

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-02-03-0003

Grade Range : 8-12

Name: Wheatley School

Principal: Richard A. Simon

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	137	144	121
Ninth	152	135	140
Tenth	129	150	141
Eleventh	127	130	151
Twelfth	106	128	132
Ungraded Secondary	0	0	0
Total K-12 Enrollment	651	687	685

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	103	15.8%	101	14.7%	69	10.1%
Black (Not Hispanic)	3	0.5%	3	0.4%	3	0.4%
Hispanic	20	3.1%	19	2.8%	18	2.6%
White (Not Hispanic)	525	80.6%	564	82.1%	595	86.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	21	21
Mathematics Grade 8	18	20	19
Science Grade 8	20	21	20
Social Studies Grade 8	22	21	19
English Grade 10	21	19	18
Mathematics Grade 10	16	16	21
Science Grade 10	24	14	18
Social Studies Grade 10	21	20	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower 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	13	2.0%	6	0.9%	10	1.5%
Eligible for Free Lunch	4	0.6%	2	0.3%	4	0.6%

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		94.4%		96.6%		95.4%
Student Suspensions	12	1.9%	15	2.3%	16	2.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	67
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

*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	92	72	78%	104	104	100%	108	94	87%
Students with Disabilities	10	0	0%	23	23	100%	20	9	45%
All Students	102	72	71%	127	127	100%	128	103	80%

*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	102	21	0	1	1	3
Percent	80%	16%	0%	1%	1%	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)
20	9	0	20

*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			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

*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	38	100%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	18	100%	13	100%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	100	98%	113	98%	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
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%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	120	131	152	22	20	17
Number Scoring 55–100	120	130	152	22	20	17
Number Scoring 65–100	120	126	152	22	18	17
Number Scoring 85–100	91	97	122	12	5	8
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	96%	100%	100%	90%	100%
Percentage of Tested Scoring 85–100	76%	74%	80%	55%	25%	47%
Mathematics A						
Number Tested	44	56	142	0	0	19
Number Scoring 55–100	44	56	138	0	0	17
Number Scoring 65–100	44	56	130	0	0	13
Number Scoring 85–100	43	56	61	0	0	4
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	89%
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	68%
Percentage of Tested Scoring 85–100	98%	100%	43%	0%	0%	21%
Mathematics B (first administered June 2001)						
Number Tested	0	39	46	0	0	1
Number Scoring 55–100	0	39	46	0	0	#
Number Scoring 65–100	0	39	46	0	0	#
Number Scoring 85–100	0	35	32	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	90%	70%	0%	0%	#
Global History and Geography						
Number Tested	127	150	88	19	16	21
Number Scoring 55–100	127	150	86	19	16	19
Number Scoring 65–100	127	148	84	19	15	17
Number Scoring 85–100	84	91	48	4	3	6
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	90%
Percentage of Tested Scoring 65–100	100%	99%	95%	100%	94%	81%
Percentage of Tested Scoring 85–100	66%	61%	55%	21%	19%	29%
U.S. History and Government (first administered June 2001)						
Number Tested	123	130	153	21	19	17
Number Scoring 55–100	123	128	153	21	18	17
Number Scoring 65–100	121	122	153	20	15	17
Number Scoring 85–100	89	63	117	9	0	7
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	95%	100%
Percentage of Tested Scoring 65–100	98%	94%	100%	95%	79%	100%
Percentage of Tested Scoring 85–100	72%	48%	76%	43%	0%	41%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	143	137	137	27	14	17
Number Scoring 55–100	143	137	137	27	14	17
Number Scoring 65–100	141	137	135	25	14	15
Number Scoring 85–100	51	78	68	2	2	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	99%	93%	100%	88%
Percentage of Tested Scoring 85–100	36%	57%	50%	7%	14%	18%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	139	129	90	25	21	16
Number Scoring 55–100	139	128	89	25	20	15
Number Scoring 65–100	139	127	88	25	19	15
Number Scoring 85–100	104	78	50	9	6	4
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	95%	94%
Percentage of Tested Scoring 65–100	100%	98%	98%	100%	90%	94%
Percentage of Tested Scoring 85–100	75%	60%	56%	36%	29%	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		129	131		12	8
Number Scoring 55–100		126	130		10	8
Number Scoring 65–100		108	123		5	7
Number Scoring 85–100		36	35		0	1
Percentage of Tested Scoring 55–100		98%	99%		83%	100%
Percentage of Tested Scoring 65–100		84%	94%		42%	88%
Percentage of Tested Scoring 85–100		28%	27%		0%	12%
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	23	22	26	0	0	0
Number Scoring 55–100	23	22	26	0	0	0
Number Scoring 65–100	23	22	26	0	0	0
Number Scoring 85–100	22	20	25	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	96%	91%	96%	0%	0%	0%
Comprehensive Italian						
Number Tested	4	8	7	0	0	0
Number Scoring 55–100	#	8	7	0	0	0
Number Scoring 65–100	#	8	7	0	0	0
Number Scoring 85–100	#	7	7	0	0	0
Percentage of Tested Scoring 55–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	88%	100%	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	65	62	83	0	0	1
Number Scoring 55–100	65	62	83	0	0	#
Number Scoring 65–100	65	62	83	0	0	#
Number Scoring 85–100	60	59	77	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	92%	95%	93%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	76	80	0	18	9	0
Number Scoring 55–100	75	75	0	17	7	0
Number Scoring 65–100	70	71	0	14	5	0
Number Scoring 85–100	32	30	0	8	0	0
Percentage of Tested Scoring 55–100	99%	94%	0%	94%	78%	0%
Percentage of Tested Scoring 65–100	92%	89%	0%	78%	56%	0%
Percentage of Tested Scoring 85–100	42%	38%	0%	44%	0%	0%
Sequential Mathematics, Course III						
Number Tested	92	73	84	7	8	7
Number Scoring 55–100	91	63	71	6	6	7
Number Scoring 65–100	87	58	68	5	6	6
Number Scoring 85–100	59	19	24	1	1	0
Percentage of Tested Scoring 55–100	99%	86%	85%	86%	75%	100%
Percentage of Tested Scoring 65–100	95%	79%	81%	71%	75%	86%
Percentage of Tested Scoring 85–100	64%	26%	29%	14%	12%	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	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	1	#	#	#	#
	Students with Disabilities	0	#	#	#	#
	All Students	1	#	#	#	#

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	104	0%	0%	43%	57%
	Students with Disabilities	18	0%	0%	89%	11%
	All Students	122	0%	0%	50%	50%

(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	111	111	111	21	21	21	132	132	132
Number Scoring 55–64	0	4	1	0	2	0	0	6	1
Number Scoring 65–84	27	42	50	14	17	16	41	59	66
Number Scoring 85–100	78	64	58	6	0	5	84	64	63
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)