

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-20-01-04-0003  
 Name: Wheatland Chili High School  
 Principal: Stephen Grimm

Grade Range : 7-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	92	73	63
Eighth	76	84	76
Ninth	85	71	86
Tenth	88	73	69
Eleventh	64	80	77
Twelfth	69	66	78
Ungraded Secondary	0	28	11
Total K-12 Enrollment	474	475	460

## 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	4	0.8%	6	1.3%	8	1.7%
Black (Not Hispanic)	51	10.8%	36	7.6%	44	9.6%
Hispanic	8	1.7%	12	2.5%	5	1.1%
White (Not Hispanic)	411	86.7%	421	88.6%	403	87.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	21	19
Mathematics Grade 8	20	20	19
Science Grade 8	20	23	19
Social Studies Grade 8	20	21	19
English Grade 10	23	20	23
Mathematics Grade 10	18	19	17
Science Grade 10	18	19	17
Social Studies Grade 10	22	20	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.6%	3	0.6%	8	1.7%
Eligible for Free Lunch	73	15.4%	73	15.4%	58	12.6%

### 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		94.2%		95.1%		94.1%
Student Suspensions	33	7.2%	26	5.5%	49	10.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.4%	6.3%	9.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	91%	91%	99%

### Staff Counts

Staff	2003-04
Total Teachers	44
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	57	45	79%	57	44	77%	69	55	80%
Students with Disabilities	0	0	0%	1	0	0%	7	2	29%
All Students	57	45	79%	58	44	76%	76	57	75%

\*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	40	2	2	1	1
Percent	39%	53%	3%	3%	1%	1%

## 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)
7	2	2	9

\*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	1		1		1	0.3%
	Entered GED Program*	2		0		2	0.7%
	Total Noncompleters	3		1		3	1.0%
Students with Disabilities	Dropped Out	0		0		3	13.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		3	13.0%
All Students	Dropped Out	1	0.3%	1	0.3%	4	1.2%
	Entered GED Program*	2	0.7%	0	0.0%	2	0.6%
	Total Noncompleters	3	1.0%	1	0.3%	6	1.9%

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

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	Number of General-Education Students	0	0	-19
	Number of Students with Disabilities	0	0	19
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	280
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	280
	Percent of Enrollment	0%	0%	88%

## 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 2003-2004 school year; completer 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	22	100%	33	88%	18	78%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	41	88%	43	86%	47	60%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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%

# 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%	16	88%
Science	0	0%	0	0%	3	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	3	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	50%	6	0%	3	#
Science	0	0%	2	#	3	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	2	#	5	100%
Global Studies	0	0%	6	17%	3	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	64	81	73	8	7	4
Number Scoring 55-100	59	77	69	4	4	#
Number Scoring 65-100	56	77	65	4	4	#
Number Scoring 85-100	25	43	32	0	1	#
Percentage of Tested Scoring 55-100	92%	95%	95%	50%	57%	#
Percentage of Tested Scoring 65-100	88%	95%	89%	50%	57%	#
Percentage of Tested Scoring 85-100	39%	53%	44%	0%	14%	#
<b>Mathematics A</b>						
Number Tested	23	83	90	6	9	7
Number Scoring 55-100	9	69	83	2	3	5
Number Scoring 65-100	2	57	73	0	3	5
Number Scoring 85-100	0	8	18	0	0	2
Percentage of Tested Scoring 55-100	39%	83%	92%	33%	33%	71%
Percentage of Tested Scoring 65-100	9%	69%	81%	0%	33%	71%
Percentage of Tested Scoring 85-100	0%	10%	20%	0%	0%	29%
<b>Mathematics B</b>						
Number Tested	0	0	34	0	0	2
Number Scoring 55-100	0	0	32	0	0	#
Number Scoring 65-100	0	0	29	0	0	#
Number Scoring 85-100	0	0	7	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	21%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	84	81	68	7	8	5
Number Scoring 55-100	77	73	61	3	4	4
Number Scoring 65-100	69	69	55	2	4	4
Number Scoring 85-100	28	30	25	2	1	3
Percentage of Tested Scoring 55-100	92%	90%	90%	43%	50%	80%
Percentage of Tested Scoring 65-100	82%	85%	81%	29%	50%	80%
Percentage of Tested Scoring 85-100	33%	37%	37%	29%	12%	60%
<b>U.S. History and Government</b>						
Number Tested	63	77	75	7	6	6
Number Scoring 55-100	62	75	72	7	4	5
Number Scoring 65-100	57	73	72	6	3	5
Number Scoring 85-100	28	41	46	2	2	1
Percentage of Tested Scoring 55-100	98%	97%	96%	100%	67%	83%
Percentage of Tested Scoring 65-100	90%	95%	96%	86%	50%	83%
Percentage of Tested Scoring 85-100	44%	53%	61%	29%	33%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	52	56	48	6	6	3
Number Scoring 55-100	51	56	47	5	6	#
Number Scoring 65-100	47	55	42	2	6	#
Number Scoring 85-100	20	19	13	1	1	#
Percentage of Tested Scoring 55-100	98%	100%	98%	83%	100%	#
Percentage of Tested Scoring 65-100	90%	98%	88%	33%	100%	#
Percentage of Tested Scoring 85-100	38%	34%	27%	17%	17%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	76	72	85	4	8	1
Number Scoring 55-100	76	60	74	#	3	#
Number Scoring 65-100	72	54	61	#	3	#
Number Scoring 85-100	40	15	23	#	2	#
Percentage of Tested Scoring 55-100	100%	83%	87%	#	38%	#
Percentage of Tested Scoring 65-100	95%	75%	72%	#	38%	#
Percentage of Tested Scoring 85-100	53%	21%	27%	#	25%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	35	41	39	1	0	3
Number Scoring 55-100	35	39	38	#	0	#
Number Scoring 65-100	28	34	29	#	0	#
Number Scoring 85-100	3	4	4	#	0	#
Percentage of Tested Scoring 55-100	100%	95%	97%	#	0%	#
Percentage of Tested Scoring 65-100	80%	83%	74%	#	0%	#
Percentage of Tested Scoring 85-100	9%	10%	10%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			12			0
Number Scoring 55-100			12			0
Number Scoring 65-100			12			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			25%			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
<b>Comprehensive French</b>						
Number Tested	15	16	18	0	0	0
Number Scoring 55-100	14	16	18	0	0	0
Number Scoring 65-100	13	16	16	0	0	0
Number Scoring 85-100	3	8	3	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	87%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	50%	17%	0%	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	26	21	16	1	1	0
Number Scoring 55-100	26	21	16	#	#	0
Number Scoring 65-100	25	19	12	#	#	0
Number Scoring 85-100	16	7	6	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	96%	90%	75%	#	#	0%
Percentage of Tested Scoring 85-100	62%	33%	38%	#	#	0%
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	41	60	4	2	0	0
Number Scoring 55-100	41	56	#	#	0	0
Number Scoring 65-100	38	52	#	#	0	0
Number Scoring 85-100	21	17	#	#	0	0
Percentage of Tested Scoring 55-100	100%	93%	#	#	0%	0%
Percentage of Tested Scoring 65-100	93%	87%	#	#	0%	0%
Percentage of Tested Scoring 85-100	51%	28%	#	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	100%	32	91%	61	97%
Students with Disabilities	2	#	2	#	4	#

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	68	0%	28%	62%	10%
	Students with Disabilities	11	18%	45%	27%	9%
	All Students	79	3%	30%	57%	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
<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	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	8	8	8	83	83	83
Number Scoring 55–64	1	1	2	1	1	3	2	2	5
Number Scoring 65–84	42	29	31	0	1	1	42	30	32
Number Scoring 85–100	26	40	38	2	2	1	28	42	39
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)