

New York State District Report Card Comprehensive Information Report

BEDS Code: 03-01-01-06-0000
 Name: Chenango Forks Central School District
 Superintendent: Ellen O'Donnell

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	64	73	75
Kindergarten	111	110	110
First	117	110	112
Second	123	116	112
Third	166	115	120
Fourth	139	162	116
Fifth	175	139	171
Sixth	150	173	139
Ungraded Elementary	0	0	0
Seventh	139	154	167
Eighth	165	138	162
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	1871	1828	1799

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	6	0.3%	10	0.5%	9	0.5%
Black (Not Hispanic)	10	0.5%	14	0.8%	13	0.7%
Hispanic	18	1.0%	18	1.0%	17	0.9%
White (Not Hispanic)	1837	98.2%	1786	97.7%	1760	97.8%

Average Class Size

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	4	0.2%	2	0.1%
Eligible for Free Lunch	386	20.6%	311	17.0%	300	16.7%

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		95.3%		95.2%		94.9%
Student Suspensions	50	2.6%	32	1.7%	33	1.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.5%	11.4%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	147
Total Other Professional Staff	22
Total Paraprofessionals	20
Teaching Out of Certification*	2

*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	406	423	433
	Number of Students with Disabilities	48	42	35
	Number of All Students	454	465	468
	Percent of Enrollment	100%	100%	100%
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	24		
Completed and Passed Regents Exams	24	100%	77%
Completed and had Course Average of 75% or More	24	100%	81%
Completed and Attained a HS Diploma or Equivalent	22	92%	96%
Completed and Whose Status is Known	24		
Completed and Were Successfully Placed	23	96%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	2	100%	30%
Underrepresented Gender Members Who Completed	4	31%	19%

Enrollment data are for the 2003-2004 school year; completer 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	142	117	155	0	19	2
Number Scoring 55-100	137	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	165	133	122	1	13	13
Number Scoring 55-100	157	126	122	#	11	13
Number Scoring 65-100	142	123	119	#	11	12
Number Scoring 85-100	71	76	78	#	5	5
Percentage of Tested Scoring 55-100	95%	95%	100%	#	85%	100%
Percentage of Tested Scoring 65-100	86%	92%	98%	#	85%	92%
Percentage of Tested Scoring 85-100	43%	57%	64%	#	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	133	125	155	0	16	3
Number Scoring 55-100	129	119	155	0	15	#
Number Scoring 65-100	128	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	152	7%	6%	53%	35%
	Students with Disabilities	17	53%	18%	29%	0%
	All Students	169	11%	7%	50%	31%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	153	1%	36%	52%	11%
	Students with Disabilities	10	0%	90%	10%	0%
	All Students	163	1%	39%	49%	10%

(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	1	1	#	#	#	#
Middle Level						
Social Studies	0	1	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 K-1)						
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 K-1)						
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 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
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 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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		
	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)