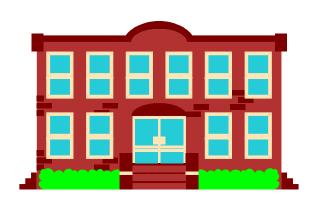
# The New York State School Report Card for Churchville-Chili Middle School in Churchville-Chili Central School District

An Overview of Academic Performance



February 2000



The University of the State of New York
The State Education Department

March 6, 2000

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School Report Card Coordinator Information, Reporting, and Technology Services Team Room 863 Education Building Annex New York State Education Department Albany, NY 12234

## **School Profile**

Principal:	Principal: Mr. John Bellini Phone: (716)293-4542				
Organizati 1998-99	ion	School Staff <sup>1</sup> (both full- and part-time)			
Grade Range	Student Enrollment	Count of Teachers			
5-7	1,106	82	8	11	

1997-98 School District-wide Total Expenditure per Pupil	\$8,899
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Student Enrollment					
Grade Level	October 1998	Grade Level	October 1998		
Pre-Kindergarten	0	Grade 7	355		
Kindergarten	0	Grade 8	0		
Grade 1	0	Grade 9	0		
Grade 2	0	Grade 10	0		
Grade 3	0	Grade 11	0		
Grade 4	0	Grade 12	0		
Grade 5	368	Ungraded Elementary with Disabilities	0		
Grade 6	383	Ungraded Secondary with Disabilities	0		

Student Demographics Used To	1996-97		1997-98		1998-99	
Determine Similar School Groups	Count	Percent	Count	Percent	Count	Percent
English Language Learners	3	0.3%	5	0.5%	11	1.0%
Eligible For Free Lunch	122	11.0%	54	4.8%	100	9.0%

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<sup>&</sup>lt;sup>1</sup> Some district-employed staff serve in more than one school. These shared people are not reported here.

## School Accountability Measures

The Regents expect schools to meet or exceed 90 percent on each benchmark shown here. Regulations require school districts to develop and implement local assistance plans (LAP) to bring every public school up to these levels. These plans must include activities to improve the performance of all students, including students with disabilities. LAP for district public schools are available for public review at the district office.

All students continuously enrolled from October until the date of State testing at this school are included in these measures. Students with disabilities are included<sup>1</sup>. Also, schools with fewer than 20 students in a grade may combine results for three consecutive years to reduce the impact of small-population variability. Local school officials have this information.

#### English Language Arts Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students Required To Take State ELA Tests		English Language Learners Reported Using Alternative Measure		Danahasadı
	Tested	At Or Above Level 2 In English Language Arts	English Language Proficiency Below Effective Participation Level	Making Satisfactory Progress	Benchmark Percentage
	(a)	(b)	(c)	(d)	(b+d)/(a+c)
Grade 4					NA
Grade 8					NA

#### Mathematics Performance of Students in Grades 4 and 8 for 1998-99

	Continuous	Benchmark	
	Tested	At Or Above Level 2 In Math	Percentage
	(a)	(b)	(b/a)
Grade 4			NA
Grade 8			NA

#### Demonstrated Competency of Students in Grade 11 for 1998-99

Competency Area	Grade 11 Enrollment June 1999	Regents Level (higher)	RCT Level (lower)	Benchmark Percentage <sup>2</sup>
Alea	(a)	(b)	(c)	(b+c)/a
Reading				NA
Writing				NA
Mathematics				NA

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<sup>&</sup>lt;sup>1</sup> All students with disabilities who are enrolled in this school are included in these measures along with general education students, regardless of classroom environment and level of special education services. These calculations match those used to identify the schools farthest from State standards [potential schools under registration review (SURR)] and Title I schools that are making adequate yearly progress.

<sup>&</sup>lt;sup>2</sup> The State data system does not separate these Grade 11 results based on duration of enrollment. Some schools with high mobility grade 11 populations may not have their LAP status correctly identified in this report. These numbers are, however, indicative of performance in all schools.

<sup>#</sup> To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a grade tested or enrolled. If fewer than five English language learners were reported (English Language Arts Performance table), the counts are replaced by the pound character (#).