

New York State District Report Card

Comprehensive Information Report

BEDS Code: 03-01-01-06-0000
 Name: Chenango Forks Central School District
 Superintendent: Robert Bundy

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	73	75	72
Kindergarten	110	110	117
First	110	112	114
Second	116	112	114
Third	115	120	107
Fourth	162	116	119
Fifth	139	171	111
Sixth	173	139	168
Ungraded Elementary	0	0	0
Seventh	154	167	148
Eighth	138	162	169
Ninth	172	142	181
Tenth	146	177	138
Eleventh	139	125	158
Twelfth	154	146	122
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1828	1799	1766

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	10	0.5%	9	0.5%	10	0.6%
Black (Not Hispanic)	14	0.8%	13	0.7%	15	0.8%
Hispanic	18	1.0%	17	0.9%	15	0.8%
White (Not Hispanic)	1786	97.7%	1760	97.8%	1726	97.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	18	20
Common Branch	19	21	19
English Grade 8	20	23	21
Mathematics Grade 8	18	23	18
Science Grade 8	16	18	19
Social Studies Grade 8	19	23	21
English Grade 10	18	22	23
Mathematics Grade 10	20	20	18
Science Grade 10	23	23	20
Social Studies Grade 10	21	22	26

(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
NA	NA

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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.2%	2	0.1%	2	0.1%
Eligible for Free Lunch	311	17.0%	300	16.7%	352	19.9%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.2%		94.9%		94.7%
Student Suspensions	32	1.7%	33	1.8%	55	3.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	11.4%	8.6%	9.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	143
Total Other Professional Staff	26
Total Paraprofessionals	26
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	119	122	103
	Regents Diplomas	93	93	96
	% Regents Diplomas	78%	76%	93%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	13	11	15
	Regents Diplomas	2	3	9
	% Regents Diplomas	15%	27%	60%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	7	2
All Students	Total Graduates*	132	133	118
	Regents Diplomas	95	96	105
	% Regents Diplomas	72%	72%	89%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	7	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	45	50	4	2	0	0	0	2
	Percent	44%	49%	4%	2%	0%	0%	0%	2%
Students with Disabilities	Number	2	8	1	1	2	1	0	0
	Percent	13%	53%	7%	7%	13%	7%	0%	0%
All Students	Number	47	58	5	3	2	1	0	2
	Percent	40%	49%	4%	3%	2%	1%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	9		15	2.7%	8	1.5%
	Entered GED Program*	5		7	1.2%	4	0.7%
	Total Noncompleters	14		22	3.9%	12	2.2%
Students with Disabilities	Dropped Out	4		0	0.0%	0	0.0%
	Entered GED Program*	2		2	5.6%	2	2.3%
	Total Noncompleters	6		2	5.6%	2	2.3%
All Students	Dropped Out	13	2.1%	15	2.5%	8	1.3%
	Entered GED Program*	7	1.1%	9	1.5%	6	1.0%
	Total Noncompleters	20	3.3%	24	4.0%	14	2.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	423	433	434
	Number of Students with Disabilities	42	35	51
	Number of All Students	465	468	485
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	536	520	0
	Number of Students with Disabilities	73	70	0
	Number of All Students	609	590	0
	Percent of Enrollment	100%	100%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	40	98%	44	98%	42	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	80	96%	103	87%	103	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	5	100%	2	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	2	#	1	#
Science	0	0%	0	0%	0	0%
Reading	4	#	1	#	0	0%
Writing	3	#	1	#	0	0%
Global Studies	6	50%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	140	109	153	11	14	17
Number Scoring 55-100	136	105	153	10	12	17
Number Scoring 65-100	130	101	144	10	9	15
Number Scoring 85-100	66	58	69	2	2	0
Percentage of Tested Scoring 55-100	97%	96%	100%	91%	86%	100%
Percentage of Tested Scoring 65-100	93%	93%	94%	91%	64%	88%
Percentage of Tested Scoring 85-100	47%	53%	45%	18%	14%	0%
Mathematics A						
Number Tested	131	217	107	15	14	4
Number Scoring 55-100	91	196	106	7	9	#
Number Scoring 65-100	76	174	106	4	7	#
Number Scoring 85-100	35	72	84	1	1	#
Percentage of Tested Scoring 55-100	69%	90%	99%	47%	64%	#
Percentage of Tested Scoring 65-100	58%	80%	99%	27%	50%	#
Percentage of Tested Scoring 85-100	27%	33%	79%	7%	7%	#
Mathematics B						
Number Tested	88	68	76	6	3	0
Number Scoring 55-100	66	66	68	5	#	0
Number Scoring 65-100	46	64	54	3	#	0
Number Scoring 85-100	8	26	8	1	#	0
Percentage of Tested Scoring 55-100	75%	97%	89%	83%	#	0%
Percentage of Tested Scoring 65-100	52%	94%	71%	50%	#	0%
Percentage of Tested Scoring 85-100	9%	38%	11%	17%	#	0%
Global History and Geography						
Number Tested	117	155	140	19	2	10
Number Scoring 55-100	101	152	133	14	#	9
Number Scoring 65-100	90	144	122	13	#	5
Number Scoring 85-100	29	84	55	4	#	1
Percentage of Tested Scoring 55-100	86%	98%	95%	74%	#	90%
Percentage of Tested Scoring 65-100	77%	93%	87%	68%	#	50%
Percentage of Tested Scoring 85-100	25%	54%	39%	21%	#	10%
U.S. History and Government						
Number Tested	133	122	138	13	13	15
Number Scoring 55-100	126	122	130	11	13	12
Number Scoring 65-100	123	119	123	11	12	10
Number Scoring 85-100	76	78	90	5	5	3
Percentage of Tested Scoring 55-100	95%	100%	94%	85%	100%	80%
Percentage of Tested Scoring 65-100	92%	98%	89%	85%	92%	67%
Percentage of Tested Scoring 85-100	57%	64%	65%	38%	38%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	125	155	129	16	3	6
Number Scoring 55-100	119	155	126	15	#	5
Number Scoring 65-100	114	154	124	12	#	5
Number Scoring 85-100	50	70	66	3	#	1
Percentage of Tested Scoring 55-100	95%	100%	98%	94%	#	83%
Percentage of Tested Scoring 65-100	91%	99%	96%	75%	#	83%
Percentage of Tested Scoring 85-100	40%	45%	51%	19%	#	17%
Physical Setting/Earth Science						
Number Tested	193	132	187	5	0	11
Number Scoring 55-100	171	127	170	5	0	6
Number Scoring 65-100	155	119	160	5	0	4
Number Scoring 85-100	73	50	83	0	0	0
Percentage of Tested Scoring 55-100	89%	96%	91%	100%	0%	55%
Percentage of Tested Scoring 65-100	80%	90%	86%	100%	0%	36%
Percentage of Tested Scoring 85-100	38%	38%	44%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	99	88	120	4	5	2
Number Scoring 55-100	89	86	112	#	5	#
Number Scoring 65-100	81	71	84	#	5	#
Number Scoring 85-100	21	19	10	#	1	#
Percentage of Tested Scoring 55-100	90%	98%	93%	#	100%	#
Percentage of Tested Scoring 65-100	82%	81%	70%	#	100%	#
Percentage of Tested Scoring 85-100	21%	22%	8%	#	20%	#
Physical Setting/Physics						
Number Tested		46	49		2	2
Number Scoring 55-100		45	45		#	#
Number Scoring 65-100		44	40		#	#
Number Scoring 85-100		12	21		#	#
Percentage of Tested Scoring 55-100		98%	92%		#	#
Percentage of Tested Scoring 65-100		96%	82%		#	#
Percentage of Tested Scoring 85-100		26%	43%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	27	31	19	1	0	0
Number Scoring 55-100	27	31	19	#	0	0
Number Scoring 65-100	27	31	19	#	0	0
Number Scoring 85-100	24	16	11	#	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	89%	52%	58%	#	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	64	57	56	1	0	1
Number Scoring 55-100	38	57	56	#	0	#
Number Scoring 65-100	38	56	56	#	0	#
Number Scoring 85-100	22	39	40	#	0	#
Percentage of Tested Scoring 55-100	59%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	59%	98%	100%	#	0%	#
Percentage of Tested Scoring 85-100	34%	68%	71%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	94	6%	9%	46%	39%
	Students with Disabilities	17	18%	24%	53%	6%
	All Students	111	8%	11%	47%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	140	0%	19%	67%	14%
	Students with Disabilities	27	15%	48%	37%	0%
	All Students	167	2%	23%	62%	12%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	6	0	0	0	0	6
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

2001 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	105	105	105	15	15	15	120	120	120
Number Scoring 55–64	9	3	1	0	1	1	9	4	2
Number Scoring 65–84	47	28	41	10	7	10	57	35	51
Number Scoring 85–100	48	70	62	4	6	4	52	76	66
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K–1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2–4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0

*The NYSESLAT was first administered in the 2002–03 school year, but complete data for all school districts were not available until 2003–04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0

*The NYSESLAT was first administered in the 2002–03 school year, but complete data for all school districts were not available until 2003–04.

(Form – L)