

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-04-01-06-0001
Name: Gates-Chili High School
Principal: John Brondon

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	421	372	402
Tenth	412	396	349
Eleventh	362	388	380
Twelfth	325	347	364
Ungraded Secondary	124	143	139
Total K-12 Enrollment	1644	1646	1634

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	44	2.7%	46	2.8%	40	2.4%
Black (Not Hispanic)	186	11.3%	160	9.7%	176	10.8%
Hispanic	38	2.3%	50	3.0%	53	3.2%
White (Not Hispanic)	1376	83.7%	1390	84.4%	1365	83.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	26	0
Social Studies Grade 8	0	0	0
English Grade 10	22	23	21
Mathematics Grade 10	24	22	22
Science Grade 10	24	22	18
Social Studies Grade 10	21	21	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	0.9%	8	0.5%	9	0.5%
Eligible for Free Lunch	103	6.3%	214	13.0%	144	8.8%

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%		94.6%		95.1%
Student Suspensions	146	8.9%	107	6.5%	86	5.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.8%	8.0%	5.1%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	98%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	118
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	310	203	65%	338	252	75%	354	353	100%
Students with Disabilities	20	1	5%	20	5	25%	15	2	13%
All Students	330	204	62%	358	257	72%	369	355	96%

*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	169	142	0	13	34	11
Percent	46%	38%	0%	4%	9%	3%

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)
15	2	8	23

*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			18		9	
	Entered GED Program*			5		3	
	Total Noncompleters			23		12	
Students with Disabilities	Dropped Out			7		3	
	Entered GED Program*			0		3	
	Total Noncompleters			7		6	
All Students	Dropped Out	13	0.8%	25	1.5%	12	0.7%
	Entered GED Program*	30	1.8%	5	0.3%	6	0.4%
	Total Noncompleters	43	2.6%	30	1.8%	18	1.1%

*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		1331	1314
	Number of Students with Disabilities		152	158
	Number of All Students		1483	1472
	Percent of Enrollment		90%	90%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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%

(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	6	100%	1	#	5	100%
Science	5	100%	2	#	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	0	0%	5	40%
U.S. Hist & Gov't	7	86%	1	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	78%	7	29%	31	97%
Science	53	81%	39	46%	36	61%
Reading	13	77%	0	0%	5	80%
Writing	12	42%	1	#	5	60%
Global Studies	19	42%	0	0%	26	38%
U.S. Hist & Gov't	17	47%	2	#	8	38%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	380	385	419	26	18	31
Number Scoring 55–100	370	381	407	17	15	26
Number Scoring 65–100	362	368	394	12	12	21
Number Scoring 85–100	213	209	197	2	4	2
Percentage of Tested Scoring 55–100	97%	99%	97%	65%	83%	84%
Percentage of Tested Scoring 65–100	95%	96%	94%	46%	67%	68%
Percentage of Tested Scoring 85–100	56%	54%	47%	8%	22%	6%
Mathematics A						
Number Tested	44	466	440	20	30	40
Number Scoring 55–100	13	390	377	1	12	16
Number Scoring 65–100	11	341	328	0	8	14
Number Scoring 85–100	4	184	85	0	2	2
Percentage of Tested Scoring 55–100	30%	84%	86%	5%	40%	40%
Percentage of Tested Scoring 65–100	25%	73%	75%	0%	27%	35%
Percentage of Tested Scoring 85–100	9%	39%	19%	0%	7%	5%
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	434	401	418	35	41	50
Number Scoring 55–100	431	385	379	32	35	30
Number Scoring 65–100	405	351	349	24	24	25
Number Scoring 85–100	193	111	148	2	1	1
Percentage of Tested Scoring 55–100	99%	96%	91%	91%	85%	60%
Percentage of Tested Scoring 65–100	93%	88%	83%	69%	59%	50%
Percentage of Tested Scoring 85–100	44%	28%	35%	6%	2%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	381	400	436	21	25	30
Number Scoring 55–100	356	389	429	11	19	27
Number Scoring 65–100	334	349	420	8	8	24
Number Scoring 85–100	184	150	229	1	0	3
Percentage of Tested Scoring 55–100	93%	97%	98%	52%	76%	90%
Percentage of Tested Scoring 65–100	88%	87%	96%	38%	32%	80%
Percentage of Tested Scoring 85–100	48%	38%	53%	5%	0%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	448	327	420	37	12	47
Number Scoring 55–100	430	325	387	27	12	28
Number Scoring 65–100	400	305	356	15	11	20
Number Scoring 85–100	88	104	110	0	0	2
Percentage of Tested Scoring 55–100	96%	99%	92%	73%	100%	60%
Percentage of Tested Scoring 65–100	89%	93%	85%	41%	92%	43%
Percentage of Tested Scoring 85–100	20%	32%	26%	0%	0%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	260	381	353	26	52	32
Number Scoring 55–100	245	355	317	14	34	20
Number Scoring 65–100	230	322	276	10	23	9
Number Scoring 85–100	113	115	93	4	1	2
Percentage of Tested Scoring 55–100	94%	93%	90%	54%	65%	62%
Percentage of Tested Scoring 65–100	88%	85%	78%	38%	44%	28%
Percentage of Tested Scoring 85–100	43%	30%	26%	15%	2%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		260	267		2	7
Number Scoring 55–100		258	236		#	5
Number Scoring 65–100		232	177		#	2
Number Scoring 85–100		46	40		#	0
Percentage of Tested Scoring 55–100		99%	88%		#	71%
Percentage of Tested Scoring 65–100		89%	66%		#	29%
Percentage of Tested Scoring 85–100		18%	15%		#	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	54	44	34	0	0	0
Number Scoring 55–100	54	43	34	0	0	0
Number Scoring 65–100	53	42	34	0	0	0
Number Scoring 85–100	37	17	17	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	69%	39%	50%	0%	0%	0%
Comprehensive Italian						
Number Tested	76	50	48	0	1	2
Number Scoring 55–100	76	44	46	0	#	#
Number Scoring 65–100	75	39	43	0	#	#
Number Scoring 85–100	28	14	16	0	#	#
Percentage of Tested Scoring 55–100	100%	88%	96%	0%	#	#
Percentage of Tested Scoring 65–100	99%	78%	90%	0%	#	#
Percentage of Tested Scoring 85–100	37%	28%	33%	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	252	178	184	0	2	2
Number Scoring 55–100	251	177	181	0	#	#
Number Scoring 65–100	245	174	165	0	#	#
Number Scoring 85–100	144	77	87	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	98%	0%	#	#
Percentage of Tested Scoring 65–100	97%	98%	90%	0%	#	#
Percentage of Tested Scoring 85–100	57%	43%	47%	0%	#	#
Comprehensive Latin						
Number Tested	0	12	0	0	0	0
Number Scoring 55–100	0	12	0	0	0	0
Number Scoring 65–100	0	12	0	0	0	0
Number Scoring 85–100	0	7	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	58%	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	360	343	1	5	6	0
Number Scoring 55–100	319	305	#	4	2	0
Number Scoring 65–100	297	262	#	4	1	0
Number Scoring 85–100	149	114	#	0	0	0
Percentage of Tested Scoring 55–100	89%	89%	#	80%	33%	0%
Percentage of Tested Scoring 65–100	82%	76%	#	80%	17%	0%
Percentage of Tested Scoring 85–100	41%	33%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	226	331	287	0	1	4
Number Scoring 55–100	205	306	223	0	#	#
Number Scoring 65–100	181	295	206	0	#	#
Number Scoring 85–100	86	158	95	0	#	#
Percentage of Tested Scoring 55–100	91%	92%	78%	0%	#	#
Percentage of Tested Scoring 65–100	80%	89%	72%	0%	#	#
Percentage of Tested Scoring 85–100	38%	48%	33%	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	114	99%	0	0%	94	90%
Students with Disabilities	21	62%	0	0%	30	60%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	362	362	362	19	19	19	381	381	381
Number Scoring 55–64	4	15	11	2	7	1	6	22	12
Number Scoring 65–84	160	187	181	3	4	2	163	191	183
Number Scoring 85–100	185	141	159	1	1	0	186	142	159
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)