

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-15-01-06-0004
 Name: Churchville-Chili Senior High School
 Principal: William Geraci

Grade Range : 10-12

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	0	0	0
Tenth	392	385	380
Eleventh	363	346	359
Twelfth	328	371	358
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1083	1102	1097

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	20	1.8%	17	1.5%	25	2.3%
Black (Not Hispanic)	54	5.0%	51	4.6%	63	5.7%
Hispanic	12	1.1%	16	1.5%	15	1.4%
White (Not Hispanic)	997	92.1%	1018	92.4%	994	90.6%

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	25	24	23
Mathematics Grade 10	23	20	16
Science Grade 10	24	24	22
Social Studies Grade 10	25	25	25

(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
49	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	2	0.2%	3	0.3%
Eligible for Free Lunch	65	6.0%	75	6.8%	63	5.7%

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		94.6%		94.4%		93.9%
Student Suspensions	96	9.5%	67	6.2%	71	6.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.5%	6.0%	3.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	93%	98%	99%

Staff Counts

Staff	2003-04
Total Teachers	85
Total Other Professional Staff	11
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	284	221	78%	318	280	88%	311	257	83%
Students with Disabilities	13	5	38%	18	5	28%	28	10	36%
All Students	297	226	76%	336	285	85%	339	267	79%

*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	164	117	2	3	24	29
Percent	48%	35%	1%	1%	7%	9%

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)
28	10	6	34

*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	10		41		17	1.7%
	Entered GED Program*	8		3		2	0.2%
	Total Noncompleters	18		44		19	1.9%
Students with Disabilities	Dropped Out	3		3		3	2.6%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	3		4		3	2.6%
All Students	Dropped Out	13	1.2%	44	4.0%	20	1.8%
	Entered GED Program*	8	0.7%	4	0.4%	2	0.2%
	Total Noncompleters	21	1.9%	48	4.4%	22	2.0%

*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	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	24	28
	Number of Students with Disabilities	0	10	12
	Number of All Students	0	34	40
	Percent of Enrollment	0%	3%	4%

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; 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%	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%	1	#

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	4	#	7	86%	1	#
Science	1	#	0	0%	1	#
Reading	1	#	2	#	0	0%
Writing	1	#	0	0%	1	#
Global Studies	6	17%	2	#	1	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	79%	16	94%	6	100%
Science	7	43%	2	#	4	#
Reading	3	#	18	94%	2	#
Writing	3	#	10	80%	6	83%
Global Studies	18	50%	13	23%	9	33%
U.S. Hist & Gov't	11	73%	4	#	3	#

(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	386	364	367	19	32	38
Number Scoring 55-100	360	343	361	9	23	35
Number Scoring 65-100	334	320	352	7	19	31
Number Scoring 85-100	165	131	241	0	1	5
Percentage of Tested Scoring 55-100	93%	94%	98%	47%	72%	92%
Percentage of Tested Scoring 65-100	87%	88%	96%	37%	59%	82%
Percentage of Tested Scoring 85-100	43%	36%	66%	0%	3%	13%
Mathematics A						
Number Tested	25	314	244	3	40	30
Number Scoring 55-100	19	280	234	#	32	27
Number Scoring 65-100	11	228	197	#	26	19
Number Scoring 85-100	5	11	27	#	2	2
Percentage of Tested Scoring 55-100	76%	89%	96%	#	80%	90%
Percentage of Tested Scoring 65-100	44%	73%	81%	#	65%	63%
Percentage of Tested Scoring 85-100	20%	4%	11%	#	5%	7%
Mathematics B						
Number Tested	0	22	227	0	0	1
Number Scoring 55-100	0	20	180	0	0	#
Number Scoring 65-100	0	19	155	0	0	#
Number Scoring 85-100	0	4	29	0	0	#
Percentage of Tested Scoring 55-100	0%	91%	79%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	86%	68%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	18%	13%	0%	0%	#
Global History and Geography						
Number Tested	378	399	375	26	40	37
Number Scoring 55-100	343	364	352	14	27	28
Number Scoring 65-100	310	342	318	6	25	17
Number Scoring 85-100	89	126	115	1	3	4
Percentage of Tested Scoring 55-100	91%	91%	94%	54%	68%	76%
Percentage of Tested Scoring 65-100	82%	86%	85%	23%	62%	46%
Percentage of Tested Scoring 85-100	24%	32%	31%	4%	7%	11%
U.S. History and Government						
Number Tested	400	384	343	19	31	30
Number Scoring 55-100	382	377	337	12	30	25
Number Scoring 65-100	346	363	322	7	27	20
Number Scoring 85-100	129	173	182	0	3	5
Percentage of Tested Scoring 55-100	95%	98%	98%	63%	97%	83%
Percentage of Tested Scoring 65-100	86%	95%	94%	37%	87%	67%
Percentage of Tested Scoring 85-100	32%	45%	53%	0%	10%	17%

(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	145	155	186	14	18	23
Number Scoring 55-100	143	145	182	13	17	21
Number Scoring 65-100	129	140	172	9	15	18
Number Scoring 85-100	18	15	21	0	0	0
Percentage of Tested Scoring 55-100	99%	94%	98%	93%	94%	91%
Percentage of Tested Scoring 65-100	89%	90%	92%	64%	83%	78%
Percentage of Tested Scoring 85-100	12%	10%	11%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	180	106	76	14	22	13
Number Scoring 55-100	170	99	62	13	18	10
Number Scoring 65-100	154	88	43	12	16	5
Number Scoring 85-100	31	9	8	0	0	1
Percentage of Tested Scoring 55-100	94%	93%	82%	93%	82%	77%
Percentage of Tested Scoring 65-100	86%	83%	57%	86%	73%	38%
Percentage of Tested Scoring 85-100	17%	8%	11%	0%	0%	8%
Physical Setting/Chemistry						
Number Tested	199	244	259	1	4	5
Number Scoring 55-100	193	233	249	#	#	3
Number Scoring 65-100	161	191	205	#	#	1
Number Scoring 85-100	16	26	31	#	#	0
Percentage of Tested Scoring 55-100	97%	95%	96%	#	#	60%
Percentage of Tested Scoring 65-100	81%	78%	79%	#	#	20%
Percentage of Tested Scoring 85-100	8%	11%	12%	#	#	0%
Physical Setting/Physics						
Number Tested			85			0
Number Scoring 55-100			82			0
Number Scoring 65-100			76			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			89%			0%
Percentage of Tested Scoring 85-100			16%			0%

* 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	62	75	67	0	1	0
Number Scoring 55-100	59	71	65	0	#	0
Number Scoring 65-100	51	68	62	0	#	0
Number Scoring 85-100	11	47	45	0	#	0
Percentage of Tested Scoring 55-100	95%	95%	97%	0%	#	0%
Percentage of Tested Scoring 65-100	82%	91%	93%	0%	#	0%
Percentage of Tested Scoring 85-100	18%	63%	67%	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	217	195	185	4	1	1
Number Scoring 55-100	212	191	185	#	#	#
Number Scoring 65-100	207	189	181	#	#	#
Number Scoring 85-100	114	103	95	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	95%	97%	98%	#	#	#
Percentage of Tested Scoring 85-100	53%	53%	51%	#	#	#
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	267	215	31	4	6	1
Number Scoring 55-100	223	189	24	#	5	#
Number Scoring 65-100	204	170	18	#	4	#
Number Scoring 85-100	81	42	1	#	0	#
Percentage of Tested Scoring 55-100	84%	88%	77%	#	83%	#
Percentage of Tested Scoring 65-100	76%	79%	58%	#	67%	#
Percentage of Tested Scoring 85-100	30%	20%	3%	#	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	106	98%	57	96%	30	100%
Students with Disabilities	14	100%	7	71%	6	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

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	0	1	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	293	293	293	34	34	34	327	327	327
Number Scoring 55–64	5	4	10	5	4	3	10	8	13
Number Scoring 65–84	192	122	192	16	22	23	208	144	215
Number Scoring 85–100	83	163	71	2	3	1	85	166	72
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 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			3			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			3			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)