

# Central Valley CSD Mission

*The Central Valley Central School District will provide a relevant, progressive educational and social foundation to graduate all students as lifelong learners prepared for career and / or college.”*

# Central Valley CSD

## Student Performance Data

- NYS 3-8 results
- K-8 reading and math
- Repeaters
- AIS- in all forms; at all grade levels; for all subjects
- Regents scores
- Internal Performance Assessments
- Regents enrollment
- Math and Science Enrollments
- Graduation Rates
- Rates of College and Career Ready
- Outside rankings
- Alumni perspective

# NYS 3-8 Performance Data

ELA (Pre-Common Core Learning Standards)

ELA (Common Core Learning Standards)

Percent of students that REACHED proficiency												
NYS* Includes NYC, Buffalo, Syracuse, Rochester and Yonkers												
	2012	Co.	NYS*	2013	Co.	NYS*	2014	Co.	NYS*	2015	Co.	NYS*
ELA 3	53%	52%	56%	27%	22%	31%	25%	21%	32%	19%	24%	31%
ELA 4	57%	59%	59%	19%	24%	30%	22%	24%	32%	28%	24%	33%
ELA 5	52%	53%	58%	29%	23%	30%	24%	23%	29%	19%	20%	30%
ELA 6	54%	56%	56%	31%	29%	30%	29%	24%	28%	28%	28%	31%
ELA 7	52%	48%	52%	16%	24%	31%	18%	22%	28%	27%	27%	29%
ELA 8	46%	48%	50%	36%	26%	34%	26%	24%	34%	29%	32%	35%

ELA (Pre-Common Core Learning Standards)

ELA (Common Core Learning Standards)

Percent of students that DID NOT reach proficiency												
NYS* Includes NYC, Buffalo, Syracuse, Rochester and Yonkers												
	2012	Co.	NYS*	2013	Co.	NYS*	2014	Co.	NYS*	2015	Co.	NYS*
ELA 3	47%	48%	44%	73%	78%	69%	75%	79%	68%	81%	76%	69%
ELA 4	43%	41%	41%	81%	76%	70%	78%	76%	68%	72%	76%	67%
ELA 5	48%	47%	42%	71%	77%	70%	76%	77%	71%	81%	80%	70%
ELA 6	46%	44%	44%	69%	71%	70%	71%	76%	72%	72%	72%	69%
ELA 7	48%	52%	48%	84%	76%	69%	82%	78%	72%	73%	73%	71%
ELA 8	54%	52%	50%	64%	74%	66%	74%	76%	66%	71%	68%	65%

# NYS 3-8 Performance Data

MATH (Pre-Common Core Learning Standards)

MATH (Common Core Learning Standards)

## Percent of students that REACHED proficiency

NYS\* Includes NYC, Buffalo, Syracuse, Rochester and Yonkers

	2012	Co.	NYS*	2013	Co.	NYS*	2014	Co.	NYS*	2015	Co.	NYS*
Math 3	59%	60%	61%	25%	28%	34%	39%	38%	42%	39%	41%	42%
Math 4	63%	66%	69%	23%	27%	36%	28%	28%	42%	38%	35%	43%
Math 5	51%	64%	67%	21%	32%	30%	39%	33%	39%	45%	40%	43%
Math 6	57%	56%	65%	17%	27%	31%	24%	31%	37%	22%	31%	39%
Math 7	48%	57%	65%	9%	19%	28%	21%	23%	32%	16%	26%	35%
Math 8	47%	50%	61%	14%	10%	28%	3%	11%	22%	2%	8%	22%

MATH (Pre-Common Core Learning Standards)

Math (Common Core Learning Standards)

## Percent of students that DID NOT reach proficiency

NYS\* Includes NYC, Buffalo, Syracuse, Rochester and Yonkers

	2012	Co.	NYS*	2013	Co.	NYS*	2014	Co.	NYS*	2015	Co.	NYS*
Math 3	41%	40%	39%	75%	72%	66%	61%	62%	58%	61%	59%	58%
Math 4	37%	34%	31%	77%	73%	64%	72%	72%	58%	62%	65%	57%
Math 5	49%	36%	33%	79%	68%	70%	61%	67%	61%	55%	60%	57%
Math 6	43%	44%	35%	83%	73%	69%	76%	69%	63%	78%	69%	61%
Math 7	52%	43%	35%	91%	81%	72%	79%	77%	68%	84%	74%	65%
Math 8	53%	50%	39%	86%	90%	72%	97%	89%	78%	98%	92%	78%

# NYS 3-8 Performance Data

ELA (Pre-Common Core Learning Standards)

Percent of students that REACHED proficiency										
			NYS* Includes NYC, Buffalo, Syracuse, Rochester and Yonkers							
	2010	Co.	NYS*	2011	Co.	NYS*	2012	Co.	NYS*	
ELA 3	61%	60%	55%	57%	56%	56%	53%	52%	56%	
ELA 4	52%	56%	57%	52%	54%	57%	57%	59%	59%	
ELA 5	48%	47%	52%	45%	47%	54%	52%	53%	58%	
ELA 6	70%	63%	54%	61%	59%	56%	54%	56%	56%	
ELA 7	53%	48%	50%	46%	49%	48%	52%	48%	52%	
ELA 8	53%	52%	51%	45%	45%	47%	46%	48%	50%	

ELA (Pre-Common Core Learning Standards)

Percent of students that DID NOT reach proficiency										
			NYS* Includes NYC, Buffalo, Syracuse, Rochester and Yonkers							
	2010	Co.	NYS*	2011	Co.	NYS*	2012	Co.	NYS*	
ELA 3	39%	40%	45%	43%	44%	44%	47%	48%	44%	
ELA 4	48%	44%	43%	48%	46%	43%	43%	41%	41%	
ELA 5	52%	53%	48%	55%	53%	46%	48%	47%	42%	
ELA 6	30%	37%	46%	39%	41%	44%	46%	44%	44%	
ELA 7	47%	52%	50%	54%	51%	52%	48%	52%	48%	
ELA 8	47%	48%	49%	55%	55%	53%	54%	52%	50%	

# NYS 3-8 Performance Data

MATH (Pre-Common Core Learning Standards)

Percent of students that REACHED proficiency

NYS\* Includes NYC, Buffalo, Syracuse, Rochester and Yonkers

	2010	Co.	NYS*	2011	Co.	NYS*	2012	Co.	NYS*
Math 3	52%	56%	59%	53%	58%	60%	59%	60%	61%
Math 4	60%	62%	64%	59%	65%	67%	63%	66%	69%
Math 5	59%	62%	65%	58%	67%	66%	51%	64%	67%
Math 6	63%	63%	61%	59%	66%	63%	57%	56%	65%
Math 7	60%	55%	62%	61%	62%	65%	48%	57%	65%
Math 8	41%	45%	55%	41%	49%	60%	47%	50%	61%

Math (Pre-Common Core Learning Standards)

Percent of students that DID NOT reach proficiency

NYS\* Includes NYC, Buffalo, Syracuse, Rochester and Yonkers

	2010	Co.	NYS*	2011	Co.	NYS*	2012	Co.	NYS*
Math 3	48%	44%	41%	47%	42%	40%	41%	40%	39%
Math 4	40%	38%	36%	41%	35%	33%	37%	34%	31%
Math 5	41%	38%	35%	42%	33%	34%	49%	36%	33%
Math 6	37%	37%	39%	41%	34%	37%	43%	44%	35%
Math 7	40%	45%	38%	39%	38%	35%	52%	43%	35%
Math 8	59%	55%	45%	59%	51%	40%	53%	50%	39%

# Cohort Review

A cohort is a group of students the same anticipated year of graduation.

Percentage of students in COHORT scoring a 3 or 4 (Proficient or better)

How to read the chart....



## ELA

Entering	2012	2013	2014	2015
4 <sup>th</sup> Grade	NA	NA	NA	19%
5 <sup>th</sup> Grade	NA	NA	25%	28%
6 <sup>th</sup> Grade	NA	27%	22%	19%
7 <sup>th</sup> Grade	53%	19%	24%	28%
8 <sup>th</sup> Grade	57%	29%	29%	27%
9 <sup>th</sup> Grade	52%	31%	18%	29%
10 <sup>th</sup> Grade	54%	16%	26%	NA
11 <sup>th</sup> Grade	52%	36%	NA	NA
12 <sup>th</sup> Grade	46%	NA	NA	NA



## MATH

Entering	2012	2013	2014	2015
4 <sup>th</sup> Grade	NA	NA	NA	39%
5 <sup>th</sup> Grade	NA	NA	39%	38%
6 <sup>th</sup> Grade	NA	25%	28%	45%
7 <sup>th</sup> Grade	59%	23%	39%	22%
8 <sup>th</sup> Grade	63%	21%	24%	16%
9 <sup>th</sup> Grade	51%	17%	21%	2%
10 <sup>th</sup> Grade	57%	9%	3%	NA
11 <sup>th</sup> Grade	48%	14%	NA	NA
12 <sup>th</sup> Grade	47%	NA	NA	NA



Barely Half of the students could reach proficiency at any grade level on the easier **pre-Common Core Assessments** after years of administering these tests.



Increase of 3% or more  
Decrease of 3% or more



Barely Half of the students could reach proficiency at any grade level on the easier **pre-Common Core Assessments** after years of administering these tests.

## Reading

Grade	Fall	Winter	Growth	Above
K	42%	73%	31%	1%
1st	20%	56%	36%	1%
2nd	43%	62%	19%	5%
3rd	52%	67%	15%	2%
4th	22%	43%	21%	2%
5th	28%	43%	15%	3%
6th	33%	35%	2%	2%
7th	34%	40%	6%	2%
8th	36%	42%	6%	3%
CV	35%	52%	17%	

## i-Ready

Grade	Fall	Winter	Growth	Above
K	29%	55%	26%	0%
1st	14%	39%	25%	0%
2nd	14%	37%	23%	0%
3rd	21%	48%	27%	0%
4th	31%	51%	20%	0%
5th	37%	67%	30%	3%
6th	39%	51%	12%	0%
7th	21%	20%	-1%	0%
8th	11%	20%	9%	1%
CV	25%	44%	19%	

## Math

*i-Ready* is a researched-based digital in-house program that accurately measures individual student reading and math levels and helps teachers provide specific help to students.

What *i-Ready* tells us:

- Half of all children in grades K-8 **do not read** on grade level.
- More than half of all children in grades K-8 **cannot do math** on grade level.
- Number of students **below grade level** in Math and Reading **increases** as they get older.



# 2015-2016 Course Failures

# Courses Failed	CVA Q1	CVA Q2	CVA Q3	Jarvis Q1	Jarvis Q2	Jarvis Q3
1	117	126	102	83	79	106
2	57	59	58	41	35	49
3	20	32	28	23	13	24
4	10	20	24	8	9	14
5	12	12	18	2	3	5
6	5	7	6	2	0	3
7	4	2	1	0	0	0
Total Students	225	258	237	159	139	201
% Students	35%	40%	37%	24%	21%	30%

What this tells us:

- A **third** of our students in grades 5-12 are **failing** one or more courses-**that's 438 young adults.**
- Nearly 20% of CVA students in grade 9-12 are **failing multiple** courses-**that's 135 young adults.**
- **Failing multiple courses** put students at the greatest risk of **not graduating.**

### Regents Failures By School Year

Count of Course		
School Year	Course Name	Total
2013-2014	Alg 2/Trig (R) (1031)	3
	Alg 2/Trig 10 (R) (Honors) (1034)	2
	Algebra 1 CC B (R) (1014)	1
	Chemistry (R) Honors (1534)	1
	Earth Science (R) (1521)	7
	English 11 (R) (0031)	2
	Geometry (R) (1021)	7
	Global History 1 (0511)	33
	Global History 2 (R) (0521)	30
	Integrated Algebra (R) (1011)	1
	Integrated Algebra 10 (R) (1012)	2
	Living Environment (R) (1511)	35
	US History/Gov't 11 (R) (0531)	15
<b>2013-2014 Total</b>		<b>139</b>

### Regents Failures By School Year

Count of Course		
School Year	Course Name	Total
2014-2015	Alg 2/Trig (R) (1031)	4
	Alg 2/Trig 10 (R) (Honors) (1034)	3
	Algebra 1 CC (R) (1015)	8
	Algebra 1 CC A (1013)	1
	Algebra 1 CC B (R) (1014)	5
	Chemistry (R) (1531)	1
	Chemistry (R) Honors (1534)	1
	Earth Science (R) (1521)	11
	English 11 (R) (0031)	7
	Geometry (R) (1021)	11
	Global History 1 (0511)	59
	Global History 2 (R) (0521)	69
	Integrated Algebra (R) (1011)	3
	Living Environment (R) (1511)	47
	US History/Gov't 11 (R) (0531)	21
<b>2014-2015 Total</b>		<b>251</b>

# Regents Course Repeaters

Regents Failures By School Year		
Count of Course		
School Year	Course Name	Total
2015-2016	Alg 2/Trig 10 (R) (Honors) (1034)	2
	Algebra 1 CC (R) (1015)	13
	Chemistry (R) Honors (1534)	1
	Earth Science (R) (1521)	7
	English 11 (R) (0031)	5
	Geometry (R) (1021)	4
	Global History 1 (0511)	30
	Global History 2 (R) (0521)	40
	Living Environment (R) (1511)	15
	US History/Gov't 11 (R) (0531)	7
<b>2015-2016 Total</b>		<b>124</b>
<b>Grand Total</b>		<b>514</b>

When student repeat a course(s) that has a negative impact on class sizes/student teacher ratios, the need for additional sections of classes, the need for more staff, the need for staff related costs, the need for more revenues...the need for more taxes.

The school system must perform better. Much of these current personnel and tax costs could be avoided if the number the of students that repeat courses dropped considerably. Our plan aims to decrease course repeaters,. Only this way could more be offered to students And taxes be kept in check. This is how effective schools function.

# AIS Data

AIS is scheduled extra assistance to meet academic requirements or remediation.

Subject/Area	Sum of #	Total Grade Level	% of Total Grade Level
11th LC ELA	6		
2014-2015	6	167	4%
5th LC ELA	210		
2013-2014	100	210	48%
2014-2015	110	182	60%
5th LC MATH	241		
2013-2014	114	210	54%
2014-2015	127	182	70%
6th LC ELA	233		
2013-2014	92	165	56%
2014-2015	141	204	69%
6th LC MATH	166		
2013-2014	46	165	28%
2014-2015	120	204	59%
7th LC ELA	155		
2013-2014	61	197	31%
2014-2015	94	168	56%
7th LC MATH	157		
2013-2014	68	197	35%
2014-2015	89	168	53%
8th LC ELA	233		
2013-2014	106	200	53%
2014-2015	127	187	68%
8th LC MATH	202		
2013-2014	80	200	40%
2014-2015	122	187	65%

Subject/Area	Sum of #	Total Grade Level	% of Total Grade Level
9th LC ELA	190		
2013-2014	90	182	49%
2014-2015	100	210	48%
A.I.S. Writing 6	41		
2013-2014	29	182	16%
2014-2015	12	210	6%
A.I.S. Writing 8	28		
2013-2014	11	200	6%
2014-2015	17	187	9%
AIS Writing 5	31		
2013-2014	17	210	8%
2014-2015	14	182	8%
AIS WRITING 7	18		
2013-2014	6	197	3%
2014-2015	12	168	7%
B_ResourceK_4	30		
2013-2014	30		
LC ALG 2/TRIG	21		
2014-2015	21	175	12%
LC ALG CC A	80		
2014-2015	80		
LC ALG CC B	25		
2014-2015	25		
LC GEOMETRY	7		
2014-2015	7		
LC GLOBAL HIST 2	136		
2013-2014	35	178	20%
2014-2015	101	175	58%
LC INT ALGEBRA	93		
2013-2014	93		

Subject/Area	Sum of #	Total Grade Level	% of Total Grade Level
LC MATH HS	34		
2013-2014	34		
LC SCIENCE	17		
2013-2014	5		
2014-2015	12		
LC US HISTORY	26		
2013-2014	8	190	4%
2014-2015	18	167	11%
LEARNING CENTER	25		
2013-2014	14		
2014-2015	11		
MATH AIS 3_4	224		
2013-2014	137	379	36%
2014-2015	87	362	24%
MATH AIS K_2	52		
2013-2014	52		
READ AIS K_4	507		
2013-2014	224	980	23%
2014-2015	283	970	29%
READING	54		
2013-2014	54		
WRITING AIS 3_4	184		
2013-2014	140	379	37%
2014-2015	44	362	12%
<b>Grand Total</b>	<b>3426</b>		

The school system must perform better. Much of these current personnel and tax costs could be avoided if the number the of students that require remediation dropped considerably. Our plan aims to decrease the NEED for REMEDIATION,. Only this way could more be offered to students And taxes be kept in check. This is how effective schools function.

Significant numbers of students need remedial help and that is expensive. The district s must work on two fronts first time teaching and remedial teaching simultaneously. When students require this volume of remedial support that has a negative impact on the need for more staff, the need for staff related costs, the need for more revenues...the need for more taxes..

# Regents Performance Data

Passage of Algebra is required for graduation from High School

	June 2011			June 2012			June 2013			June 2014			June 2015		
	# Taking	# 65-84	# Mastery	# Taking	# 65-84	# Mastery	# Taking	# 65-84	# Mastery	# Taking	# 65-84	# Mastery	# Taking	# 65-84	# Mastery
Exam	n=	% 65-84	% 85-100	n=	% 65-84	% 85-100	n=	% 65-84	% 85-100	n=	% 65-84	% 85-100	n=	% 65-84	% 85-100
Integrated Algebra	279	200	13	200	139	11	199	133	17	195	112	15	109	63	4
		71.6%	4.6%		69.7%	5.7%		66.8%	8.5%		57.4%	7.7%		57.8%	3.7%
Algebra Common Core										133	46	3	206	71	0
											34.59%	2.26%		34.47%	0.00%
Geometry	126	89	9	109	61	29	164	94	27	107	69	17	101	51	11
		70.8%	7.3%		55.8%	26.6%		57.3%	16.5%		64.5%	15.9%		50.5%	10.9%
Geometry Common Core													88	23	4
														26.1%	4.5%

What this tells us:

- Our **passing rates** have **decreased** over the past five years.
- **Few students** are able to achieve **mastery**.
- **Fewer students** are taking the **upper level math courses**. (This doesn't bode well for students anticipating of higher paying jobs or careers.)

# Regents Performance Data

Passage of one of the following are required for graduation from High School.

	June 2011			June 2012			June 2013			June 2014			June 2015		
	# Taking	# 65-84	# Mastery	# Taking	# 65-84	# Mastery	# Taking	# 65-84	# Mastery	# Taking	# 65-84	# Mastery	# Taking	# 65-84	# Mastery
Exam	n=	% 65-84	% 85-100	n=	% 65-84	% 85-100	n=	% 65-84	% 85-100	n=	% 65-84	% 85-100	n=	% 65-84	% 85-100
Living Environment	194	99	57	190	88	64	197	77	69	241	110	82	225	104	60
		51.1%	29.2%		46.5%	33.8%		39.1%	35.0%		45.6%	34.0%		46.2%	26.7%
Earth Science	191	76	35	201	86	50	190	68	48	137	54	38	153	64	44
		39.6%	18.5%		42.7%	24.9%		35.8%	25.3%		39.4%	27.7%		41.8%	28.8%
Chemistry	103	68	5	73	38	8	63	23	4	76	40	3	50	34	1
		66.0%	5.0%		52.0%	11.2%		36.5%	6.3%		52.6%	3.9%		68.0%	2.0%
Physics	45	20	7	32	21	6	35	19	9	24	16	6	32	15	4
		44.4%	15.6%		65.6%	18.8%		54.3%	25.7%		66.7%	25.0%		46.9%	12.5%

What this tells us:

- Our **passing rates** have **decreased or stagnated** over the past five years.
- **Few students** are able to achieve **mastery**.
- **Fewer students** are taking **upper level science courses**.

# Diplomas

	2010 Cohort	2011 Cohort
All Diplomas	81%	86%
Local	10%	10%
Regents	52%	55%
Adv. Regents	19%	21%

What this tells us:

- Our graduation rate has increased too slowly. **24** students **did not graduate** = increased long-term **cost to taxpayers**.
- **Half** or 95/173 students last year earned a Regents diploma, current **NYS expectation**.
- **20%** earned an **Advanced Regents** diploma indicating **College readiness**.
- It's been said that our students merely **get through** school. In the end **significant numbers are not** prepared enough for **Career or College**.

# Aspirational Performance Measure (APM)

Total Number in Cohort						
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
<b>**Central Valley**</b>	221	197	211	186	193	173

>75 ELA Regents, >80 on any Math Regents, AND a diploma						
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
<b>**Central Valley**</b>	28%	31%	23%	23%	19%	25%

What this tells us:

- APM is an indicator for College readiness. Used across NYS.
- Only **25%** of our students are **College ready**.
- Those not ready will be required to take **remedial courses** in College that will **require** them and/or their parents **additional costs**.
- **Remedial courses** require **tuition** but students **do not earn credit** for them. This means **even more costs** as students try to gain enough credits for any college diploma. **That means higher costs and a greater higher need increased for tax revenue. But only if we want kids to be successful.**

# Regional APM

District	APM	District	APM	District	APM
New Hartford	71.8%	Mount Markham	44.8%	Milford	33.3%
Sauquoit Valley	63.2%	West Canada Valley	43.5%	Frankfort-Schuyler	33.0%
Cherry Valley-Springfield	57.1%	Holland Patent	43.5%	Remsen	32.1%
Cooperstown	52.4%	Westmoreland	41.3%	Laurens	30.8%
Worcester	51.6%	Sherrill	38.9%	Van Hornesville-Owen	
Edmeston	51.3%	Poland	38.3%	D. Young	30.0%
New York Mills	51.0%	Oriskany	38.0%	Morris	29.4%
Whitesboro	49.8%	Little Falls	37.0%	Dolgeville	28.9%
Richfield Springs	48.6%	Adirondack	36.9%	Gilbertsville-Mount	
Camden	48.1%	Oneonta	36.6%	Upton	28.2%
Clinton	47.2%	Waterville	36.4%	Rome	27.7%
Town of Webb	45.8%	Unatego	34.8%	Herkimer	25.0%
				Central Valley	25.0%
				Utica	15.9%

What this tells us:

- We are **second to last** in College readiness in the Utica-Rome area, **last** in our county.
- A **much** larger portion of our students will have to take **remedial course** compared to their regional peers.
- Our students are competitively **disadvantaged** for **work**, for **college** and for **careers**.
- **Our kids are just as good, capable and worthy as kids in other districts. They should not be left in the dust**



# Business First

<http://www.bizjournals.com/buffalo/news/2015/06/04/utica2.html>

UPSTATE NEW YORK SCHOOLS

## 2015 Utica-Rome Area school district rankings

Jun 4, 2015, 12:01pm EDT

INDUSTRIES & TAGS Education, Upstate Rankings

SHARE     

G. Scott Thomas

Projects Editor  
Buffalo Business  
First

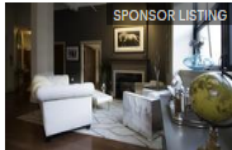


• [Back to main story on Utica-Rome Area district rankings.](#)

• [Go to homepage for Upstate Schools 2015.](#)

• [Go to homepage for Western New York Schools 2015.](#)

HOME OF THE DAY



Historic Warehouse  
Condominiums

[See All Homes of the Day](#)

Business First has rated the academic performances of 36 public school districts in the Utica-Rome Area, based on four years of test data from the New York State Education Department.

The Utica-Rome Area consists of school districts in Herkimer, Oneida and Otsego counties.

Below are the 36 Utica-Rome Area school districts in order of academic rank. Each is followed by the name of its county. Click on the name of any district to see its complete statistical profile.

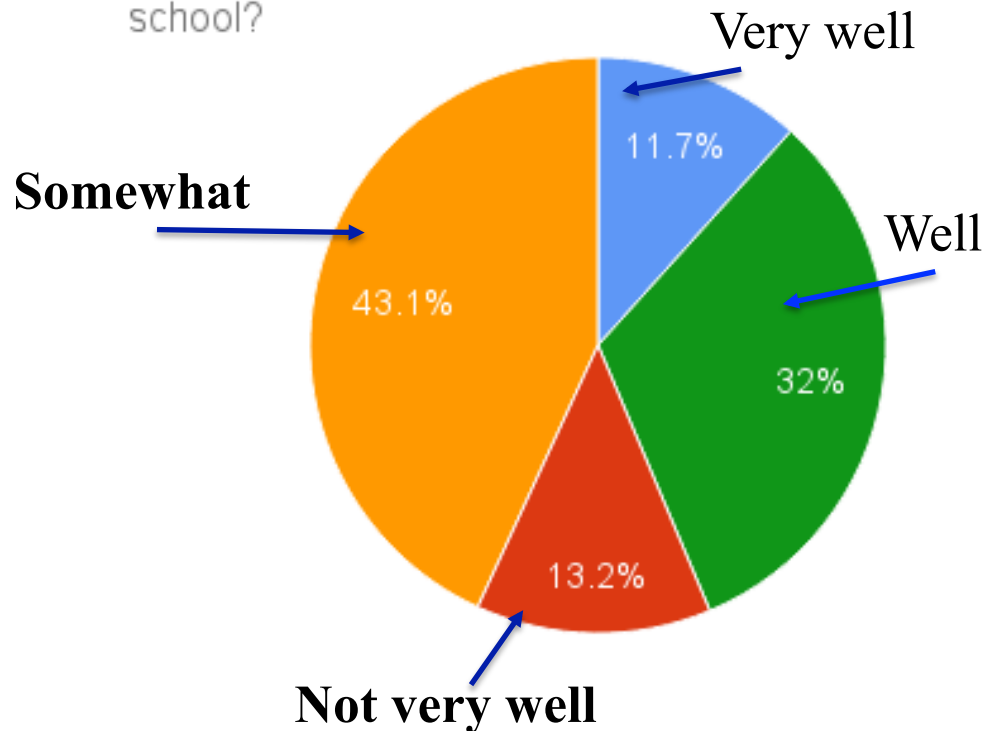
- 22. [Little Falls](#) (Herkimer County)
- 23. [Edmeston](#) (Otsego County)
- 24. [Poland](#) (Herkimer County)
- 25. [Schenevus](#) (Otsego County)
- 26. [Mount Markham](#) (Herkimer County)
- 27. [Remsen](#) (Oneida County)
- 28. [Unatego](#) (Otsego County)
- 29. [Adirondack](#) (Oneida County)
- 30. [Dolgeville](#) (Herkimer County)
- 31. [Frankfort-Schuyler](#) (Herkimer County)
- 32. [Richfield Springs](#) (Otsego County)
- 33. [Rome](#) (Oneida County)
- 34. [Herkimer](#) (Herkimer County)
- 35. [Central Valley](#) (Herkimer County)
- 36. [Utica](#) (Oneida County)

All business people, real estate folks and regional investors read *Business First*. The whole state knows we are next to dead last the entire region.

# What did our alumni say?

## Prepared for life after high school:

Count of how well did your Central Valley/Illion/  
Mohawk education prepare you for your life after high  
school?



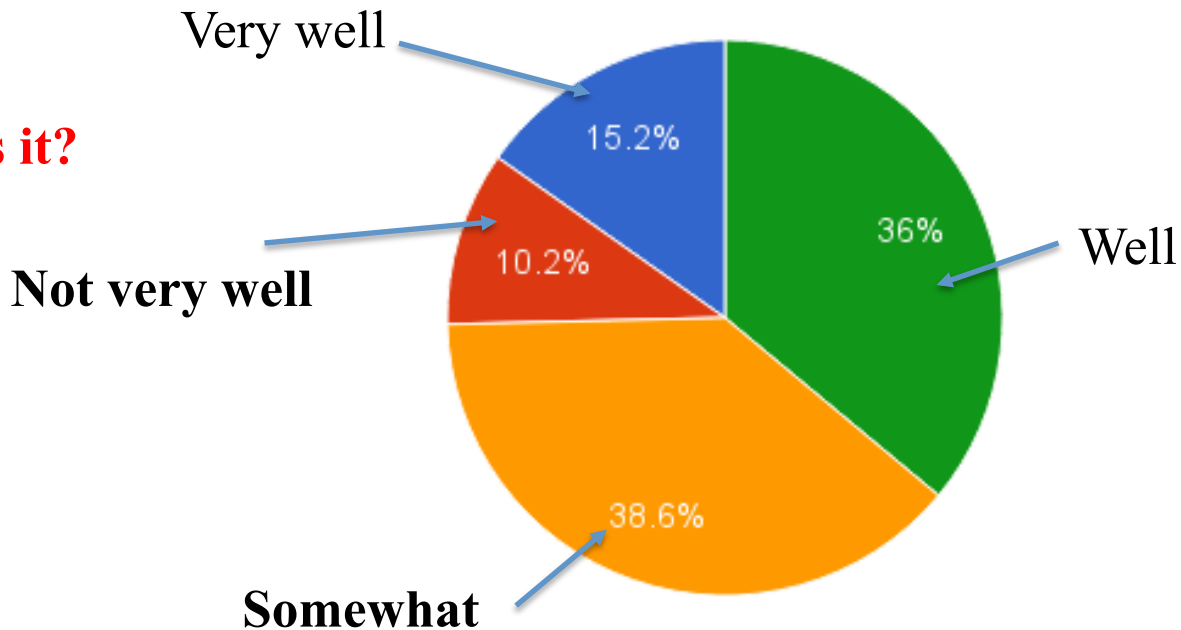
**56.3% say  
Somewhat to Not  
Very Well...  
Just doesn't  
sound good  
enough, does it?**

# What did our alumni say?

Encourage you to think for yourself:

**48.8% say  
Somewhat to Not  
Very Well...  
Just doesn't  
should good  
enough, does it?**

Count of how well did Central Valley/Illion/Mohawk encourage you to think for yourself?

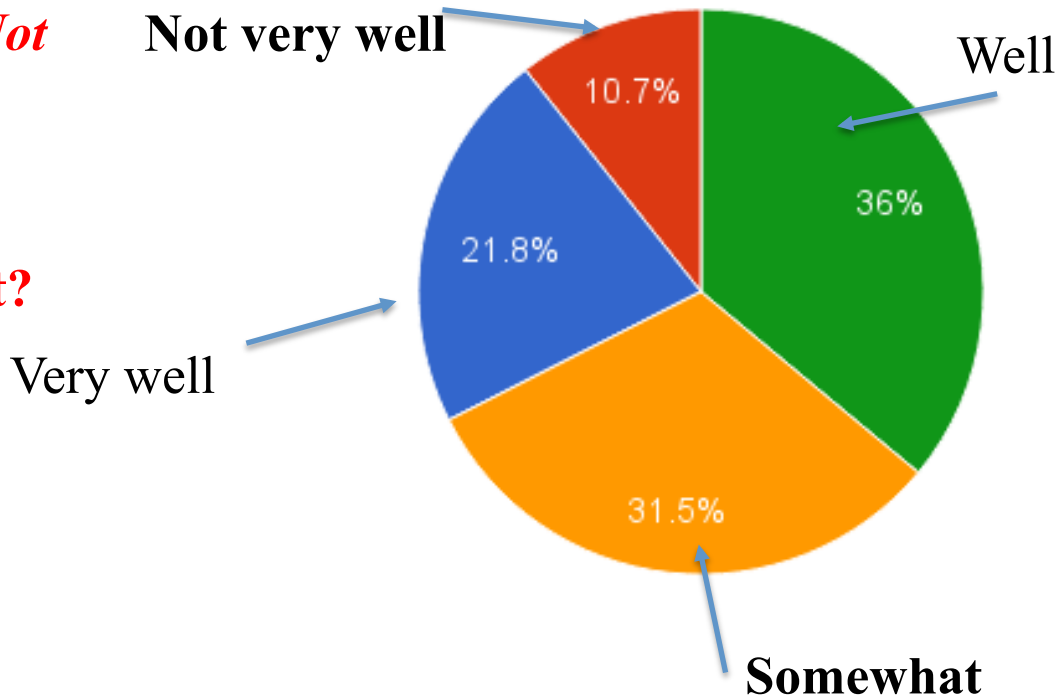


# What did our alumni say?

## Teach you necessary writing skills?

Count of how well did Central Valley/Illion/Mohawk teach you necessary writing skills?

**42.2% say  
Somewhat to Not  
Very Well...  
Just doesn't  
sound good  
enough, does it?**

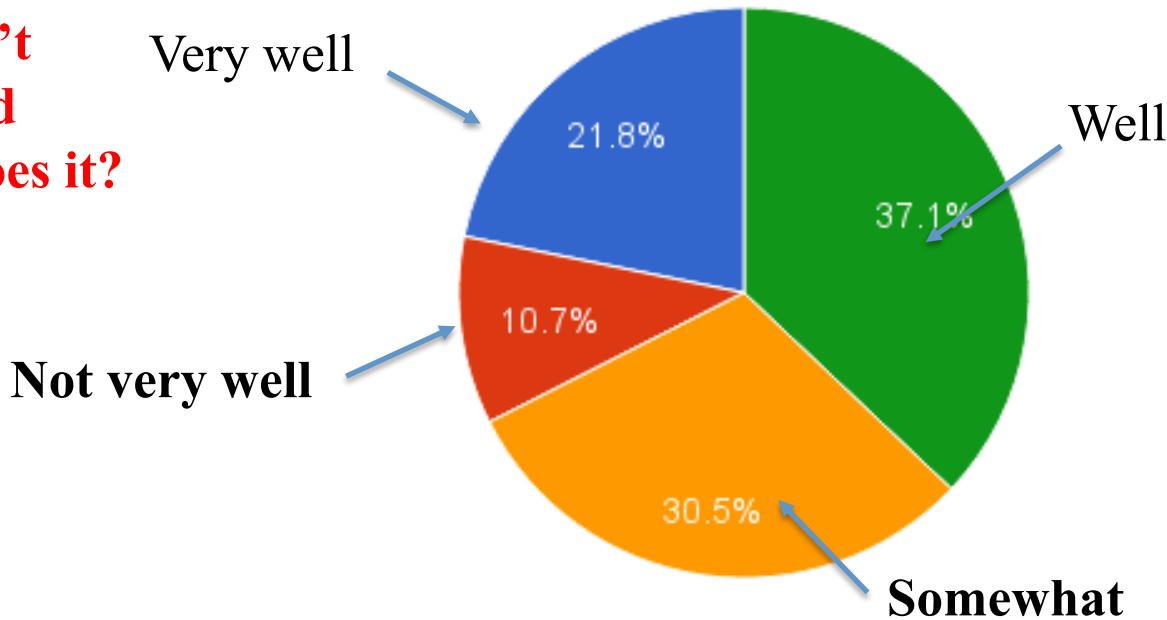


# What did our alumni say?

## Teach you necessary math skills?

**41.2% say  
Somewhat to Not  
Very Well...  
Just doesn't  
sound good  
enough, does it?**

Count of how well did Central Valley/Illion/Mohawk teach you necessary math skills?



We Must Work Hard to  
Get Better Each and  
Every Day- Together  
because this  
community's future  
depends on it.