

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-20-01-04-0003

Grade Range : 7-12

Name: Wheatland Chili High School

Principal: Stephen Grimm

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	75	92	73
Eighth	90	76	84
Ninth	97	85	71
Tenth	68	88	73
Eleventh	64	64	80
Twelfth	64	69	66
Ungraded Secondary	3	0	28
Total K-12 Enrollment	461	474	475

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	8	1.7%	4	0.8%	6	1.3%
Black (Not Hispanic)	49	10.6%	51	10.8%	36	7.6%
Hispanic	6	1.3%	8	1.7%	12	2.5%
White (Not Hispanic)	398	86.3%	411	86.7%	421	88.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	19	21
Mathematics Grade 8	18	20	20
Science Grade 8	17	20	23
Social Studies Grade 8	18	20	21
English Grade 10	18	23	20
Mathematics Grade 10	24	18	19
Science Grade 10	0	18	19
Social Studies Grade 10	20	22	20

(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	2	0.4%	3	0.6%	3	0.6%
Eligible for Free Lunch	52	11.3%	73	15.4%	73	15.4%

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		94.3%		94.2%		95.1%
Student Suspensions	38	8.5%	33	7.2%	26	5.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.2%	7.4%	6.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	91%	91%

Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	55	39	71%	57	45	79%	57	44	77%
Students with Disabilities	5	3	60%	0	0	0%	1	0	0%
All Students	60	42	70%	57	45	79%	58	44	76%

*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	24	24	1	5	3	1
Percent	41%	41%	2%	9%	5%	2%

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)
1	0	1	2

*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			1		1	
	Entered GED Program*			2		0	
	Total Noncompleters			3		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	5	1.7%	1	0.3%	1	0.3%
	Entered GED Program*	5	1.7%	2	0.7%	0	0.0%
	Total Noncompleters	10	3.4%	3	1.0%	1	0.3%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	34	91%	22	100%	33	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	42	88%	41	88%	43	86%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	80%	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%	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%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	0	0%	6	50%	6	0%
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	6	17%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	62	64	81	6	8	7
Number Scoring 55–100	60	59	77	4	4	4
Number Scoring 65–100	60	56	77	4	4	4
Number Scoring 85–100	20	25	43	0	0	1
Percentage of Tested Scoring 55–100	97%	92%	95%	67%	50%	57%
Percentage of Tested Scoring 65–100	97%	88%	95%	67%	50%	57%
Percentage of Tested Scoring 85–100	32%	39%	53%	0%	0%	14%
Mathematics A						
Number Tested	0	23	83	0	6	9
Number Scoring 55–100	0	9	69	0	2	3
Number Scoring 65–100	0	2	57	0	0	3
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	39%	83%	0%	33%	33%
Percentage of Tested Scoring 65–100	0%	9%	69%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	0%	10%	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	65	84	81	2	7	8
Number Scoring 55–100	65	77	73	#	3	4
Number Scoring 65–100	64	69	69	#	2	4
Number Scoring 85–100	36	28	30	#	2	1
Percentage of Tested Scoring 55–100	100%	92%	90%	#	43%	50%
Percentage of Tested Scoring 65–100	98%	82%	85%	#	29%	50%
Percentage of Tested Scoring 85–100	55%	33%	37%	#	29%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	66	63	77	7	7	6
Number Scoring 55–100	64	62	75	5	7	4
Number Scoring 65–100	63	57	73	5	6	3
Number Scoring 85–100	38	28	41	2	2	2
Percentage of Tested Scoring 55–100	97%	98%	97%	71%	100%	67%
Percentage of Tested Scoring 65–100	95%	90%	95%	71%	86%	50%
Percentage of Tested Scoring 85–100	58%	44%	53%	29%	29%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	73	52	56	11	6	6
Number Scoring 55–100	73	51	56	11	5	6
Number Scoring 65–100	72	47	55	10	2	6
Number Scoring 85–100	26	20	19	3	1	1
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	83%	100%
Percentage of Tested Scoring 65–100	99%	90%	98%	91%	33%	100%
Percentage of Tested Scoring 85–100	36%	38%	34%	27%	17%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	38	76	72	2	4	8
Number Scoring 55–100	38	76	60	#	#	3
Number Scoring 65–100	38	72	54	#	#	3
Number Scoring 85–100	9	40	15	#	#	2
Percentage of Tested Scoring 55–100	100%	100%	83%	#	#	38%
Percentage of Tested Scoring 65–100	100%	95%	75%	#	#	38%
Percentage of Tested Scoring 85–100	24%	53%	21%	#	#	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		35	41		1	0
Number Scoring 55–100		35	39		#	0
Number Scoring 65–100		28	34		#	0
Number Scoring 85–100		3	4		#	0
Percentage of Tested Scoring 55–100		100%	95%		#	0%
Percentage of Tested Scoring 65–100		80%	83%		#	0%
Percentage of Tested Scoring 85–100		9%	10%		#	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	19	15	16	0	0	0
Number Scoring 55–100	19	14	16	0	0	0
Number Scoring 65–100	17	13	16	0	0	0
Number Scoring 85–100	1	3	8	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	5%	20%	50%	0%	0%	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	16	26	21	0	1	1
Number Scoring 55–100	16	26	21	0	#	#
Number Scoring 65–100	15	25	19	0	#	#
Number Scoring 85–100	10	16	7	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	94%	96%	90%	0%	#	#
Percentage of Tested Scoring 85–100	62%	62%	33%	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	56	80	16	1	2	0
Number Scoring 55–100	53	70	16	#	#	0
Number Scoring 65–100	45	62	15	#	#	0
Number Scoring 85–100	20	23	5	#	#	0
Percentage of Tested Scoring 55–100	95%	88%	100%	#	#	0%
Percentage of Tested Scoring 65–100	80%	78%	94%	#	#	0%
Percentage of Tested Scoring 85–100	36%	29%	31%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	41	41	60	1	2	0
Number Scoring 55–100	38	41	56	#	#	0
Number Scoring 65–100	35	38	52	#	#	0
Number Scoring 85–100	20	21	17	#	#	0
Percentage of Tested Scoring 55–100	93%	100%	93%	#	#	0%
Percentage of Tested Scoring 65–100	85%	93%	87%	#	#	0%
Percentage of Tested Scoring 85–100	49%	51%	28%	#	#	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	21	100%	53	100%	32	91%
Students with Disabilities	10	60%	2	#	2	#

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	78	0%	14%	68%	18%
	Students with Disabilities	10	20%	50%	30%	0%
	All Students	88	2%	18%	64%	16%

(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	66	66	66	3	3	3	69	69	69
Number Scoring 55–64	#	#	#	#	#	#	0	5	1
Number Scoring 65–84	#	#	#	#	#	#	24	25	35
Number Scoring 85–100	#	#	#	#	#	#	34	30	22
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)