

New York State School Report Card Comprehensive Information Report

BEDS Code: 25-16-01-06-0005
 Name: Chittenango High School
 Principal: Michael Sandore

Grade Range : 9-12

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	234	239	222
Tenth	240	219	219
Eleventh	198	210	202
Twelfth	210	194	210
Ungraded Secondary	8	8	8
Total K-12 Enrollment	890	870	861

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	6	0.7%	4	0.5%	7	0.8%
Black (Not Hispanic)	4	0.4%	5	0.6%	3	0.3%
Hispanic	2	0.2%	1	0.1%	1	0.1%
White (Not Hispanic)	878	98.7%	860	98.9%	850	98.7%

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	0
Social Studies Grade 8	0	0	0
English Grade 10	25	22	20
Mathematics Grade 10	20	19	16
Science Grade 10	21	20	21
Social Studies Grade 10	23	20	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.2%
Eligible for Free Lunch	80	9.0%	74	8.5%	81	9.4%

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		93.6%		93.3%		94.0%
Student Suspensions	43	4.8%	46	5.2%	62	7.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.1%	7.0%	4.7%
Public Assistance	21-30%	11-20%	11-20%
Student Stability	97%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	61
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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		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		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	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	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	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
Comprehensive English						
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%
Mathematics A						
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%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
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%
U.S. History and Government (first administered June 2001)						
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
Living Environment (first administered June 2001)						
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%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	211	226	168	33	31	32
Number Scoring 55–100	191	214	152	22	27	27
Number Scoring 65–100	175	191	129	16	20	21
Number Scoring 85–100	90	82	38	2	2	6
Percentage of Tested Scoring 55–100	91%	95%	90%	67%	87%	84%
Percentage of Tested Scoring 65–100	83%	85%	77%	48%	65%	66%
Percentage of Tested Scoring 85–100	43%	36%	23%	6%	6%	19%
Physical Setting/Chemistry (first administered June 2002)						
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%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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%
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	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%	#	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
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%	#
Sequential Mathematics, Course III						
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
Nov 2002	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 2003	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
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

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)