

New York State School Report Card

Comprehensive Information Report

BEDS Code: 25-16-01-06-0005
 Name: Chittenango High School
 Principal: Derek Sajnog

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	239	222	233
Tenth	219	219	198
Eleventh	210	202	211
Twelfth	194	210	203
Ungraded Secondary	8	8	6
Total K-12 Enrollment	870	861	851

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	4	0.5%	7	0.8%	4	0.5%
Black (Not Hispanic)	5	0.6%	3	0.3%	5	0.6%
Hispanic	1	0.1%	1	0.1%	1	0.1%
White (Not Hispanic)	860	98.9%	850	98.7%	841	98.8%

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	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	22
Mathematics Grade 10	19	16	17
Science Grade 10	20	21	17
Social Studies Grade 10	20	22	19

(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%	2	0.2%	2	0.2%
Eligible for Free Lunch	74	8.5%	81	9.4%	97	11.4%

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		93.3%		94.0%		94.5%
Student Suspensions	46	5.2%	62	7.1%	97	11.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.0%	4.7%	6.8%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	98%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	61
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	145	108	74%	156	132	85%	168	129	77%
Students with Disabilities	20	5	25%	24	7	29%	15	3	20%
All Students	165	113	68%	180	139	77%	183	132	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	103	46	9	9	14	2
Percent	56%	25%	5%	5%	8%	1%

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)
15	3	9	24

*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	12		17		14	2.0%
	Entered GED Program*	22		8		5	0.7%
	Total Noncompleters	34		25		19	2.7%
Students with Disabilities	Dropped Out	0		2		4	2.9%
	Entered GED Program*	4		0		4	2.9%
	Total Noncompleters	4		2		8	5.7%
All Students	Dropped Out	12	1.4%	19	2.2%	18	2.1%
	Entered GED Program*	26	3.0%	8	0.9%	9	1.1%
	Total Noncompleters	38	4.4%	27	3.1%	27	3.2%

*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	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	0	0	733
	Number of Students with Disabilities	0	0	118
	Number of All Students	0	0	851
	Percent of Enrollment	0%	0%	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%	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%

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%	6	100%	0	0%
Science	0	0%	2	#	1	#
Reading	0	0%	1	#	2	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	14	86%	15	93%
Science	3	#	10	80%	8	88%
Reading	5	80%	16	94%	31	84%
Writing	5	100%	15	93%	30	97%
Global Studies	0	0%	13	31%	9	22%
U.S. Hist & Gov't	2	#	3	#	4	#

(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	200	184	202	25	18	23
Number Scoring 55–100	190	179	192	20	16	22
Number Scoring 65–100	179	170	185	15	12	20
Number Scoring 85–100	97	98	111	1	2	2
Percentage of Tested Scoring 55–100	95%	97%	95%	80%	89%	96%
Percentage of Tested Scoring 65–100	90%	92%	92%	60%	67%	87%
Percentage of Tested Scoring 85–100	48%	53%	55%	4%	11%	9%
Mathematics A						
Number Tested	1	232	218	1	36	32
Number Scoring 55–100	#	205	213	#	27	31
Number Scoring 65–100	#	174	205	#	16	28
Number Scoring 85–100	#	61	69	#	5	8
Percentage of Tested Scoring 55–100	#	88%	98%	#	75%	97%
Percentage of Tested Scoring 65–100	#	75%	94%	#	44%	88%
Percentage of Tested Scoring 85–100	#	26%	32%	#	14%	25%
Mathematics B						
Number Tested	0	0	122	0	0	5
Number Scoring 55–100	0	0	111	0	0	5
Number Scoring 65–100	0	0	99	0	0	5
Number Scoring 85–100	0	0	41	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	0%	81%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	0%	34%	0%	0%	20%
Global History and Geography						
Number Tested	217	224	207	23	31	23
Number Scoring 55–100	210	205	188	21	24	20
Number Scoring 65–100	188	186	178	17	17	16
Number Scoring 85–100	75	75	82	2	4	5
Percentage of Tested Scoring 55–100	97%	92%	91%	91%	77%	87%
Percentage of Tested Scoring 65–100	87%	83%	86%	74%	55%	70%
Percentage of Tested Scoring 85–100	35%	33%	40%	9%	13%	22%
U.S. History and Government						
Number Tested	211	199	202	30	21	25
Number Scoring 55–100	202	195	194	28	20	22
Number Scoring 65–100	176	184	180	18	18	19
Number Scoring 85–100	67	99	109	3	3	4
Percentage of Tested Scoring 55–100	96%	98%	96%	93%	95%	88%
Percentage of Tested Scoring 65–100	83%	92%	89%	60%	86%	76%
Percentage of Tested Scoring 85–100	32%	50%	54%	10%	14%	16%

(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	189	227	205	15	17	24
Number Scoring 55–100	189	224	193	15	16	21
Number Scoring 65–100	188	219	187	15	14	19
Number Scoring 85–100	77	111	65	2	2	2
Percentage of Tested Scoring 55–100	100%	99%	94%	100%	94%	88%
Percentage of Tested Scoring 65–100	99%	96%	91%	100%	82%	79%
Percentage of Tested Scoring 85–100	41%	49%	32%	13%	12%	8%
Physical Setting/Earth Science						
Number Tested	226	168	162	31	32	23
Number Scoring 55–100	214	152	136	27	27	16
Number Scoring 65–100	191	129	115	20	21	9
Number Scoring 85–100	82	38	23	2	6	3
Percentage of Tested Scoring 55–100	95%	90%	84%	87%	84%	70%
Percentage of Tested Scoring 65–100	85%	77%	71%	65%	66%	39%
Percentage of Tested Scoring 85–100	36%	23%	14%	6%	19%	13%
Physical Setting/Chemistry						
Number Tested	98	110	139	3	1	3
Number Scoring 55–100	98	107	134	#	#	#
Number Scoring 65–100	84	94	114	#	#	#
Number Scoring 85–100	15	27	39	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	96%	#	#	#
Percentage of Tested Scoring 65–100	86%	85%	82%	#	#	#
Percentage of Tested Scoring 85–100	15%	25%	28%	#	#	#
Physical Setting/Physics						
Number Tested			74			1
Number Scoring 55–100			73			#
Number Scoring 65–100			68			#
Number Scoring 85–100			34			#
Percentage of Tested Scoring 55–100			99%			#
Percentage of Tested Scoring 65–100			92%			#
Percentage of Tested Scoring 85–100			46%			#

* 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	68	56	59	1	0	1
Number Scoring 55–100	68	56	57	#	0	#
Number Scoring 65–100	67	56	54	#	0	#
Number Scoring 85–100	27	31	40	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 65–100	99%	100%	92%	#	0%	#
Percentage of Tested Scoring 85–100	40%	55%	68%	#	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	86	74	82	2	2	5
Number Scoring 55–100	85	73	81	#	#	5
Number Scoring 65–100	84	73	80	#	#	4
Number Scoring 85–100	52	48	43	#	#	0
Percentage of Tested Scoring 55–100	99%	99%	99%	#	#	100%
Percentage of Tested Scoring 65–100	98%	99%	98%	#	#	80%
Percentage of Tested Scoring 85–100	60%	65%	52%	#	#	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	149	131	2	8	1	0
Number Scoring 55–100	137	118	#	5	#	0
Number Scoring 65–100	127	115	#	5	#	0
Number Scoring 85–100	89	61	#	3	#	0
Percentage of Tested Scoring 55–100	92%	90%	#	62%	#	0%
Percentage of Tested Scoring 65–100	85%	88%	#	62%	#	0%
Percentage of Tested Scoring 85–100	60%	47%	#	38%	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	109	99%	76	100%	67	99%
Students with Disabilities	13	85%	22	77%	10	100%

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

	Count of Students					
Test	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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	164	164	164	30	30	30	194	194	194
Number Scoring 55–64	2	7	2	2	2	3	4	9	5
Number Scoring 65–84	88	59	64	15	14	16	103	73	80
Number Scoring 85–100	67	90	94	2	3	2	69	93	96
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)