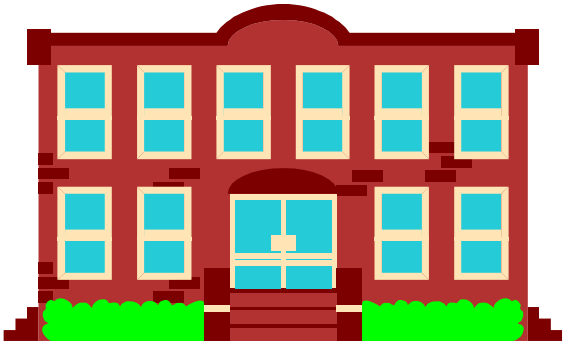
251601-06-0005

The New York State School Report Card for Chittenango High School in Chittenango Central School District

An Overview of Academic Performance



March 2002

The University of the State of New York
The State Education Department

March 26, 2002

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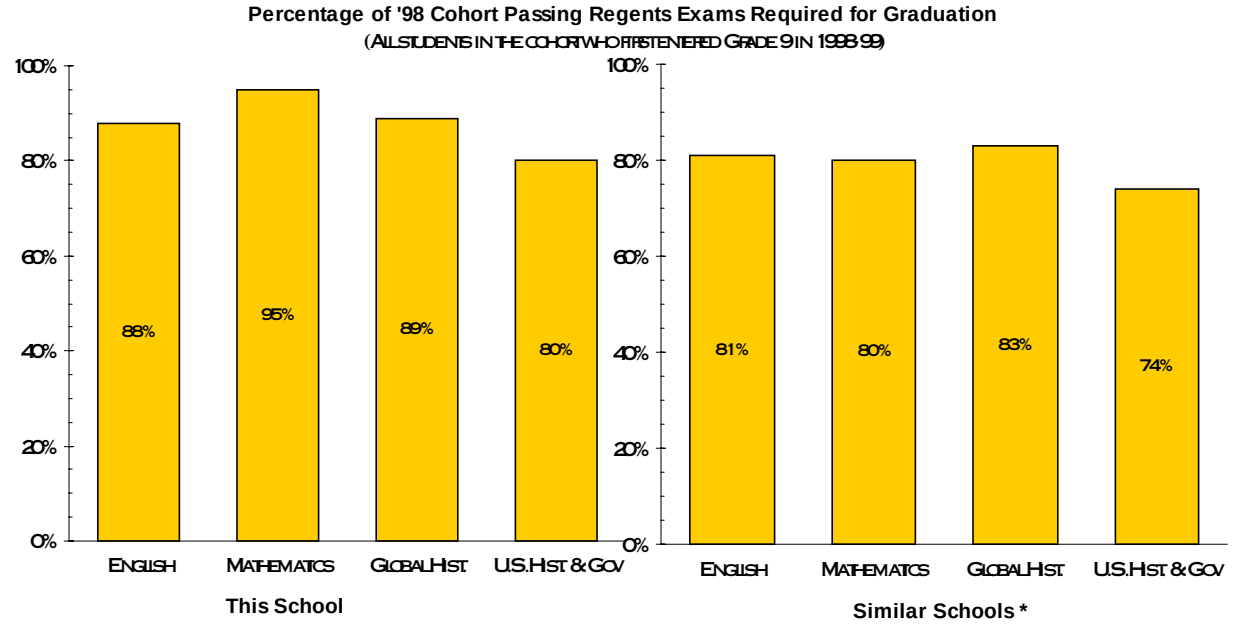
High School Achievement – After Three Years of Instruction

This section presents the success of students in this school on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort	Highest Score[1] From 55 To 64	Highest Score[1] From 65 To 84	Highest Score[1] From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	155	4	71	73	0
	Students w/ Disabilities	27	6	15	2	0
	All Students	**182**	**10**	**86**	**75**	**0**
Mathematics (after 3 years)	General Education	155	5	51	98	0
	Students w/ Disabilities	27	1	16	8	0
	All Students	**182**	**6**	**67**	**106**	**0**
Global History (after 3 years)	General Education	155	11	74	65	0
	Students w/ Disabilities	27	3	20	3	0
	All Students	**182**	**14**	**94**	**68**	**0**
U.S. Hist. & Gov. (after 3 years)	General Education	155	14	57	71	0
	Students w/ Disabilities	27	3	13	4	0
	All Students	**182**	**17**	**70**	**75**	**0**

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at http://www.emsc.nysed.gov/repcrd2002/similar.html.

1 Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

2 Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

\# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

School Profile

Principal: Mr. Michael Sandore			Phone: (315)687-2621
Organization 2000-01		School Staff[1] (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
9-12	890	60	8

1999-00 School District-wide Total Expenditure per Pupil	$8,857

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	234
Grade 2	0	Grade 10	240
Grade 3	0	Grade 11	198
Grade 4	0	Grade 12	210
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	8

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	0	0.0%
Eligible For Free Lunch	98	11.1%	126	13.9%	80	9.0%

Similar Schools Group	This school is in Similar Schools Group 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.

[1] Some district-employed staff serve in more than one school. These shared people are not reported here.

System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

More information about this school accountability program is available from the State Education Department Web site (http://www.emsc.nysed.gov/repcrd2002). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

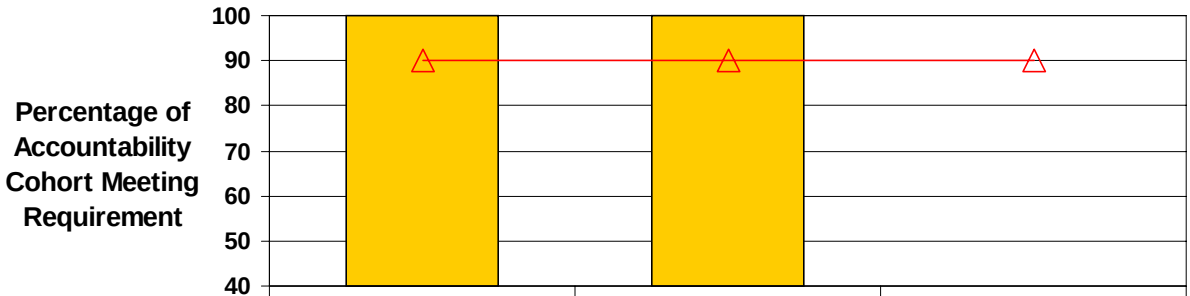
The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

Secondary-Level School Performance

At the high school level, school performance is assessed based on the accumulated performance of students in the most recent four-year cohort. The Commissioner's standard is that 90 percent of the cohort meet graduation requirements for English and mathematics. Schools below these standards are assigned Adequate Yearly Progress (AYP) targets. Because of the increasing graduation requirements, maintaining current rates of achievement is considered AYP for the next year. After the requirements are fully "phased-in," there will be increasing AYP targets.

For this year, the cohort is defined as all students who first entered grade 9 in 1997-98, who entered a NY State school before October 1999 and who were enrolled at this school for the time from June 19, 2000 through June 16, 2001. Commissioner's Regulations allow certain students to be excluded from the cohort.

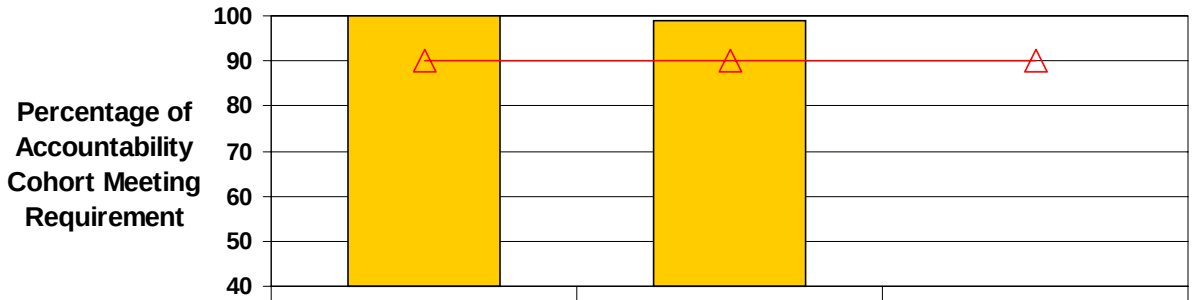
English Graduation Requirement Performance of High School Cohort After Four Years



	1999-00	2000-01	2001-02
School Performance	100	100	
School AYP Target			
State Standard	90	90	90
School Baseline	100	100	
Count of Students	175	200	

This school achieved the State standard for 2000-01.

Mathematics Graduation Requirement Performance of High School Cohort After Four Years

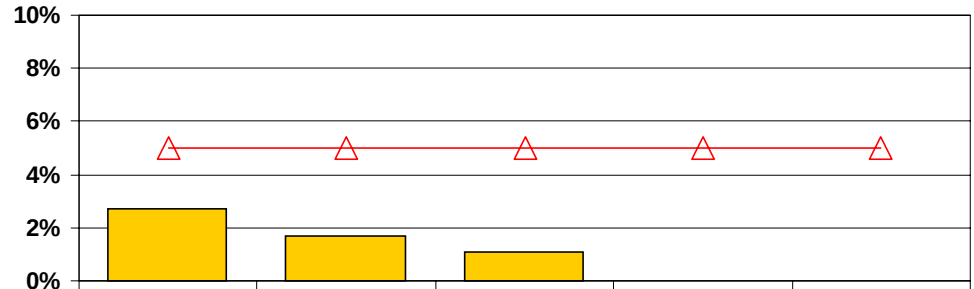


	1999-00	2000-01	2001-02
School Performance	100	99	
School AYP Target			
State Standard	90	90	90
School Baseline	100	99	
Count of Students	175	200	

This school achieved the State standard for 2000-01.

High School Dropout Rate

A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.



	1998-99	1999-00	2000-01	2001-02	2002-03
School Performance	2.7%	1.7%	1.1%		
School AYP Target					
State Standard	5.0%	5.0%	5.0%	5.0%	5.0%

This school achieved the State standard for 2000-01.