

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-15-01-06-0000

Name: Churchville-Chili Central School District

Superintendent: Annemarie Spadafora

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	272	270	275
First	321	288	272
Second	328	324	295
Third	351	332	331
Fourth	360	350	347
Fifth	371	351	356
Sixth	385	371	361
Ungraded Elementary	0	0	0
Seventh	385	397	384
Eighth	381	399	404
Ninth	403	409	388
Tenth	399	392	385
Eleventh	328	363	346
Twelfth	289	328	371
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4573	4574	4515

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	67	1.5%	76	1.7%	81	1.8%
Black (Not Hispanic)	226	4.9%	230	5.0%	255	5.6%
Hispanic	45	1.0%	71	1.6%	69	1.5%
White (Not Hispanic)	4235	92.6%	4197	91.8%	4110	91.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	21	21
Common Branch	21	21	21
English Grade 8	25	26	28
Mathematics Grade 8	24	25	28
Science Grade 8	24	24	24
Social Studies Grade 8	25	27	27
English Grade 10	22	25	23
Mathematics Grade 10	24	23	20
Science Grade 10	23	24	24
Social Studies Grade 10	23	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	50	1.1%	45	1.0%	47	1.0%
Eligible for Free Lunch	487	11.3%	397	9.2%	410	9.7%

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		95.8%		95.3%		95.1%
Student Suspensions	104	2.3%	185	4.1%	173	3.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.0%	7.3%	5.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	343
Total Other Professional Staff	57
Total Paraprofessionals	52
Teaching Out of Certification*	10
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	237	182	77%	284	221	78%	318	280	88%
Students with Disabilities	18	2	11%	14	5	36%	18	5	28%
All Students	255	184	72%	298	226	76%	336	285	85%

*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	176	114	6	5	22	13
Percent	52%	34%	2%	1%	7%	4%

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)
18	5	0	18

*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		66	
	Entered GED Program*			8		5	
	Total Noncompleters			20		71	
Students with Disabilities	Dropped Out			8		4	
	Entered GED Program*			0		1	
	Total Noncompleters			8		5	
All Students	Dropped Out	7	0.5%	20	1.3%	70	4.7%
	Entered GED Program*	9	0.6%	8	0.5%	6	0.4%
	Total Noncompleters	16	1.1%	28	1.9%	76	5.1%

*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%	13%
2-3		0%	16%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	56
	Number of Students with Disabilities		0	6
	Number of All Students		0	62
	Percent of Enrollment		0%	9%
6-8	Number of General-Education Students		500	706
	Number of Students with Disabilities		0	82
	Number of All Students		500	788
	Percent of Enrollment		43%	69%
9-12	Number of General-Education Students		0	24
	Number of Students with Disabilities		0	10
	Number of All Students		0	34
	Percent of Enrollment		0%	2%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	105	97%	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	215	86%	203	95%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	9	67%	2	#	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	0	0%	4	#	10	70%
Science	8	62%	1	#	2	#
Reading	1	#	1	#	2	#
Writing	0	0%	1	#	3	#
Global Studies	3	#	6	17%	3	#
U.S. Hist & Gov't	8	62%	3	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	76%	22	77%	18	94%
Science	12	50%	9	44%	5	80%
Reading	5	100%	3	#	21	86%
Writing	4	#	3	#	13	62%
Global Studies	8	50%	18	50%	16	25%
U.S. Hist & Gov't	4	#	12	67%	6	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	321	386	366	20	19	34
Number Scoring 55–100	308	360	343	13	9	23
Number Scoring 65–100	286	334	320	5	7	19
Number Scoring 85–100	99	165	131	0	0	1
Percentage of Tested Scoring 55–100	96%	93%	94%	65%	47%	68%
Percentage of Tested Scoring 65–100	89%	87%	87%	25%	37%	56%
Percentage of Tested Scoring 85–100	31%	43%	36%	0%	0%	3%
Mathematics A						
Number Tested	0	47	486	0	3	45
Number Scoring 55–100	0	41	440	0	#	35
Number Scoring 65–100	0	33	380	0	#	28
Number Scoring 85–100	0	26	61	0	#	3
Percentage of Tested Scoring 55–100	0%	87%	91%	0%	#	78%
Percentage of Tested Scoring 65–100	0%	70%	78%	0%	#	62%
Percentage of Tested Scoring 85–100	0%	55%	13%	0%	#	7%
Mathematics B (first administered June 2001)						
Number Tested	0	0	22	0	0	0
Number Scoring 55–100	0	0	20	0	0	0
Number Scoring 65–100	0	0	19	0	0	0
Number Scoring 85–100	0	0	4	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	18%	0%	0%	0%
Global History and Geography						
Number Tested	400	380	403	30	26	41
Number Scoring 55–100	384	344	366	26	14	27
Number Scoring 65–100	354	311	343	14	6	25
Number Scoring 85–100	144	89	126	1	1	3
Percentage of Tested Scoring 55–100	96%	91%	91%	87%	54%	66%
Percentage of Tested Scoring 65–100	89%	82%	85%	47%	23%	61%
Percentage of Tested Scoring 85–100	36%	23%	31%	3%	4%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	337	401	387	19	19	34
Number Scoring 55–100	309	383	379	14	12	32
Number Scoring 65–100	273	346	365	9	7	29
Number Scoring 85–100	134	129	173	1	0	3
Percentage of Tested Scoring 55–100	92%	96%	98%	74%	63%	94%
Percentage of Tested Scoring 65–100	81%	86%	94%	47%	37%	85%
Percentage of Tested Scoring 85–100	40%	32%	45%	5%	0%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	407	368	329	46	14	27
Number Scoring 55–100	390	363	314	41	13	24
Number Scoring 65–100	361	341	302	32	9	19
Number Scoring 85–100	62	100	73	1	0	0
Percentage of Tested Scoring 55–100	96%	99%	95%	89%	93%	89%
Percentage of Tested Scoring 65–100	89%	93%	92%	70%	64%	70%
Percentage of Tested Scoring 85–100	15%	27%	22%	2%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	300	432	437	11	14	49
Number Scoring 55–100	291	415	401	10	13	41
Number Scoring 65–100	276	385	373	10	12	35
Number Scoring 85–100	122	111	103	0	0	2
Percentage of Tested Scoring 55–100	97%	96%	92%	91%	93%	84%
Percentage of Tested Scoring 65–100	92%	89%	85%	91%	86%	71%
Percentage of Tested Scoring 85–100	41%	26%	24%	0%	0%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		200	244		1	4
Number Scoring 55–100		194	233		#	#
Number Scoring 65–100		162	191		#	#
Number Scoring 85–100		17	26		#	#
Percentage of Tested Scoring 55–100		97%	95%		#	#
Percentage of Tested Scoring 65–100		81%	78%		#	#
Percentage of Tested Scoring 85–100		9%	11%		#	#
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	66	62	75	0	0	1
Number Scoring 55–100	64	59	71	0	0	#
Number Scoring 65–100	59	51	68	0	0	#
Number Scoring 85–100	31	11	47	0	0	#
Percentage of Tested Scoring 55–100	97%	95%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	89%	82%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	47%	18%	63%	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	206	218	196	2	4	1
Number Scoring 55–100	205	213	192	#	#	#
Number Scoring 65–100	199	208	190	#	#	#
Number Scoring 85–100	117	115	103	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 65–100	97%	95%	97%	#	#	#
Percentage of Tested Scoring 85–100	57%	53%	53%	#	#	#
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	358	337	191	13	9	1
Number Scoring 55–100	304	275	168	5	7	#
Number Scoring 65–100	279	237	154	5	5	#
Number Scoring 85–100	139	84	35	1	0	#
Percentage of Tested Scoring 55–100	85%	82%	88%	38%	78%	#
Percentage of Tested Scoring 65–100	78%	70%	81%	38%	56%	#
Percentage of Tested Scoring 85–100	39%	25%	18%	8%	0%	#
Sequential Mathematics, Course III						
Number Tested	261	281	215	4	4	6
Number Scoring 55–100	234	237	189	#	#	5
Number Scoring 65–100	217	218	170	#	#	4
Number Scoring 85–100	118	94	42	#	#	0
Percentage of Tested Scoring 55–100	90%	84%	88%	#	#	83%
Percentage of Tested Scoring 65–100	83%	78%	79%	#	#	67%
Percentage of Tested Scoring 85–100	45%	33%	20%	#	#	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	122	98%	137	91%	61	93%
Students with Disabilities	10	100%	14	100%	8	75%

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	332	3%	6%	70%	22%
	Students with Disabilities	24	17%	38%	46%	0%
	All Students	356	4%	8%	68%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	356	0%	31%	59%	10%
	Students with Disabilities	37	14%	70%	14%	3%
	All Students	393	1%	35%	55%	9%

(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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	342	342	342	31	31	31	373	373	373
Number Scoring 55–64	6	13	7	9	6	4	15	19	11
Number Scoring 65–84	178	193	168	12	12	16	190	205	184
Number Scoring 85–100	145	125	161	2	1	2	147	126	163
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)