Score | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | | |
| % At or Above Basic Level 2 | | 100% | 100% | 75% | 27% |
| % At or Above Proficient Level 3 | | 87% | 69% | 57% | 20% |
| % At Advanced Level 4 | | 12% | 19% | 9% | 0% |
| Number of students tested | 8 | 16 | 16 | 22 | 15 |
| 2. Students with Disabilities | | | | | |
| % At or Above Basic Level 2 | | | | | |
| % At or Above Proficient Level 3 | | | | | |
| % At Advanced Level 4 | | | | | |
| Number of students tested | 7 | 5 | 3 | 2 | 3 |
| NYS Commencement Level Mathematics | | | | | |
| Level 4 | These students exceed state standards | | | | |
| Level 3 | These students meet state standards for the Regents Diploma | | | | |
| Level 2 | These students meet state standards for the Local Diploma | | | | |
| Level 1 | These students do not meet state standards | | | | |