

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-05-03-04-0001

Grade Range : 9-12

Name: Chautauqua Lake High School

Principal: Rosemary Andrews

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	106	77	78
Tenth	89	95	91
Eleventh	77	86	85
Twelfth	86	85	88
Ungraded Secondary	0	0	0
Total K-12 Enrollment	358	343	342

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	4	1.1%	3	0.9%	4	1.2%
Black (Not Hispanic)	2	0.6%	0	0.0%	1	0.3%
Hispanic	7	2.0%	3	0.9%	1	0.3%
White (Not Hispanic)	345	96.4%	337	98.3%	336	98.2%

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	20	18	15
Mathematics Grade 10	13	13	15
Science Grade 10	17	14	14
Social Studies Grade 10	18	19	18

(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
51	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 higher 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	49	13.7%	43	12.5%	58	17.0%

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		96.0%		96.1%		95.4%
Student Suspensions	21	6.4%	33	9.2%	14	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.2%	9.6%	11.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	94%	89%

Staff Counts

Staff	2002–2003
Total Teachers	34
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	69	50	72%	74	54	73%	70	54	77%
Students with Disabilities	5	0	0%	2	0	0%	10	2	20%
All Students	74	50	68%	76	54	71%	80	56	70%

*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	25	35	0	7	13	0
Percent	31%	44%	0%	9%	16%	0%

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)
10	2	5	15

*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		4	
	Entered GED Program*			2		0	
	Total Noncompleters			12		4	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	3	0.8%	10	2.9%	5	1.5%
	Entered GED Program*	0	0.0%	2	0.6%	1	0.3%
	Total Noncompleters	3	0.8%	12	3.5%	6	1.8%

*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		303	277
	Number of Students with Disabilities		40	54
	Number of All Students		343	331
	Percent of Enrollment		100%	97%

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%	4	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	67%	14	100%

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%	1	#	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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	3	#
Science	0	0%	0	0%	0	0%
Reading	3	#	2	#	3	#
Writing	3	#	3	#	3	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	4	#	2	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	80	83	83	0	10	5
Number Scoring 55–100	80	78	80	0	5	2
Number Scoring 65–100	77	65	74	0	2	1
Number Scoring 85–100	30	27	31	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	96%	0%	50%	40%
Percentage of Tested Scoring 65–100	96%	78%	89%	0%	20%	20%
Percentage of Tested Scoring 85–100	38%	33%	37%	0%	0%	0%
Mathematics A						
Number Tested	0	2	67	0	0	8
Number Scoring 55–100	0	#	66	0	0	7
Number Scoring 65–100	0	#	62	0	0	5
Number Scoring 85–100	0	#	25	0	0	0
Percentage of Tested Scoring 55–100	0%	#	99%	0%	0%	88%
Percentage of Tested Scoring 65–100	0%	#	93%	0%	0%	62%
Percentage of Tested Scoring 85–100	0%	#	37%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	80	91	73	12	4	10
Number Scoring 55–100	80	91	71	12	#	8
Number Scoring 65–100	72	87	66	10	#	6
Number Scoring 85–100	30	14	36	0	#	1
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	#	80%
Percentage of Tested Scoring 65–100	90%	96%	90%	83%	#	60%
Percentage of Tested Scoring 85–100	38%	15%	49%	0%	#	10%
U.S. History and Government (first administered June 2001)						
Number Tested	46	90	81	0	11	4
Number Scoring 55–100	45	87	77	0	8	#
Number Scoring 65–100	42	81	74	0	7	#
Number Scoring 85–100	28	39	26	0	2	#
Percentage of Tested Scoring 55–100	98%	97%	95%	0%	73%	#
Percentage of Tested Scoring 65–100	91%	90%	91%	0%	64%	#
Percentage of Tested Scoring 85–100	61%	43%	32%	0%	18%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	49	60	71	7	5	14
Number Scoring 55–100	49	60	71	7	5	14
Number Scoring 65–100	43	60	67	4	5	12
Number Scoring 85–100	8	30	17	0	1	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	88%	100%	94%	57%	100%	86%
Percentage of Tested Scoring 85–100	16%	50%	24%	0%	20%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	33	88	69	2	2	4
Number Scoring 55–100	33	86	68	#	#	#
Number Scoring 65–100	29	81	67	#	#	#
Number Scoring 85–100	17	43	49	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	99%	#	#	#
Percentage of Tested Scoring 65–100	88%	92%	97%	#	#	#
Percentage of Tested Scoring 85–100	52%	49%	71%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		22	64		1	0
Number Scoring 55–100		22	60		#	0
Number Scoring 65–100		15	49		#	0
Number Scoring 85–100		1	7		#	0
Percentage of Tested Scoring 55–100		100%	94%		#	0%
Percentage of Tested Scoring 65–100		68%	77%		#	0%
Percentage of Tested Scoring 85–100		5%	11%		#	0%
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	29	31	16	0	1	1
Number Scoring 55–100	29	31	16	0	#	#
Number Scoring 65–100	28	30	16	0	#	#
Number Scoring 85–100	12	6	8	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	97%	100%	0%	#	#
Percentage of Tested Scoring 85–100	41%	19%	50%	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	30	42	27	0	0	0
Number Scoring 55–100	30	42	27	0	0	0
Number Scoring 65–100	29	40	27	0	0	0
Number Scoring 85–100	19	25	21	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	63%	60%	78%	0%	0%	0%
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	71	78	10	4	1	0
Number Scoring 55–100	69	75	9	#	#	0
Number Scoring 65–100	62	73	8	#	#	0
Number Scoring 85–100	35	24	1	#	#	0
Percentage of Tested Scoring 55–100	97%	96%	90%	#	#	0%
Percentage of Tested Scoring 65–100	87%	94%	80%	#	#	0%
Percentage of Tested Scoring 85–100	49%	31%	10%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	57	47	56	0	0	1
Number Scoring 55–100	49	45	54	0	0	#
Number Scoring 65–100	45	43	48	0	0	#
Number Scoring 85–100	18	24	20	0	0	#
Percentage of Tested Scoring 55–100	86%	96%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	79%	91%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	32%	51%	36%	0%	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	20	100%	14	100%	20	100%
Students with Disabilities	4	#	6	83%	0	0%

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	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
June 2003	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
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	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	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	71	71	71	12	12	12	83	83	83
Number Scoring 55–64	5	3	0	2	1	5	7	4	5
Number Scoring 65–84	34	31	31	8	5	5	42	36	36
Number Scoring 85–100	30	34	38	1	2	1	31	36	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)