

New York State School Report Card

Comprehensive Information Report

BEDS Code: 26-20-01-04-0003
 Name: Wheatland Chili High School
 Principal: S. Grimm & D. Decker

Grade Range : 7-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	73	63	64
Eighth	84	76	55
Ninth	71	86	73
Tenth	73	69	82
Eleventh	80	77	60
Twelfth	66	78	74
Ungraded Secondary	28	11	36
Total K-12 Enrollment	475	460	444

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	6	1.3%	8	1.7%	5	1.1%
Black (Not Hispanic)	36	7.6%	44	9.6%	46	10.4%
Hispanic	12	2.5%	5	1.1%	10	2.3%
White (Not Hispanic)	421	88.6%	403	87.6%	383	86.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	19	18
Mathematics Grade 8	20	19	15
Science Grade 8	23	19	14
Social Studies Grade 8	21	19	19
English Grade 10	20	23	21
Mathematics Grade 10	19	17	18
Science Grade 10	19	17	16
Social Studies Grade 10	20	23	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.6%	8	1.7%	6	1.4%
Eligible for Free Lunch	73	15.4%	58	12.6%	67	15.1%

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%		94.1%		94.6%
Student Suspensions	26	5.5%	49	10.3%	48	10.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.3%	9.1%	7.4%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	91%	99%	99%

Staff Counts

Staff	2004-05
Total Teachers	45
Total Other Professional Staff	7
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	57	69	63
	Regents Diplomas	44	55	52
	% Regents Diplomas	77%	80%	83%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			56%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	7	5
	Regents Diplomas	0	2	3
	% Regents Diplomas	0%	29%	60%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	1	2	1
All Students	Total Graduates*	58	76	68
	Regents Diplomas	44	57	55
	% Regents Diplomas	76%	75%	81%
	Regents Diplomas with Advanced Designation**			37
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates	1	2	1

* 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	21	34	0	1	6	1	0	0
	Percent	33%	54%	0%	2%	10%	2%	0%	0%
Students with Disabilities	Number	2	3	0	0	0	0	0	0
	Percent	40%	60%	0%	0%	0%	0%	0%	0%
All Students	Number	23	37	0	1	6	1	0	0
	Percent	34%	54%	0%	1%	9%	1%	0%	0%

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	1		1	0.3%	7	2.4%
	Entered GED Program*	0		2	0.7%	3	1.0%
	Total Noncompleters	1		3	1.0%	10	3.4%
Students with Disabilities	Dropped Out	0		3	13.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		3	13.0%	0	0.0%
All Students	Dropped Out	1	0.3%	4	1.2%	7	2.3%
	Entered GED Program*	0	0.0%	2	0.6%	3	1.0%
	Total Noncompleters	1	0.3%	6	1.9%	10	3.3%

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

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	-19	0
	Number of Students with Disabilities	0	19	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	280	242
	Number of Students with Disabilities	0	0	67
	Number of All Students	0	280	309
	Percent of Enrollment	0%	88%	98%

(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	33	88%	18	78%	13	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	43	86%	47	60%	39	85%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	16	88%	4	#
Science	0	0%	3	#	4	#
Reading	1	#	0	0%	8	75%
Writing	2	#	3	#	5	80%
Global Studies	0	0%	2	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	0%	3	#	0	0%
Science	2	#	3	#	1	#
Reading	0	0%	2	#	0	0%
Writing	2	#	5	100%	0	0%
Global Studies	6	17%	3	#	2	#
U.S. Hist & Gov't	0	0%	3	#	1	#

(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	81	73	64	7	4	7
Number Scoring 55-100	77	69	60	4	#	6
Number Scoring 65-100	77	65	53	4	#	4
Number Scoring 85-100	43	32	24	1	#	1
Percentage of Tested Scoring 55-100	95%	95%	94%	57%	#	86%
Percentage of Tested Scoring 65-100	95%	89%	83%	57%	#	57%
Percentage of Tested Scoring 85-100	53%	44%	38%	14%	#	14%
Mathematics A						
Number Tested	83	90	34	9	7	1
Number Scoring 55-100	69	83	28	3	5	#
Number Scoring 65-100	57	73	19	3	5	#
Number Scoring 85-100	8	18	0	0	2	#
Percentage of Tested Scoring 55-100	83%	92%	82%	33%	71%	#
Percentage of Tested Scoring 65-100	69%	81%	56%	33%	71%	#
Percentage of Tested Scoring 85-100	10%	20%	0%	0%	29%	#
Mathematics B						
Number Tested	0	34	41	0	2	2
Number Scoring 55-100	0	32	38	0	#	#
Number Scoring 65-100	0	29	36	0	#	#
Number Scoring 85-100	0	7	5	0	#	#
Percentage of Tested Scoring 55-100	0%	94%	93%	0%	#	#
Percentage of Tested Scoring 65-100	0%	85%	88%	0%	#	#
Percentage of Tested Scoring 85-100	0%	21%	12%	0%	#	#
Global History and Geography						
Number Tested	81	68	84	8	5	0
Number Scoring 55-100	73	61	72	4	4	0
Number Scoring 65-100	69	55	63	4	4	0
Number Scoring 85-100	30	25	34	1	3	0
Percentage of Tested Scoring 55-100	90%	90%	86%	50%	80%	0%
Percentage of Tested Scoring 65-100	85%	81%	75%	50%	80%	0%
Percentage of Tested Scoring 85-100	37%	37%	40%	12%	60%	0%
U.S. History and Government						
Number Tested	77	75	64	6	6	5
Number Scoring 55-100	75	72	57	4	5	3
Number Scoring 65-100	73	72	55	3	5	3
Number Scoring 85-100	41	46	37	2	1	2
Percentage of Tested Scoring 55-100	97%	96%	89%	67%	83%	60%
Percentage of Tested Scoring 65-100	95%	96%	86%	50%	83%	60%
Percentage of Tested Scoring 85-100	53%	61%	58%	33%	17%	40%

(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	56	48	76	6	3	0
Number Scoring 55-100	56	47	73	6	#	0
Number Scoring 65-100	55	42	71	6	#	0
Number Scoring 85-100	19	13	31	1	#	0
Percentage of Tested Scoring 55-100	100%	98%	96%	100%	#	0%
Percentage of Tested Scoring 65-100	98%	88%	93%	100%	#	0%
Percentage of Tested Scoring 85-100	34%	27%	41%	17%	#	0%
Physical Setting/Earth Science						
Number Tested	72	85	77	8	1	0
Number Scoring 55-100	60	74	59	3	#	0
Number Scoring 65-100	54	61	49	3	#	0
Number Scoring 85-100	15	23	10	2	#	0
Percentage of Tested Scoring 55-100	83%	87%	77%	38%	#	0%
Percentage of Tested Scoring 65-100	75%	72%	64%	38%	#	0%
Percentage of Tested Scoring 85-100	21%	27%	13%	25%	#	0%
Physical Setting/Chemistry						
Number Tested	41	39	44	0	3	2
Number Scoring 55-100	39	38	42	0	#	#
Number Scoring 65-100	34	29	31	0	#	#
Number Scoring 85-100	4	4	3	0	#	#
Percentage of Tested Scoring 55-100	95%	97%	95%	0%	#	#
Percentage of Tested Scoring 65-100	83%	74%	70%	0%	#	#
Percentage of Tested Scoring 85-100	10%	10%	7%	0%	#	#
Physical Setting/Physics						
Number Tested		12	21		0	2
Number Scoring 55-100		12	21		0	#
Number Scoring 65-100		12	20		0	#
Number Scoring 85-100		3	8		0	#
Percentage of Tested Scoring 55-100		100%	100%		0%	#
Percentage of Tested Scoring 65-100		100%	95%		0%	#
Percentage of Tested Scoring 85-100		25%	38%		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	16	18	19	0	0	0
Number Scoring 55-100	16	18	19	0	0	0
Number Scoring 65-100	16	16	19	0	0	0
Number Scoring 85-100	8	3	12	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	17%	63%	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	21	16	16	1	0	0
Number Scoring 55-100	21	16	16	#	0	0
Number Scoring 65-100	19	12	15	#	0	0
Number Scoring 85-100	7	6	11	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	90%	75%	94%	#	0%	0%
Percentage of Tested Scoring 85-100	33%	38%	69%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	53	0%	15%	62%	23%
	Students with Disabilities	10	20%	30%	40%	10%
	All Students	63	3%	17%	59%	21%

(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	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

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	66	66	66	7	7	7	73	73	73
Number Scoring 55–64	7	0	1	0	0	1	7	0	2
Number Scoring 65–84	29	22	28	3	4	4	32	26	32
Number Scoring 85–100	30	43	37	1	1	1	31	44	38
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 7–8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)