

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	270	275	277
First	288	272	293
Second	324	295	280
Third	332	331	311
Fourth	350	347	322
Fifth	351	356	360
Sixth	371	361	360
Ungraded Elementary	0	0	0
Seventh	397	384	383
Eighth	399	404	386
Ninth	409	388	413
Tenth	392	385	380
Eleventh	363	346	359
Twelfth	328	371	358
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4574	4515	4482

## 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	76	1.7%	81	1.8%	93	2.1%
Black (Not Hispanic)	230	5.0%	255	5.6%	276	6.2%
Hispanic	71	1.6%	69	1.5%	75	1.7%
White (Not Hispanic)	4197	91.8%	4110	91.0%	4038	90.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	21	16
Common Branch	21	21	20
English Grade 8	26	28	21
Mathematics Grade 8	25	28	23
Science Grade 8	24	24	21
Social Studies Grade 8	27	27	24
English Grade 10	25	23	23
Mathematics Grade 10	23	20	17
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
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	45	1.0%	47	1.0%	43	1.0%
Eligible for Free Lunch	397	9.2%	410	9.7%	413	9.8%

### 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%		95.1%		95.8%
Student Suspensions	185	4.1%	173	3.8%	227	5.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.3%	5.5%	4.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	350
Total Other Professional Staff	48
Total Paraprofessionals	55
Teaching Out of Certification*	1

\*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%	312	257	82%
Students with Disabilities	14	5	36%	18	5	28%	33	10	30%
All Students	298	226	76%	336	285	85%	345	267	77%

\*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	120	2	3	27	29
Percent	48%	35%	1%	1%	8%	8%

## 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)
33	10	11	44

\*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	12		66		28	2.0%
	Entered GED Program*	8		5		2	0.1%
	Total Noncompleters	20		71		30	2.2%
Students with Disabilities	Dropped Out	8		4		9	4.6%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	8		5		9	4.6%
All Students	Dropped Out	20	1.3%	70	4.7%	37	2.4%
	Entered GED Program*	8	0.5%	6	0.4%	2	0.1%
	Total Noncompleters	28	1.9%	76	5.1%	39	2.5%

\*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%	13%	0%
2-3	0%	16%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	56	0
	Number of Students with Disabilities	0	6	0
	Number of All Students	0	62	0
	Percent of Enrollment	0%	9%	0%
6-8	Number of General-Education Students	500	706	706
	Number of Students with Disabilities	0	82	63
	Number of All Students	500	788	769
	Percent of Enrollment	43%	69%	68%
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%	2%	3%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	88		
Completed and Passed Regents Exams	83	94%	77%
Completed and had Course Average of 75% or More	82	93%	81%
Completed and Attained a HS Diploma or Equivalent	85	97%	96%
Completed and Whose Status is Known	84		
Completed and Were Successfully Placed	84	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	23	66%	30%
Underrepresented Gender Members Who Completed	18	55%	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%	0	0%	88	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	203	95%	0	0%	235	85%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	7	57%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	10	70%	11	82%
Science	1	#	2	#	10	70%
Reading	1	#	2	#	9	78%
Writing	1	#	3	#	10	70%
Global Studies	6	17%	3	#	7	29%
U.S. Hist & Gov't	3	#	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	77%	18	94%	14	79%
Science	9	44%	5	80%	8	100%
Reading	3	#	21	86%	7	71%
Writing	3	#	13	62%	11	82%
Global Studies	18	50%	16	25%	15	40%
U.S. Hist & Gov't	12	67%	6	50%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	386	366	374	19	34	40
Number Scoring 55-100	360	343	364	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%	97%	47%	68%	88%
Percentage of Tested Scoring 65-100	87%	87%	94%	37%	56%	78%
Percentage of Tested Scoring 85-100	43%	36%	64%	0%	3%	12%
<b>Mathematics A</b>						
Number Tested	47	486	349	3	45	34
Number Scoring 55-100	41	440	336	#	35	29
Number Scoring 65-100	33	380	296	#	28	21
Number Scoring 85-100	26	61	113	#	3	3
Percentage of Tested Scoring 55-100	87%	91%	96%	#	78%	85%
Percentage of Tested Scoring 65-100	70%	78%	85%	#	62%	62%
Percentage of Tested Scoring 85-100	55%	13%	32%	#	7%	9%
<b>Mathematics B</b>						
Number Tested	0	22	251	0	0	1
Number Scoring 55-100	0	20	204	0	0	#
Number Scoring 65-100	0	19	179	0	0	#
Number Scoring 85-100	0	4	45	0	0	#
Percentage of Tested Scoring 55-100	0%	91%	81%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	86%	71%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	18%	18%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	380	403	381	26	41	40
Number Scoring 55-100	344	366	355	14	27	30
Number Scoring 65-100	311	343	321	6	25	19
Number Scoring 85-100	89	126	115	1	3	4
Percentage of Tested Scoring 55-100	91%	91%	93%	54%	66%	75%
Percentage of Tested Scoring 65-100	82%	85%	84%	23%	61%	47%
Percentage of Tested Scoring 85-100	23%	31%	30%	4%	7%	10%
<b>U.S. History and Government</b>						
Number Tested	401	387	347	19	34	31
Number Scoring 55-100	383	379	338	12	32	26
Number Scoring 65-100	346	365	322	7	29	20
Number Scoring 85-100	129	173	182	0	3	5
Percentage of Tested Scoring 55-100	96%	98%	97%	63%	94%	84%
Percentage of Tested Scoring 65-100	86%	94%	93%	37%	85%	65%
Percentage of Tested Scoring 85-100	32%	45%	52%	0%	9%	16%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	368	329	422	14	27	44
Number Scoring 55-100	363	314	404	13	24	37
Number Scoring 65-100	341	302	377	9	19	27
Number Scoring 85-100	100	73	93	0	0	2
Percentage of Tested Scoring 55-100	99%	95%	96%	93%	89%	84%
Percentage of Tested Scoring 65-100	93%	92%	89%	64%	70%	61%
Percentage of Tested Scoring 85-100	27%	22%	22%	0%	0%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	432	437	339	14	49	34
Number Scoring 55-100	415	401	295	13	41	26
Number Scoring 65-100	385	373	235	12	35	10
Number Scoring 85-100	111	103	88	0	2	1
Percentage of Tested Scoring 55-100	96%	92%	87%	93%	84%	76%
Percentage of Tested Scoring 65-100	89%	85%	69%	86%	71%	29%
Percentage of Tested Scoring 85-100	26%	24%	26%	0%	4%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	200	244	259	1	4	5
Number Scoring 55-100	194	233	249	#	#	3
Number Scoring 65-100	162	191	205	#	#	1
Number Scoring 85-100	17	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	9%	11%	12%	#	#	0%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	218	196	185	4	1	1
Number Scoring 55-100	213	192	185	#	#	#
Number Scoring 65-100	208	190	181	#	#	#
Number Scoring 85-100	115	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%	#	#	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	281	215	31	4	6	1
Number Scoring 55-100	237	189	24	#	5	#
Number Scoring 65-100	218	170	18	#	4	#
Number Scoring 85-100	94	42	1	#	0	#
Percentage of Tested Scoring 55-100	84%	88%	77%	#	83%	#
Percentage of Tested Scoring 65-100	78%	79%	58%	#	67%	#
Percentage of Tested Scoring 85-100	33%	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	137	91%	61	93%	36	92%
Students with Disabilities	14	100%	8	75%	8	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
<b>Nov 2003</b>	General-Education Students	331	4%	5%	60%	31%
	Students with Disabilities	29	34%	31%	34%	0%
	All Students	360	6%	7%	58%	29%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	333	1%	35%	53%	10%
	Students with Disabilities	34	6%	79%	15%	0%
	All Students	367	1%	40%	50%	9%

(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
<b>Elementary Level</b>						
Social Studies	4	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	5	2	0	0	0	5
<b>Secondary Level</b>						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	2	2	#	#	#	#

## 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	297	297	297	36	36	36	333	333	333
Number Scoring 55–64	5	4	10	5	4	3	10	8	13
Number Scoring 65–84	192	122	192	16	23	24	208	145	216
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			25			1
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			11			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			25			1
Beginning (0-14)			7			#
Intermediate (15-24)			7			#
Advanced (25-32)			4			#
Proficient (33-35)			7			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			17			5
Beginning (0-18)			0			0
Intermediate (19-31)			1			1
Advanced (32-36)			7			4
Proficient (37-39)			9			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			17			5
Beginning (0-14)			3			2
Intermediate (15-24)			7			3
Advanced (25-32)			2			0
Proficient (33-35)			5			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			7			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			1			#
Proficient (37-39)			6			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			7			1
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			5			#
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 – 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			0			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			1			#
Advanced (25-32)			4			#
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)