

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-15-03-04-0003
 Name: Forestville Central High School
 Principal: Charles Leichner

Grade Range : 6-12

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	50	58	60
Ungraded Elementary	0	0	0
Seventh	57	51	49
Eighth	54	50	50
Ninth	45	48	50
Tenth	51	49	47
Eleventh	49	47	48
Twelfth	47	49	50
Ungraded Secondary	6	0	0
Total K-12 Enrollment	359	352	354

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	4	1.1%	7	2.0%	2	0.6%
Black (Not Hispanic)	2	0.6%	0	0.0%	0	0.0%
Hispanic	9	2.5%	11	3.1%	10	2.8%
White (Not Hispanic)	344	95.8%	334	94.9%	342	96.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	15	23
Mathematics Grade 8	21	22	0
Science Grade 8	16	12	20
Social Studies Grade 8	17	13	16
English Grade 10	16	24	15
Mathematics Grade 10	18	13	19
Science Grade 10	14	13	18
Social Studies Grade 10	17	26	25

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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%	0	0.0%
Eligible for Free Lunch	66	18.4%	73	20.7%	61	17.2%

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		94.0%		94.2%		91.0%
Student Suspensions	26	7.3%	40	11.1%	20	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.8%	13.6%	9.0%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	96%	96%	100%

Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

*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	41	23	56%	41	24	59%	1	1	100%
Students with Disabilities	2	0	0%	7	1	14%	0	0	0%
All Students	43	23	53%	48	25	52%	1	1	100%

*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	0	1	0	0	0	0
Percent	0%	100%	0%	0%	0%	0%

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)
0	0	0	0

*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			3		7	
	Entered GED Program*			0		0	
	Total Noncompleters			3		7	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			1		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	2	1.0%	3	1.6%	8	4.1%
	Entered GED Program*	0	0.0%	1	0.5%	1	0.5%
	Total Noncompleters	2	1.0%	4	2.1%	9	4.6%

*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		40	101
	Number of Students with Disabilities		10	4
	Number of All Students		50	105
	Percent of Enrollment		31%	66%
9-12	Number of General-Education Students		145	121
	Number of Students with Disabilities		5	4
	Number of All Students		150	125
	Percent of Enrollment		78%	64%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	12	100%	4	#	19	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	93%	2	#	32	94%

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	1	#	0	0%	1	#

(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	0	0%	0	0%	3	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	3	#
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	2	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	4	#	4	#
U.S. Hist & Gov't	3	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	48	49	47	9	6	5
Number Scoring 55–100	43	43	37	6	2	3
Number Scoring 65–100	40	37	25	4	0	3
Number Scoring 85–100	11	16	8	0	0	0
Percentage of Tested Scoring 55–100	90%	88%	79%	67%	33%	60%
Percentage of Tested Scoring 65–100	83%	76%	53%	44%	0%	60%
Percentage of Tested Scoring 85–100	23%	33%	17%	0%	0%	0%
Mathematics A						
Number Tested	0	17	45	0	2	2
Number Scoring 55–100	0	13	37	0	#	#
Number Scoring 65–100	0	11	30	0	#	#
Number Scoring 85–100	0	0	1	0	#	#
Percentage of Tested Scoring 55–100	0%	76%	82%	0%	#	#
Percentage of Tested Scoring 65–100	0%	65%	67%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	2%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	31	0	0	1
Number Scoring 55–100	0	0	14	0	0	#
Number Scoring 65–100	0	0	10	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	45%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	32%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	#
Global History and Geography						
Number Tested	61	43	58	8	4	3
Number Scoring 55–100	60	34	52	7	#	#
Number Scoring 65–100	49	29	46	4	#	#
Number Scoring 85–100	16	5	12	1	#	#
Percentage of Tested Scoring 55–100	98%	79%	90%	88%	#	#
Percentage of Tested Scoring 65–100	80%	67%	79%	50%	#	#
Percentage of Tested Scoring 85–100	26%	12%	21%	12%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	45	50	49	7	5	3
Number Scoring 55–100	42	44	45	6	4	#
Number Scoring 65–100	36	37	40	5	2	#
Number Scoring 85–100	17	11	18	0	1	#
Percentage of Tested Scoring 55–100	93%	88%	92%	86%	80%	#
Percentage of Tested Scoring 65–100	80%	74%	82%	71%	40%	#
Percentage of Tested Scoring 85–100	38%	22%	37%	0%	20%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	40	43	55	2	3	2
Number Scoring 55–100	40	43	55	#	#	#
Number Scoring 65–100	40	42	52	#	#	#
Number Scoring 85–100	8	14	10	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	95%	#	#	#
Percentage of Tested Scoring 85–100	20%	33%	18%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	42	36	51	6	3	5
Number Scoring 55–100	41	35	48	6	#	5
Number Scoring 65–100	40	32	44	5	#	3
Number Scoring 85–100	14	8	18	0	#	2
Percentage of Tested Scoring 55–100	98%	97%	94%	100%	#	100%
Percentage of Tested Scoring 65–100	95%	89%	86%	83%	#	60%
Percentage of Tested Scoring 85–100	33%	22%	35%	0%	#	40%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		29	37		0	1
Number Scoring 55–100		27	31		0	#
Number Scoring 65–100		17	24		0	#
Number Scoring 85–100		0	5		0	#
Percentage of Tested Scoring 55–100		93%	84%		0%	#
Percentage of Tested Scoring 65–100		59%	65%		0%	#
Percentage of Tested Scoring 85–100		0%	14%		0%	#
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	20	14	12	2	0	0
Number Scoring 55–100	19	14	11	#	0	0
Number Scoring 65–100	18	13	10	#	0	0
Number Scoring 85–100	6	2	3	#	0	0
Percentage of Tested Scoring 55–100	95%	100%	92%	#	0%	0%
Percentage of Tested Scoring 65–100	90%	93%	83%	#	0%	0%
Percentage of Tested Scoring 85–100	30%	14%	25%	#	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	19	16	25	0	0	0
Number Scoring 55–100	19	16	25	0	0	0
Number Scoring 65–100	18	16	23	0	0	0
Number Scoring 85–100	10	9	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	56%	44%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	73	45	1	3	1	0
Number Scoring 55–100	52	34	#	#	#	0
Number Scoring 65–100	42	27	#	#	#	0
Number Scoring 85–100	12	6	#	#	#	0
Percentage of Tested Scoring 55–100	71%	76%	#	#	#	0%
Percentage of Tested Scoring 65–100	58%	60%	#	#	#	0%
Percentage of Tested Scoring 85–100	16%	13%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	15	29	27	0	0	0
Number Scoring 55–100	13	24	22	0	0	0
Number Scoring 65–100	12	21	21	0	0	0
Number Scoring 85–100	7	6	8	0	0	0
Percentage of Tested Scoring 55–100	87%	83%	81%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	72%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	21%	30%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	8	88%	15	100%
Students with Disabilities	1	#	2	#	3	#

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	47	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	49	0%	35%	57%	8%

(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	42	42	42	4	4	4	46	46	46
Number Scoring 55–64	#	#	#	#	#	#	2	5	2
Number Scoring 65–84	#	#	#	#	#	#	28	29	28
Number Scoring 85–100	#	#	#	#	#	#	15	10	15
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)