

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	275	277	261
First	272	293	295
Second	295	280	301
Third	331	311	290
Fourth	347	322	317
Fifth	356	360	329
Sixth	361	360	371
Ungraded Elementary	0	0	0
Seventh	384	383	379
Eighth	404	386	382
Ninth	388	413	394
Tenth	385	380	407
Eleventh	346	359	340
Twelfth	371	358	359
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4515	4482	4425

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	81	1.8%	93	2.1%	103	2.3%
Black (Not Hispanic)	255	5.6%	276	6.2%	265	6.0%
Hispanic	69	1.5%	75	1.7%	72	1.6%
White (Not Hispanic)	4110	91.0%	4038	90.1%	3985	90.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	16	17
Common Branch	21	20	20
English Grade 8	28	21	22
Mathematics Grade 8	28	23	22
Science Grade 8	24	21	22
Social Studies Grade 8	27	24	23
English Grade 10	23	23	21
Mathematics Grade 10	20	17	18
Science Grade 10	24	22	24
Social Studies Grade 10	25	25	21

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	47	1.0%	43	1.0%	65	1.5%
Eligible for Free Lunch	410	9.7%	413	9.8%	437	10.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		95.8%		96.1%
Student Suspensions	173	3.8%	227	5.0%	168	3.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	5.5%	4.8%	4.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	332
Total Other Professional Staff	35
Total Paraprofessionals	54
Teaching Out of Certification*	2

*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	312	326
	Regents Diplomas	280	257	307
	% Regents Diplomas	88%	82%	94%
	Regents Diplomas with Advanced Designation**			175
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	18	33	39
	Regents Diplomas	5	10	17
	% Regents Diplomas	28%	30%	44%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			10%
	IEP Diplomas or Local Certificates	0	11	7
All Students	Total Graduates*	336	345	365
	Regents Diplomas	285	267	324
	% Regents Diplomas	85%	77%	89%
	Regents Diplomas with Advanced Designation**			179
	% Regents Diplomas with Advanced Designation			49%
	IEP Diplomas or Local Certificates	0	11	7

* 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	20	0	18	9
	Percent	53%	30%	0%	2%	6%	0%	6%	3%
Students with Disabilities	Number	8	12	0	2	8	0	5	4
	Percent	21%	31%	0%	5%	21%	0%	13%	10%
All Students	Number	180	111	1	9	28	0	23	13
	Percent	49%	30%	0%	2%	8%	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	66		28	2.0%	14	1.0%
	Entered GED Program*	5		2	0.1%	1	0.1%
	Total Noncompleters	71		30	2.2%	15	1.1%
Students with Disabilities	Dropped Out	4		9	4.6%	4	1.9%
	Entered GED Program*	1		0	0.0%	2	1.0%
	Total Noncompleters	5		9	4.6%	6	2.9%
All Students	Dropped Out	70	4.7%	37	2.4%	18	1.2%
	Entered GED Program*	6	0.4%	2	0.1%	3	0.2%
	Total Noncompleters	76	5.1%	39	2.5%	21	1.4%

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

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	56	0	0
	Number of Students with Disabilities	6	0	0
	Number of All Students	62	0	0
	Percent of Enrollment	9%	0%	0%
6-8	Number of General-Education Students	706	706	311
	Number of Students with Disabilities	82	63	34
	Number of All Students	788	769	345
	Percent of Enrollment	69%	68%	30%
9-12	Number of General-Education Students	24	28	297
	Number of Students with Disabilities	10	12	59
	Number of All Students	34	40	356
	Percent of Enrollment	2%	3%	24%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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%	88	94%	66	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	235	85%	269	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	7	57%	14	71%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	70%	11	82%	6	83%
Science	2	#	10	70%	3	#
Reading	2	#	9	78%	0	0%
Writing	3	#	10	70%	1	#
Global Studies	3	#	7	29%	7	29%
U.S. Hist & Gov't	0	0%	1	#	5	80%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	94%	14	79%	20	70%
Science	5	80%	8	100%	18	83%
Reading	21	86%	7	71%	6	50%
Writing	13	62%	11	82%	6	67%
Global Studies	16	25%	15	40%	19	16%
U.S. Hist & Gov't	6	50%	4	#	15	47%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	366	374	352	34	40	46
Number Scoring 55-100	343	364	338	23	35	33
Number Scoring 65-100	320	352	328	19	31	26
Number Scoring 85-100	131	241	157	1	5	3
Percentage of Tested Scoring 55-100	94%	97%	96%	68%	88%	72%
Percentage of Tested Scoring 65-100	87%	94%	93%	56%	78%	57%
Percentage of Tested Scoring 85-100	36%	64%	45%	3%	12%	7%
Mathematics A						
Number Tested	486	349	430	45	34	63
Number Scoring 55-100	440	336	412	35	29	50
Number Scoring 65-100	380	296	381	28	21	35
Number Scoring 85-100	61	113	128	3	3	2
Percentage of Tested Scoring 55-100	91%	96%	96%	78%	85%	79%
Percentage of Tested Scoring 65-100	78%	85%	89%	62%	62%	56%
Percentage of Tested Scoring 85-100	13%	32%	30%	7%	9%	3%
Mathematics B						
Number Tested	22	251	276	0	1	11
Number Scoring 55-100	20	204	195	0	#	7
Number Scoring 65-100	19	179	158	0	#	5
Number Scoring 85-100	4	45	33	0	#	0
Percentage of Tested Scoring 55-100	91%	81%	71%	0%	#	64%
Percentage of Tested Scoring 65-100	86%	71%	57%	0%	#	45%
Percentage of Tested Scoring 85-100	18%	18%	12%	0%	#	0%
Global History and Geography						
Number Tested	403	381	430	41	40	58
Number Scoring 55-100	366	355	391	27	30	39
Number Scoring 65-100	343	321	357	25	19	23
Number Scoring 85-100	126	115	124	3	4	3
Percentage of Tested Scoring 55-100	91%	93%	91%	66%	75%	67%
Percentage of Tested Scoring 65-100	85%	84%	83%	61%	47%	40%
Percentage of Tested Scoring 85-100	31%	30%	29%	7%	10%	5%
U.S. History and Government						
Number Tested	387	347	353	34	31	40
Number Scoring 55-100	379	338	327	32	26	30
Number Scoring 65-100	365	322	293	29	20	23
Number Scoring 85-100	173	182	162	3	5	4
Percentage of Tested Scoring 55-100	98%	97%	93%	94%	84%	75%
Percentage of Tested Scoring 65-100	94%	93%	83%	85%	65%	57%
Percentage of Tested Scoring 85-100	45%	52%	46%	9%	16%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	329	422	301	27	44	33
Number Scoring 55-100	314	404	288	24	37	29
Number Scoring 65-100	302	377	274	19	27	25
Number Scoring 85-100	73	93	88	0	2	0
Percentage of Tested Scoring 55-100	95%	96%	96%	89%	84%	88%
Percentage of Tested Scoring 65-100	92%	89%	91%	70%	61%	76%
Percentage of Tested Scoring 85-100	22%	22%	29%	0%	5%	0%
Physical Setting/Earth Science						
Number Tested	437	339	454	49	34	53
Number Scoring 55-100	401	295	413	41	26	36
Number Scoring 65-100	373	235	355	35	10	22
Number Scoring 85-100	103	88	117	2	1	4
Percentage of Tested Scoring 55-100	92%	87%	91%	84%	76%	68%
Percentage of Tested Scoring 65-100	85%	69%	78%	71%	29%	42%
Percentage of Tested Scoring 85-100	24%	26%	26%	4%	3%	8%
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
Number Tested		85	105		0	2
Number Scoring 55-100		82	105		0	#
Number Scoring 65-100		76	99		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%	52%		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
Comprehensive French						
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%	#
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	196	185	189	1	1	8
Number Scoring 55-100	192	185	188	#	#	8
Number Scoring 65-100	190	181	184	#	#	7
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%	#	#	88%
Percentage of Tested Scoring 85-100	53%	51%	58%	#	#	38%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	299	3%	3%	60%	34%
	Students with Disabilities	37	35%	22%	38%	5%
	All Students	336	7%	5%	57%	31%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	331	0%	18%	67%	15%
	Students with Disabilities	36	19%	58%	22%	0%
	All Students	367	2%	22%	62%	14%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	5	0	0	1	0	4
Secondary Level						
English Language Arts	7	0	0	1	2	4
Social Studies	7	0	0	1	5	1
Mathematics	7	0	0	5	0	2
Science	7	0	0	1	3	3

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	309	309	309	44	44	44	353	353	353
Number Scoring 55–64	2	4	2	5	0	2	7	4	4
Number Scoring 65–84	177	119	190	24	24	33	201	143	223
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
Listening and Speaking (Grade K–1)						
Number Tested		25	21		1	0
Beginning		1	1		#	0
Intermediate		5	4		#	0
Advanced		11	7		#	0
Proficient		8	9		#	0
Reading and Writing (Grade K–1)						
Number Tested		25	21		1	0
Beginning		7	6		#	0
Intermediate		7	9		#	0
Advanced		4	2		#	0
Proficient		7	4		#	0
Listening and Speaking (Grade 2–4)						
Number Tested		17	20		5	0
Beginning		0	0		0	0
Intermediate		1	0		1	0
Advanced		7	10		4	0
Proficient		9	10		0	0
Reading and Writing (Grade 2–4)						
Number Tested		17	20		5	0
Beginning		3	1		2	0
Intermediate		7	3		3	0
Advanced		2	9		0	0
Proficient		5	7		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		7	10		1	4
Beginning		0	0		#	#
Intermediate		0	1		#	#
Advanced		1	4		#	#
Proficient		6	5		#	#
Reading and Writing (Grade 5–6)						
Number Tested		7	10		1	4
Beginning		0	0		#	#
Intermediate		2	4		#	#
Advanced		5	4		#	#
Proficient		0	2		#	#

*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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		3	6		0	0
Beginning		#	0		0	0
Intermediate		#	2		0	0
Advanced		#	0		0	0
Proficient		#	4		0	0
Reading and Writing (Grade 7–8)						
Number Tested		3	6		0	0
Beginning		#	2		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	4		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		5	2		1	0
Beginning		0	#		#	0
Intermediate		2	#		#	0
Advanced		0	#		#	0
Proficient		3	#		#	0
Reading and Writing (Grade 9–12)						
Number Tested		5	2		1	0
Beginning		0	#		#	0
Intermediate		1	#		#	0
Advanced		4	#		#	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)