

# 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	2002-03	2003-04	2004-05
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	385	380	407
Eleventh	346	359	340
Twelfth	371	358	359
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1102	1097	1106

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	1.5%	25	2.3%	25	2.3%
Black (Not Hispanic)	51	4.6%	63	5.7%	51	4.6%
Hispanic	16	1.5%	15	1.4%	13	1.2%
White (Not Hispanic)	1018	92.4%	994	90.6%	1017	92.0%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	24	23	21
Mathematics Grade 10	20	16	18
Science Grade 10	24	22	24
Social Studies Grade 10	25	25	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.2%	3	0.3%	9	0.8%
<b>Eligible for Free Lunch</b>	75	6.8%	63	5.7%	56	5.1%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.4%		93.9%		94.6%
<b>Student Suspensions</b>	67	6.2%	71	6.4%	61	5.6%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	6.0%	3.2%	3.9%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	98%	99%	98%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	84
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	318	311	321
	Regents Diplomas	280	257	306
	% Regents Diplomas	88%	83%	95%
	Regents Diplomas with Advanced Designation**			175
	% Regents Diplomas with Advanced Designation			55%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	18	28	35
	Regents Diplomas	5	10	17
	% Regents Diplomas	28%	36%	49%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	0	6	4
All Students	Total Graduates*	336	339	356
	Regents Diplomas	285	267	323
	% Regents Diplomas	85%	79%	91%
	Regents Diplomas with Advanced Designation**			179
	% Regents Diplomas with Advanced Designation			50%
	IEP Diplomas or Local Certificates	0	6	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	172	99	1	7	15	0	18	9
	Percent	54%	31%	0%	2%	5%	0%	6%	3%
Students with Disabilities	Number	8	12	0	2	5	0	4	4
	Percent	23%	34%	0%	6%	14%	0%	11%	11%
All Students	Number	180	111	1	9	20	0	22	13
	Percent	51%	31%	0%	3%	6%	0%	6%	4%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	41		17	1.7%	9	0.9%
	Entered GED Program*	3		2	0.2%	0	0.0%
	Total Noncompleters	44		19	1.9%	9	0.9%
Students with Disabilities	Dropped Out	3		3	2.6%	4	2.9%
	Entered GED Program*	1		0	0.0%	1	0.7%
	Total Noncompleters	4		3	2.6%	5	3.7%
All Students	Dropped Out	44	4.0%	20	1.8%	13	1.2%
	Entered GED Program*	4	0.4%	2	0.2%	1	0.1%
	Total Noncompleters	48	4.4%	22	2.0%	14	1.3%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	24	28	287
	Number of Students with Disabilities	10	12	58
	Number of All Students	34	40	345
	Percent of Enrollment	3%	4%	31%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	1	#	4	#
Science	0	0%	1	#	0	0%
Reading	2	#	0	0%	0	0%
Writing	0	0%	1	#	1	#
Global Studies	2	#	1	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	94%	6	100%	11	73%
Science	2	#	4	#	3	#
Reading	18	94%	2	#	2	#
Writing	10	80%	6	83%	1	#
Global Studies	13	23%	9	33%	10	20%
U.S. Hist & Gov't	4	#	3	#	8	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	364	367	345	32	38	41
Number Scoring 55-100	343	361	334	23	35	31
Number Scoring 65-100	320	352	326	19	31	25
Number Scoring 85-100	131	241	157	1	5	3
Percentage of Tested Scoring 55-100	94%	98%	97%	72%	92%	76%
Percentage of Tested Scoring 65-100	88%	96%	94%	59%	82%	61%
Percentage of Tested Scoring 85-100	36%	66%	46%	3%	13%	7%
<b>Mathematics A</b>						
Number Tested	314	244	337	40	30	58
Number Scoring 55-100	280	234	320	32	27	46
Number Scoring 65-100	228	197	290	26	19	32
Number Scoring 85-100	11	27	45	2	2	1
Percentage of Tested Scoring 55-100	89%	96%	95%	80%	90%	79%
Percentage of Tested Scoring 65-100	73%	81%	86%	65%	63%	55%
Percentage of Tested Scoring 85-100	4%	11%	13%	5%	7%	2%
<b>Mathematics B</b>						
Number Tested	22	227	257	0	1	11
Number Scoring 55-100	20	180	177	0	#	7
Number Scoring 65-100	19	155	141	0	#	5
Number Scoring 85-100	4	29	21	0	#	0
Percentage of Tested Scoring 55-100	91%	79%	69%	0%	#	64%
Percentage of Tested Scoring 65-100	86%	68%	55%	0%	#	45%
Percentage of Tested Scoring 85-100	18%	13%	8%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	399	375	419	40	37	50
Number Scoring 55-100	364	352	386	27	28	35
Number Scoring 65-100	342	318	353	25	17	20
Number Scoring 85-100	126	115	122	3	4	1
Percentage of Tested Scoring 55-100	91%	94%	92%	68%	76%	70%
Percentage of Tested Scoring 65-100	86%	85%	84%	62%	46%	40%
Percentage of Tested Scoring 85-100	32%	31%	29%	7%	11%	2%
<b>U.S. History and Government</b>						
Number Tested	384	343	347	31	30	36
Number Scoring 55-100	377	337	325	30	25	29
Number Scoring 65-100	363	322	291	27	20	22
Number Scoring 85-100	173	182	161	3	5	3
Percentage of Tested Scoring 55-100	98%	98%	94%	97%	83%	81%
Percentage of Tested Scoring 65-100	95%	94%	84%	87%	67%	61%
Percentage of Tested Scoring 85-100	45%	53%	46%	10%	17%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	155	186	162	18	23	24
Number Scoring 55-100	145	182	154	17	21	21
Number Scoring 65-100	140	172	143	15	18	18
Number Scoring 85-100	15	21	23	0	0	0
Percentage of Tested Scoring 55-100	94%	98%	95%	94%	91%	88%
Percentage of Tested Scoring 65-100	90%	92%	88%	83%	78%	75%
Percentage of Tested Scoring 85-100	10%	11%	14%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	106	76	101	22	13	17
Number Scoring 55-100	99	62	88	18	10	13
Number Scoring 65-100	88	43	70	16	5	9
Number Scoring 85-100	9	8	12	0	1	1
Percentage of Tested Scoring 55-100	93%	82%	87%	82%	77%	76%
Percentage of Tested Scoring 65-100	83%	57%	69%	73%	38%	53%
Percentage of Tested Scoring 85-100	8%	11%	12%	0%	8%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	244	259	244	4	5	5
Number Scoring 55-100	233	249	240	#	3	5
Number Scoring 65-100	191	205	209	#	1	2
Number Scoring 85-100	26	31	54	#	0	0
Percentage of Tested Scoring 55-100	95%	96%	98%	#	60%	100%
Percentage of Tested Scoring 65-100	78%	79%	86%	#	20%	40%
Percentage of Tested Scoring 85-100	11%	12%	22%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		85	104		0	1
Number Scoring 55-100		82	104		0	#
Number Scoring 65-100		76	98		0	#
Number Scoring 85-100		14	55		0	#
Percentage of Tested Scoring 55-100		96%	100%		0%	#
Percentage of Tested Scoring 65-100		89%	94%		0%	#
Percentage of Tested Scoring 85-100		16%	53%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	75	67	77	1	0	1
Number Scoring 55-100	71	65	77	#	0	#
Number Scoring 65-100	68	62	76	#	0	#
Number Scoring 85-100	47	45	61	#	0	#
Percentage of Tested Scoring 55-100	95%	97%	100%	#	0%	#
Percentage of Tested Scoring 65-100	91%	93%	99%	#	0%	#
Percentage of Tested Scoring 85-100	63%	67%	79%	#	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	195	185	188	1	1	7
Number Scoring 55-100	191	185	187	#	#	7
Number Scoring 65-100	189	181	183	#	#	6
Number Scoring 85-100	103	95	110	#	#	3
Percentage of Tested Scoring 55-100	98%	100%	99%	#	#	100%
Percentage of Tested Scoring 65-100	97%	98%	97%	#	#	86%
Percentage of Tested Scoring 85-100	53%	51%	59%	#	#	43%
<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)



# New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

## 2001 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	306	306	306	39	39	39	345	345	345
Number Scoring 55–64	2	4	2	5	0	2	7	4	4
Number Scoring 65–84	176	119	188	23	24	32	199	143	220
Number Scoring 85–100	120	179	115	4	3	2	124	182	117
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		3	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		3	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)