

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-01-01-06-0003
 Name: Chenango Forks High School
 Principal: Diane Wheeler

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	148	172	142
Tenth	147	146	177
Eleventh	154	139	125
Twelfth	137	154	146
Ungraded Secondary	0	0	0
Total K-12 Enrollment	586	611	590

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	5	0.8%	5	0.8%
Black (Not Hispanic)	2	0.3%	5	0.8%	4	0.7%
Hispanic	5	0.9%	6	1.0%	7	1.2%
White (Not Hispanic)	579	98.8%	595	97.4%	574	97.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	26	0
Social Studies Grade 8	0	0	0
English Grade 10	17	18	22
Mathematics Grade 10	16	20	20
Science Grade 10	20	23	22
Social Studies Grade 10	19	21	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	0	0.0%
Eligible for Free Lunch	92	15.7%	73	12.0%	76	12.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		95.1%		94.7%
Student Suspensions	34	5.4%	24	4.1%	26	4.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.1%	7.9%	7.5%
Public Assistance	21-30%	11-20%	1-10%
Student Stability	99%	96%	91%

Staff Counts

Staff	2003-04
Total Teachers	43
Total Other Professional Staff	4
Total Paraprofessionals	NA
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	128	82	64%	119	93	78%	122	93	76%
Students with Disabilities	0	0	0%	13	2	15%	11	3	27%
All Students	128	82	64%	132	95	72%	133	96	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	44	63	9	2	9	6
Percent	33%	47%	7%	2%	7%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
11	3	7	18

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	9		9		15	2.7%
	Entered GED Program*	2		5		7	1.2%
	Total Noncompleters	11		14		22	3.9%
Students with Disabilities	Dropped Out	0		4		0	0.0%
	Entered GED Program*	0		2		2	5.6%
	Total Noncompleters	0		6		2	5.6%
All Students	Dropped Out	9	1.5%	13	2.1%	15	2.5%
	Entered GED Program*	2	0.3%	7	1.1%	9	1.5%
	Total Noncompleters	11	1.9%	20	3.3%	24	4.0%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	580	536	520
	Number of Students with Disabilities	6	73	70
	Number of All Students	586	609	590
	Percent of Enrollment	100%	100%	100%

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 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	40	98%	44	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	80	96%	103	87%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	5	100%	2	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	6	83%	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	4	#	1	#
Writing	0	0%	3	#	1	#
Global Studies	0	0%	6	50%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	152	140	109	0	11	14
Number Scoring 55-100	149	136	105	0	10	12
Number Scoring 65-100	142	130	101	0	10	9
Number Scoring 85-100	89	66	58	0	2	2
Percentage of Tested Scoring 55-100	98%	97%	96%	0%	91%	86%
Percentage of Tested Scoring 65-100	93%	93%	93%	0%	91%	64%
Percentage of Tested Scoring 85-100	59%	47%	53%	0%	18%	14%
Mathematics A						
Number Tested	149	131	217	0	15	14
Number Scoring 55-100	122	91	196	0	7	9
Number Scoring 65-100	99	76	174	0	4	7
Number Scoring 85-100	34	35	72	0	1	1
Percentage of Tested Scoring 55-100	82%	69%	90%	0%	47%	64%
Percentage of Tested Scoring 65-100	66%	58%	80%	0%	27%	50%
Percentage of Tested Scoring 85-100	23%	27%	33%	0%	7%	7%
Mathematics B						
Number Tested	0	88	68	0	6	3
Number Scoring 55-100	0	66	66	0	5	#
Number Scoring 65-100	0	46	64	0	3	#
Number Scoring 85-100	0	8	26	0	1	#
Percentage of Tested Scoring 55-100	0%	75%	97%	0%	83%	#
Percentage of Tested Scoring 65-100	0%	52%	94%	0%	50%	#
Percentage of Tested Scoring 85-100	0%	9%	38%	0%	17%	#
Global History and Geography						
Number Tested	141	117	155	0	19	2
Number Scoring 55-100	136	101	152	0	14	#
Number Scoring 65-100	133	90	144	0	13	#
Number Scoring 85-100	58	29	84	0	4	#
Percentage of Tested Scoring 55-100	96%	86%	98%	0%	74%	#
Percentage of Tested Scoring 65-100	94%	77%	93%	0%	68%	#
Percentage of Tested Scoring 85-100	41%	25%	54%	0%	21%	#
U.S. History and Government						
Number Tested	164	133	122	0	13	13
Number Scoring 55-100	156	126	122	0	11	13
Number Scoring 65-100	142	123	119	0	11	12
Number Scoring 85-100	71	76	78	0	5	5
Percentage of Tested Scoring 55-100	95%	95%	100%	0%	85%	100%
Percentage of Tested Scoring 65-100	87%	92%	98%	0%	85%	92%
Percentage of Tested Scoring 85-100	43%	57%	64%	0%	38%	38%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	132	125	155	0	16	3
Number Scoring 55-100	128	119	155	0	15	#
Number Scoring 65-100	127	114	154	0	12	#
Number Scoring 85-100	64	50	70	0	3	#
Percentage of Tested Scoring 55-100	97%	95%	100%	0%	94%	#
Percentage of Tested Scoring 65-100	96%	91%	99%	0%	75%	#
Percentage of Tested Scoring 85-100	48%	40%	45%	0%	19%	#
Physical Setting/Earth Science						
Number Tested	157	193	132	0	5	0
Number Scoring 55-100	132	171	127	0	5	0
Number Scoring 65-100	121	155	119	0	5	0
Number Scoring 85-100	64	73	50	0	0	0
Percentage of Tested Scoring 55-100	84%	89%	96%	0%	100%	0%
Percentage of Tested Scoring 65-100	77%	80%	90%	0%	100%	0%
Percentage of Tested Scoring 85-100	41%	38%	38%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	105	99	88	0	4	5
Number Scoring 55-100	102	89	86	0	#	5
Number Scoring 65-100	93	81	71	0	#	5
Number Scoring 85-100	16	21	19	0	#	1
Percentage of Tested Scoring 55-100	97%	90%	98%	0%	#	100%
Percentage of Tested Scoring 65-100	89%	82%	81%	0%	#	100%
Percentage of Tested Scoring 85-100	15%	21%	22%	0%	#	20%
Physical Setting/Physics						
Number Tested			46			2
Number Scoring 55-100			45			#
Number Scoring 65-100			44			#
Number Scoring 85-100			12			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			26%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	21	27	31	0	1	0
Number Scoring 55–100	20	27	31	0	#	0
Number Scoring 65–100	19	27	31	0	#	0
Number Scoring 85–100	10	24	16	0	#	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	90%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	48%	89%	52%	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	72	64	57	0	1	0
Number Scoring 55–100	69	38	57	0	#	0
Number Scoring 65–100	68	38	56	0	#	0
Number Scoring 85–100	37	22	39	0	#	0
Percentage of Tested Scoring 55–100	96%	59%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	59%	98%	0%	#	0%
Percentage of Tested Scoring 85–100	51%	34%	68%	0%	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	107	5	0	0	0	0
Number Scoring 55-100	100	4	0	0	0	0
Number Scoring 65-100	93	2	0	0	0	0
Number Scoring 85-100	56	0	0	0	0	0
Percentage of Tested Scoring 55-100	93%	80%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	87%	40%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	18	100%	0	0%
Students with Disabilities	0	0%	4	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	126	126	126	17	17	17	143	143	143
Number Scoring 55–64	4	0	3	1	0	1	5	0	4
Number Scoring 65–84	61	43	56	10	8	10	71	51	66
Number Scoring 85–100	53	69	64	2	4	3	55	73	67
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)