

# New York State District Report Card Comprehensive Information Report

BEDS Code: 25-16-01-06-0000

Name: Chittenango Central School District

Superintendent: Thomas E. Marzeski

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	151	167	171
First	193	177	170
Second	209	190	169
Third	194	202	194
Fourth	185	186	193
Fifth	225	185	183
Sixth	217	230	183
Ungraded Elementary	7	8	10
Seventh	202	207	239
Eighth	227	199	207
Ninth	234	239	222
Tenth	240	219	219
Eleventh	198	210	202
Twelfth	210	194	210
Ungraded Secondary	8	8	8
Total K-12 Enrollment	2700	2621	2580

## 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	14	0.5%	22	0.8%	22	0.9%
Black (Not Hispanic)	19	0.7%	17	0.6%	20	0.8%
Hispanic	13	0.5%	7	0.3%	6	0.2%
White (Not Hispanic)	2654	98.3%	2575	98.2%	2532	98.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	21	22
Common Branch	20	20	19
English Grade 8	22	19	19
Mathematics Grade 8	22	19	21
Science Grade 8	22	19	20
Social Studies Grade 8	22	19	20
English Grade 10	25	22	20
Mathematics Grade 10	20	19	16
Science Grade 10	21	20	21
Social Studies Grade 10	22	22	22

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	2	0.1%
<b>Eligible for Free Lunch</b>	331	13.0%	330	13.5%	354	14.6%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.4%		95.3%		95.5%
<b>Student Suspensions</b>	70	2.5%	99	3.7%	97	3.7%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	9.0%	9.6%	8.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	184
Total Other Professional Staff	43
Total Paraprofessionals	40
Teaching Out of Certification*	6
Teachers with Temporary Licenses	0

\*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	158	127	80%	145	108	74%	156	132	85%
Students with Disabilities	24	8	33%	20	5	25%	24	7	29%
All Students	182	135	74%	165	113	68%	180	139	77%

\*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	103	50	0	10	15	2
Percent	57%	28%	0%	6%	8%	1%

## 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)
24	7	8	32

\*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			12		17	
	Entered GED Program*			22		8	
	Total Noncompleters			34		25	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			4		0	
	Total Noncompleters			4		2	
All Students	Dropped Out	10	1.1%	12	1.4%	19	2.2%
	Entered GED Program*	5	0.6%	26	3.0%	8	0.9%
	Total Noncompleters	15	1.7%	38	4.4%	27	3.1%

\*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		188	169
	Number of Students with Disabilities		37	36
	Number of All Students		225	205
	Percent of Enrollment		35%	32%
9–12	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%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	70	100%	63	100%	65	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	98	87%	73	93%	84	86%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	5	40%	6	83%

(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	1	#	0	0%	6	100%
Science	17	94%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	2	#
U.S. Hist & Gov't	7	86%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	100%	6	100%	14	86%
Science	5	60%	3	#	10	80%
Reading	13	92%	5	80%	16	94%
Writing	11	100%	5	100%	15	93%
Global Studies	6	0%	0	0%	13	31%
U.S. Hist & Gov't	7	43%	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	180	200	184	27	25	18
Number Scoring 55–100	179	190	179	26	20	16
Number Scoring 65–100	165	179	170	18	15	12
Number Scoring 85–100	76	97	98	1	1	2
Percentage of Tested Scoring 55–100	99%	95%	97%	96%	80%	89%
Percentage of Tested Scoring 65–100	92%	90%	92%	67%	60%	67%
Percentage of Tested Scoring 85–100	42%	48%	53%	4%	4%	11%
<b>Mathematics A</b>						
Number Tested	0	1	232	0	1	36
Number Scoring 55–100	0	#	205	0	#	27
Number Scoring 65–100	0	#	174	0	#	16
Number Scoring 85–100	0	#	61	0	#	5
Percentage of Tested Scoring 55–100	0%	#	88%	0%	#	75%
Percentage of Tested Scoring 65–100	0%	#	75%	0%	#	44%
Percentage of Tested Scoring 85–100	0%	#	26%	0%	#	14%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	222	217	224	39	23	31
Number Scoring 55–100	217	210	205	36	21	24
Number Scoring 65–100	197	188	186	28	17	17
Number Scoring 85–100	98	75	75	3	2	4
Percentage of Tested Scoring 55–100	98%	97%	92%	92%	91%	77%
Percentage of Tested Scoring 65–100	89%	87%	83%	72%	74%	55%
Percentage of Tested Scoring 85–100	44%	35%	33%	8%	9%	13%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	174	211	199	23	30	21
Number Scoring 55–100	163	202	195	19	28	20
Number Scoring 65–100	147	176	184	15	18	18
Number Scoring 85–100	78	67	99	3	3	3
Percentage of Tested Scoring 55–100	94%	96%	98%	83%	93%	95%
Percentage of Tested Scoring 65–100	84%	83%	92%	65%	60%	86%
Percentage of Tested Scoring 85–100	45%	32%	50%	13%	10%	14%

(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	171	189	227	14	15	17
Number Scoring 55–100	170	189	224	14	15	16
Number Scoring 65–100	168	188	219	14	15	14
Number Scoring 85–100	76	77	111	2	2	2
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65–100	98%	99%	96%	100%	100%	82%
Percentage of Tested Scoring 85–100	44%	41%	49%	14%	13%	12%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	211	274	220	33	31	33
Number Scoring 55–100	191	262	204	22	27	28
Number Scoring 65–100	175	239	181	16	20	22
Number Scoring 85–100	90	115	75	2	2	7
Percentage of Tested Scoring 55–100	91%	96%	93%	67%	87%	85%
Percentage of Tested Scoring 65–100	83%	87%	82%	48%	65%	67%
Percentage of Tested Scoring 85–100	43%	42%	34%	6%	6%	21%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		98	110		3	1
Number Scoring 55–100		98	107		#	#
Number Scoring 65–100		84	94		#	#
Number Scoring 85–100		15	27		#	#
Percentage of Tested Scoring 55–100		100%	97%		#	#
Percentage of Tested Scoring 65–100		86%	85%		#	#
Percentage of Tested Scoring 85–100		15%	25%		#	#
<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	54	68	56	1	1	0
Number Scoring 55–100	54	68	56	#	#	0
Number Scoring 65–100	51	67	56	#	#	0
Number Scoring 85–100	28	27	31	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	94%	99%	100%	#	#	0%
Percentage of Tested Scoring 85–100	52%	40%	55%	#	#	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	113	86	74	3	2	2
Number Scoring 55–100	111	85	73	#	#	#
Number Scoring 65–100	111	84	73	#	#	#
Number Scoring 85–100	63	52	48	#	#	#
Percentage of Tested Scoring 55–100	98%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	98%	98%	99%	#	#	#
Percentage of Tested Scoring 85–100	56%	60%	65%	#	#	#
<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	174	197	34	16	9	4
Number Scoring 55–100	161	160	28	13	2	#
Number Scoring 65–100	153	146	22	12	2	#
Number Scoring 85–100	96	92	2	4	0	#
Percentage of Tested Scoring 55–100	93%	81%	82%	81%	22%	#
Percentage of Tested Scoring 65–100	88%	74%	65%	75%	22%	#
Percentage of Tested Scoring 85–100	55%	47%	6%	25%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	113	149	131	10	8	1
Number Scoring 55–100	99	137	118	8	5	#
Number Scoring 65–100	86	127	115	5	5	#
Number Scoring 85–100	25	89	61	1	3	#
Percentage of Tested Scoring 55–100	88%	92%	90%	80%	62%	#
Percentage of Tested Scoring 65–100	76%	85%	88%	50%	62%	#
Percentage of Tested Scoring 85–100	22%	60%	47%	10%	38%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	119	100%	109	99%	76	100%
Students with Disabilities	25	96%	13	85%	22	77%

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	151	1%	7%	66%	26%
	Students with Disabilities	33	0%	12%	70%	18%
	All Students	184	1%	8%	67%	24%

## 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	171	0%	43%	53%	4%
	Students with Disabilities	32	6%	84%	9%	0%
	All Students	203	1%	50%	46%	3%

(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	169	169	169	34	34	34	203	203	203
Number Scoring 55–64	5	11	6	4	8	5	9	19	11
Number Scoring 65–84	69	90	56	19	13	16	88	103	72
Number Scoring 85–100	91	60	104	2	2	2	93	62	106
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)