

# New York State School Report Card Comprehensive Information Report

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

Grade Range : 10-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	399	392	385
Eleventh	328	363	346
Twelfth	289	328	371
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1016	1083	1102

## 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	18	1.8%	20	1.8%	17	1.5%
Black (Not Hispanic)	63	6.2%	54	5.0%	51	4.6%
Hispanic	7	0.7%	12	1.1%	16	1.5%
White (Not Hispanic)	928	91.3%	997	92.1%	1018	92.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	22	25	24
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
50	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	0.9%	5	0.5%	2	0.2%
Eligible for Free Lunch	91	9.0%	65	6.0%	75	6.8%

### 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		95.5%		94.6%		94.4%
Student Suspensions	43	4.4%	96	9.5%	67	6.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.4%	4.5%	6.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	93%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	87
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	0

\*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%	13	5	38%	18	5	28%
All Students	255	184	72%	297	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			10		41	
	Entered GED Program*			8		3	
	Total Noncompleters			18		44	
Students with Disabilities	Dropped Out			3		3	
	Entered GED Program*			0		1	
	Total Noncompleters			3		4	
All Students	Dropped Out	7	0.7%	13	1.2%	44	4.0%
	Entered GED Program*	9	0.9%	8	0.7%	4	0.4%
	Total Noncompleters	16	1.6%	21	1.9%	48	4.4%

\*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%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
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%	3%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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	#	7	86%
Science	8	62%	1	#	0	0%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	0	0%
Global Studies	1	#	6	17%	2	#
U.S. Hist & Gov't	7	71%	3	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	19	79%	16	94%
Science	2	#	7	43%	2	#
Reading	1	#	3	#	18	94%
Writing	2	#	3	#	10	80%
Global Studies	4	#	18	50%	13	23%
U.S. Hist & Gov't	3	#	11	73%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	317	386	364	18	19	32
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	97%	93%	94%	72%	47%	72%
Percentage of Tested Scoring 65–100	90%	87%	88%	28%	37%	59%
Percentage of Tested Scoring 85–100	31%	43%	36%	0%	0%	3%
<b>Mathematics A</b>						
Number Tested	0	25	314	0	3	40
Number Scoring 55–100	0	19	280	0	#	32
Number Scoring 65–100	0	11	228	0	#	26
Number Scoring 85–100	0	5	11	0	#	2
Percentage of Tested Scoring 55–100	0%	76%	89%	0%	#	80%
Percentage of Tested Scoring 65–100	0%	44%	73%	0%	#	65%
Percentage of Tested Scoring 85–100	0%	20%	4%	0%	#	5%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	399	378	399	30	26	40
Number Scoring 55–100	384	343	364	26	14	27
Number Scoring 65–100	354	310	342	14	6	25
Number Scoring 85–100	144	89	126	1	1	3
Percentage of Tested Scoring 55–100	96%	91%	91%	87%	54%	68%
Percentage of Tested Scoring 65–100	89%	82%	86%	47%	23%	62%
Percentage of Tested Scoring 85–100	36%	24%	32%	3%	4%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	337	400	384	19	19	31
Number Scoring 55–100	309	382	377	14	12	30
Number Scoring 65–100	273	346	363	9	7	27
Number Scoring 85–100	134	129	173	1	0	3
Percentage of Tested Scoring 55–100	92%	95%	98%	74%	63%	97%
Percentage of Tested Scoring 65–100	81%	86%	95%	47%	37%	87%
Percentage of Tested Scoring 85–100	40%	32%	45%	5%	0%	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	405	145	155	45	14	18
Number Scoring 55–100	388	143	145	40	13	17
Number Scoring 65–100	359	129	140	31	9	15
Number Scoring 85–100	62	18	15	1	0	0
Percentage of Tested Scoring 55–100	96%	99%	94%	89%	93%	94%
Percentage of Tested Scoring 65–100	89%	89%	90%	69%	64%	83%
Percentage of Tested Scoring 85–100	15%	12%	10%	2%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	180	106	0	14	22
Number Scoring 55–100	0	170	99	0	13	18
Number Scoring 65–100	0	154	88	0	12	16
Number Scoring 85–100	0	31	9	0	0	0
Percentage of Tested Scoring 55–100	0%	94%	93%	0%	93%	82%
Percentage of Tested Scoring 65–100	0%	86%	83%	0%	86%	73%
Percentage of Tested Scoring 85–100	0%	17%	8%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		199	244		1	4
Number Scoring 55–100		193	233		#	#
Number Scoring 65–100		161	191		#	#
Number Scoring 85–100		16	26		#	#
Percentage of Tested Scoring 55–100		97%	95%		#	#
Percentage of Tested Scoring 65–100		81%	78%		#	#
Percentage of Tested Scoring 85–100		8%	11%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%	#
<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	206	217	195	2	4	1
Number Scoring 55–100	205	212	191	#	#	#
Number Scoring 65–100	199	207	189	#	#	#
Number Scoring 85–100	117	114	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%	#	#	#
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	358	253	63	13	9	1
Number Scoring 55–100	304	192	41	5	7	#
Number Scoring 65–100	279	157	30	5	5	#
Number Scoring 85–100	139	38	2	1	0	#
Percentage of Tested Scoring 55–100	85%	76%	65%	38%	78%	#
Percentage of Tested Scoring 65–100	78%	62%	48%	38%	56%	#
Percentage of Tested Scoring 85–100	39%	15%	3%	8%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	261	267	215	4	4	6
Number Scoring 55–100	234	223	189	#	#	5
Number Scoring 65–100	217	204	170	#	#	4
Number Scoring 85–100	118	81	42	#	#	0
Percentage of Tested Scoring 55–100	90%	84%	88%	#	#	83%
Percentage of Tested Scoring 65–100	83%	76%	79%	#	#	67%
Percentage of Tested Scoring 85–100	45%	30%	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	121	98%	106	98%	57	96%
Students with Disabilities	8	100%	14	100%	7	71%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	338	338	338	27	27	27	365	365	365
Number Scoring 55–64	6	13	7	9	6	4	15	19	11
Number Scoring 65–84	176	191	166	12	12	16	188	203	182
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)