

New York State District Report Card

Comprehensive Information Report

BEDS Code: 06-05-03-04-0000
 Name: Chautauqua Lake Central School District
 Superintendent: Benjamin Spitzer

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	43	48	54
Kindergarten	72	52	51
First	54	69	45
Second	74	53	72
Third	61	70	57
Fourth	72	60	66
Fifth	85	70	60
Sixth	94	86	68
Ungraded Elementary	0	0	0
Seventh	89	94	86
Eighth	83	86	88
Ninth	77	78	91
Tenth	95	91	80
Eleventh	86	85	68
Twelfth	85	88	90
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1027	982	922

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	10	1.0%	13	1.3%	15	1.6%
Black (Not Hispanic)	5	0.5%	4	0.4%	7	0.8%
Hispanic	9	0.9%	5	0.5%	9	1.0%
White (Not Hispanic)	1003	97.7%	960	97.8%	891	96.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	15
Common Branch	17	16	16
English Grade 8	15	20	21
Mathematics Grade 8	15	19	21
Science Grade 8	18	21	20
Social Studies Grade 8	16	20	21
English Grade 10	18	15	19
Mathematics Grade 10	13	15	18
Science Grade 10	14	14	17
Social Studies Grade 10	19	18	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
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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	192	18.7%	197	20.1%	177	19.2%

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		95.8%		95.8%		95.7%
Student Suspensions	46	4.5%	17	1.7%	3	0.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.0%	12.0%	12.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	95
Total Other Professional Staff	14
Total Paraprofessionals	19
Teaching Out of Certification*	3

*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	74	54	73%	70	54	77%	73	60	82%
Students with Disabilities	2	0	0%	10	2	20%	1	1	100%
All Students	76	54	71%	80	56	70%	74	61	82%

*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	30	31	0	7	6	0
Percent	41%	42%	0%	9%	8%	0%

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)
1	1	4	5

*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	30		5		5	1.8%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	32		5		5	1.8%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		2		0	0.0%
All Students	Dropped Out	30	8.7%	6	1.8%	5	1.5%
	Entered GED Program*	2	0.6%	1	0.3%	0	0.0%
	Total Noncompleters	32	9.3%	7	2.0%	5	1.5%

*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	100%	100%	100%
2–3	100%	100%	100%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	144	123	114
	Number of Students with Disabilities	13	6	12
	Number of All Students	157	129	126
	Percent of Enrollment	100%	99%	100%
6–8	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%
9–12	Number of General-Education Students	303	277	116
	Number of Students with Disabilities	40	54	5
	Number of All Students	343	331	121
	Percent of Enrollment	100%	97%	37%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	3		
Completed and Passed Regents Exams	3	100%	77%
Completed and had Course Average of 75% or More	3	100%	81%
Completed and Attained a HS Diploma or Equivalent	3	100%	96%
Completed and Whose Status is Known	3		
Completed and Were Successfully Placed	3	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completion 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	29	72%	39	100%	29	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	46	70%	48	98%	47	77%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	1	#	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	14	93%
Science	0	0%	0	0%	0	0%
Reading	2	#	3	#	3	#
Writing	3	#	3	#	4	#
Global Studies	0	0%	2	#	4	#
U.S. Hist & Gov't	2	#	3	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	84	83	70	10	5	5
Number Scoring 55–100	79	80	67	5	2	3
Number Scoring 65–100	66	74	63	2	1	2
Number Scoring 85–100	27	31	31	0	0	0
Percentage of Tested Scoring 55–100	94%	96%	96%	50%	40%	60%
Percentage of Tested Scoring 65–100	79%	89%	90%	20%	20%	40%
Percentage of Tested Scoring 85–100	32%	37%	44%	0%	0%	0%
Mathematics A						
Number Tested	3	67	75	0	8	9
Number Scoring 55–100	#	66	74	0	7	9
Number Scoring 65–100	#	62	72	0	5	9
Number Scoring 85–100	#	25	30	0	0	2
Percentage of Tested Scoring 55–100	#	99%	99%	0%	88%	100%
Percentage of Tested Scoring 65–100	#	93%	96%	0%	62%	100%
Percentage of Tested Scoring 85–100	#	37%	40%	0%	0%	22%
Mathematics B						
Number Tested	0	0	41	0	0	0
Number Scoring 55–100	0	0	36	0	0	0
Number Scoring 65–100	0	0	30	0	0	0
Number Scoring 85–100	0	0	7	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
Global History and Geography						
Number Tested	92	73	69	4	10	8
Number Scoring 55–100	91	71	67	#	8	7
Number Scoring 65–100	87	66	61	#	6	4
Number Scoring 85–100	14	36	27	#	1	1
Percentage of Tested Scoring 55–100	99%	97%	97%	#	80%	88%
Percentage of Tested Scoring 65–100	95%	90%	88%	#	60%	50%
Percentage of Tested Scoring 85–100	15%	49%	39%	#	10%	12%
U.S. History and Government						
Number Tested	90	81	69	11	4	6
Number Scoring 55–100	87	77	68	8	#	6
Number Scoring 65–100	81	74	61	7	#	4
Number Scoring 85–100	39	26	40	2	#	0
Percentage of Tested Scoring 55–100	97%	95%	99%	73%	#	100%
Percentage of Tested Scoring 65–100	90%	91%	88%	64%	#	67%
Percentage of Tested Scoring 85–100	43%	32%	58%	18%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	74	92	66	5	15	9
Number Scoring 55–100	74	92	66	5	15	9
Number Scoring 65–100	74	87	65	5	13	8
Number Scoring 85–100	41	21	24	1	0	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	95%	98%	100%	87%	89%
Percentage of Tested Scoring 85–100	55%	23%	36%	20%	0%	22%
Physical Setting/Earth Science						
Number Tested	88	70	65	2	4	6
Number Scoring 55–100	86	69	63	#	#	6
Number Scoring 65–100	81	68	62	#	#	6
Number Scoring 85–100	43	50	33	#	#	1
Percentage of Tested Scoring 55–100	98%	99%	97%	#	#	100%
Percentage of Tested Scoring 65–100	92%	97%	95%	#	#	100%
Percentage of Tested Scoring 85–100	49%	71%	51%	#	#	17%
Physical Setting/Chemistry						
Number Tested	22	64	58	1	0	0
Number Scoring 55–100	22	60	58	#	0	0
Number Scoring 65–100	15	49	54	#	0	0
Number Scoring 85–100	1	7	18	#	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	68%	77%	93%	#	0%	0%
Percentage of Tested Scoring 85–100	5%	11%	31%	#	0%	0%
Physical Setting/Physics						
Number Tested			24			0
Number Scoring 55–100			24			0
Number Scoring 65–100			23			0
Number Scoring 85–100			9			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			96%			0%
Percentage of Tested Scoring 85–100			38%			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
Comprehensive French						
Number Tested	31	16	12	1	1	0
Number Scoring 55–100	31	16	11	#	#	0
Number Scoring 65–100	30	16	11	#	#	0
Number Scoring 85–100	6	8	8	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	92%	#	#	0%
Percentage of Tested Scoring 65–100	97%	100%	92%	#	#	0%
Percentage of Tested Scoring 85–100	19%	50%	67%	#	#	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	42	27	24	0	0	1
Number Scoring 55–100	42	27	24	0	0	#
Number Scoring 65–100	40	27	24	0	0	#
Number Scoring 85–100	25	21	18	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	60%	78%	75%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	47	56	3	0	1	0
Number Scoring 55–100	45	54	#	0	#	0
Number Scoring 65–100	43	48	#	0	#	0
Number Scoring 85–100	24	20	#	0	#	0
Percentage of Tested Scoring 55–100	96%	96%	#	0%	#	0%
Percentage of Tested Scoring 65–100	91%	86%	#	0%	#	0%
Percentage of Tested Scoring 85–100	51%	36%	#	0%	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	20	100%	2	#
Students with Disabilities	6	83%	0	0%	0	0%

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
Nov 2003	General-Education Students	56	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	59	10%	10%	46%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	72	0%	39%	49%	13%
	Students with Disabilities	16	0%	88%	13%	0%
	All Students	88	0%	48%	42%	10%

(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
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

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	75	75	75	12	12	12	87	87	87
Number Scoring 55–64	0	3	2	2	1	0	2	4	2
Number Scoring 65–84	60	45	34	2	2	5	62	47	39
Number Scoring 85–100	14	24	39	0	0	0	14	24	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)