

# New York State School Report Card Comprehensive Information Report

BEDS Code: 03-01-01-06-0003

Grade Range : 9-12

Name: Chenango Forks High School

Principal: Diane Wheeler

## 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	0	0	0
Eighth	0	0	0
Ninth	162	148	172
Tenth	164	147	146
Eleventh	150	154	139
Twelfth	160	137	154
Ungraded Secondary	0	0	0
Total K-12 Enrollment	636	586	611

## 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	4	0.6%	0	0.0%	5	0.8%
Black (Not Hispanic)	3	0.5%	2	0.3%	5	0.8%
Hispanic	1	0.2%	5	0.9%	6	1.0%
White (Not Hispanic)	628	98.7%	579	98.8%	595	97.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	26
Social Studies Grade 8	0	0	0
English Grade 10	21	17	18
Mathematics Grade 10	20	16	20
Science Grade 10	22	20	23
Social Studies Grade 10	16	19	21

(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	2	0.3%	0	0.0%	1	0.2%
Eligible for Free Lunch	68	10.7%	92	15.7%	73	12.0%

### 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		94.5%		94.0%		95.1%
Student Suspensions	55	8.5%	34	5.3%	24	4.1%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.1%	10.1%	7.9%
Public Assistance	1-10%	21-30%	11-20%
Student Stability	83%	99%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	1

\*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	129	94	73%	128	82	64%	119	93	78%
Students with Disabilities	18	0	0%	0	0	0%	13	2	15%
All Students	147	94	64%	128	82	64%	132	95	72%

\*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	55	64	2	3	8	0
Percent	42%	48%	2%	2%	6%	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)
13	2	0	13

\*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			9		9	
	Entered GED Program*			2		5	
	Total Noncompleters			11		14	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		2	
	Total Noncompleters			0		6	
All Students	Dropped Out	19	3.0%	9	1.5%	13	2.1%
	Entered GED Program*	9	1.4%	2	0.3%	7	1.1%
	Total Noncompleters	28	4.4%	11	1.9%	20	3.3%

\*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		580	536
	Number of Students with Disabilities		6	73
	Number of All Students		586	609
	Percent of Enrollment		100%	100%

## 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%	40	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	80	96%

### 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%	0	0%	0	0%
Science	1	#	0	0%	5	100%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	6	83%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	0	0%	6	83%
Science	4	#	0	0%	0	0%
Reading	2	#	0	0%	4	#
Writing	2	#	0	0%	3	#
Global Studies	0	0%	0	0%	6	50%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	153	152	140	12	0	11
Number Scoring 55–100	150	149	136	9	0	10
Number Scoring 65–100	137	142	130	5	0	10
Number Scoring 85–100	38	89	66	0	0	2
Percentage of Tested Scoring 55–100	98%	98%	97%	75%	0%	91%
Percentage of Tested Scoring 65–100	90%	93%	93%	42%	0%	91%
Percentage of Tested Scoring 85–100	25%	59%	47%	0%	0%	18%
<b>Mathematics A</b>						
Number Tested	50	149	131	9	0	15
Number Scoring 55–100	19	122	91	1	0	7
Number Scoring 65–100	9	99	76	0	0	4
Number Scoring 85–100	0	34	35	0	0	1
Percentage of Tested Scoring 55–100	38%	82%	69%	11%	0%	47%
Percentage of Tested Scoring 65–100	18%	66%	58%	0%	0%	27%
Percentage of Tested Scoring 85–100	0%	23%	27%	0%	0%	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	88	0	0	6
Number Scoring 55–100	0	0	66	0	0	5
Number Scoring 65–100	0	0	46	0	0	3
Number Scoring 85–100	0	0	8	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	75%	0%	0%	83%
Percentage of Tested Scoring 65–100	0%	0%	52%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	17%
<b>Global History and Geography</b>						
Number Tested	168	141	117	22	0	19
Number Scoring 55–100	168	136	101	22	0	14
Number Scoring 65–100	161	133	90	18	0	13
Number Scoring 85–100	92	58	29	1	0	4
Percentage of Tested Scoring 55–100	100%	96%	86%	100%	0%	74%
Percentage of Tested Scoring 65–100	96%	94%	77%	82%	0%	68%
Percentage of Tested Scoring 85–100	55%	41%	25%	5%	0%	21%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	142	164	133	13	0	13
Number Scoring 55–100	135	156	126	11	0	11
Number Scoring 65–100	123	142	123	9	0	11
Number Scoring 85–100	60	71	76	3	0	5
Percentage of Tested Scoring 55–100	95%	95%	95%	85%	0%	85%
Percentage of Tested Scoring 65–100	87%	87%	92%	69%	0%	85%
Percentage of Tested Scoring 85–100	42%	43%	57%	23%	0%	38%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	134	132	125	15	0	16
Number Scoring 55–100	134	128	119	15	0	15
Number Scoring 65–100	133	127	114	14	0	12
Number Scoring 85–100	35	64	50	1	0	3
Percentage of Tested Scoring 55–100	100%	97%	95%	100%	0%	94%
Percentage of Tested Scoring 65–100	99%	96%	91%	93%	0%	75%
Percentage of Tested Scoring 85–100	26%	48%	40%	7%	0%	19%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	142	157	193	19	0	5
Number Scoring 55–100	133	132	171	17	0	5
Number Scoring 65–100	125	121	155	13	0	5
Number Scoring 85–100	64	64	73	3	0	0
Percentage of Tested Scoring 55–100	94%	84%	89%	89%	0%	100%
Percentage of Tested Scoring 65–100	88%	77%	80%	68%	0%	100%
Percentage of Tested Scoring 85–100	45%	41%	38%	16%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		105	99		0	4
Number Scoring 55–100		102	89		0	#
Number Scoring 65–100		93	81		0	#
Number Scoring 85–100		16	21		0	#
Percentage of Tested Scoring 55–100		97%	90%		0%	#
Percentage of Tested Scoring 65–100		89%	82%		0%	#
Percentage of Tested Scoring 85–100		15%	21%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	34	21	27	0	0	1
Number Scoring 55–100	34	20	27	0	0	#
Number Scoring 65–100	34	19	27	0	0	#
Number Scoring 85–100	15	10	24	0	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	90%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	44%	48%	89%	0%	0%	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	97	72	64	0	0	1
Number Scoring 55–100	97	69	38	0	0	#
Number Scoring 65–100	95	68	38	0	0	#
Number Scoring 85–100	50	37	22	0	0	#
Percentage of Tested Scoring 55–100	100%	96%	59%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	94%	59%	0%	0%	#
Percentage of Tested Scoring 85–100	52%	51%	34%	0%	0%	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	139	19	1	3	0	0
Number Scoring 55–100	119	16	#	#	0	0
Number Scoring 65–100	97	15	#	#	0	0
Number Scoring 85–100	44	2	#	#	0	0
Percentage of Tested Scoring 55–100	86%	84%	#	#	0%	0%
Percentage of Tested Scoring 65–100	70%	79%	#	#	0%	0%
Percentage of Tested Scoring 85–100	32%	11%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	95	107	5	3	0	0
Number Scoring 55–100	91	100	4	#	0	0
Number Scoring 65–100	84	93	2	#	0	0
Number Scoring 85–100	44	56	0	#	0	0
Percentage of Tested Scoring 55–100	96%	93%	80%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	87%	40%	#	0%	0%
Percentage of Tested Scoring 85–100	46%	52%	0%	#	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	33	100%	2	#	18	100%
Students with Disabilities	13	46%	0	0%	4	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	127	127	127	14	14	14	141	141	141
Number Scoring 55–64	3	4	2	1	7	1	4	11	3
Number Scoring 65–84	36	50	52	12	6	11	48	56	63
Number Scoring 85–100	84	67	71	1	1	2	85	68	73
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)