

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	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	0	0	0
Eighth	0	0	0
Ninth	372	402	402
Tenth	396	349	372
Eleventh	388	380	345
Twelfth	347	364	389
Ungraded Secondary	143	139	179
Total K-12 Enrollment	1646	1634	1687

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	46	2.8%	40	2.4%	46	2.7%
Black (Not Hispanic)	160	9.7%	176	10.8%	199	11.8%
Hispanic	50	3.0%	53	3.2%	53	3.1%
White (Not Hispanic)	1390	84.4%	1365	83.5%	1389	82.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	26	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	21	21
Mathematics Grade 10	22	22	23
Science Grade 10	22	18	20
Social Studies Grade 10	21	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
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	8	0.5%	9	0.6%	12	0.7%
Eligible for Free Lunch	214	13.0%	144	8.8%	167	9.9%

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		94.6%		95.1%		95.1%
Student Suspensions	107	6.5%	86	5.2%	79	4.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.0%	5.1%	5.3%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	96%	99%	90%

Staff Counts

Staff	2003-04
Total Teachers	122
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	338	252	75%	354	353	100%	364	294	81%
Students with Disabilities	20	5	25%	15	2	13%	26	5	19%
All Students	358	257	72%	369	355	96%	390	299	77%

*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	185	161	0	10	12	22
Percent	47%	41%	0%	3%	3%	6%

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)
26	5	6	32

*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	18		9		7	0.5%
	Entered GED Program*	5		3		17	1.1%
	Total Noncompleters	23		12		24	1.6%
Students with Disabilities	Dropped Out	7		3		3	1.6%
	Entered GED Program*	0		3		2	1.0%
	Total Noncompleters	7		6		5	2.6%
All Students	Dropped Out	25	1.5%	12	0.7%	10	0.6%
	Entered GED Program*	5	0.3%	6	0.4%	19	1.1%
	Total Noncompleters	30	1.8%	18	1.1%	29	1.7%

*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1331	1314	1509
	Number of Students with Disabilities	152	158	178
	Number of All Students	1483	1472	1687
	Percent of Enrollment	90%	90%	100%

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; completion 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	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	100%	0	0%
Science	2	#	3	#	2	#
Reading	0	0%	0	0%	5	40%
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	5	40%	1	#
U.S. Hist & Gov't	1	#	2	#	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	29%	31	97%	5	100%
Science	39	46%	36	61%	18	50%
Reading	0	0%	5	80%	5	100%
Writing	1	#	5	60%	5	100%
Global Studies	0	0%	26	38%	11	27%
U.S. Hist & Gov't	2	#	8	38%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	385	419	388	18	31	42
Number Scoring 55-100	381	407	372	15	26	30
Number Scoring 65-100	368	394	355	12	21	21
Number Scoring 85-100	209	197	178	4	2	0
Percentage of Tested Scoring 55-100	99%	97%	96%	83%	84%	71%
Percentage of Tested Scoring 65-100	96%	94%	91%	67%	68%	50%
Percentage of Tested Scoring 85-100	54%	47%	46%	22%	6%	0%
Mathematics A						
Number Tested	466	440	198	30	40	36
Number Scoring 55-100	390	377	184	12	16	24
Number Scoring 65-100	341	328	164	8	14	17
Number Scoring 85-100	184	85	41	2	2	4
Percentage of Tested Scoring 55-100	84%	86%	93%	40%	40%	67%
Percentage of Tested Scoring 65-100	73%	75%	83%	27%	35%	47%
Percentage of Tested Scoring 85-100	39%	19%	21%	7%	5%	11%
Mathematics B						
Number Tested	0	0	224	0	0	4
Number Scoring 55-100	0	0	201	0	0	#
Number Scoring 65-100	0	0	174	0	0	#
Number Scoring 85-100	0	0	70	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	31%	0%	0%	#
Global History and Geography						
Number Tested	401	418	426	41	50	47
Number Scoring 55-100	385	379	395	35	30	33
Number Scoring 65-100	351	349	349	24	25	22
Number Scoring 85-100	111	148	153	1	1	3
Percentage of Tested Scoring 55-100	96%	91%	93%	85%	60%	70%
Percentage of Tested Scoring 65-100	88%	83%	82%	59%	50%	47%
Percentage of Tested Scoring 85-100	28%	35%	36%	2%	2%	6%
U.S. History and Government						
Number Tested	400	436	388	25	30	43
Number Scoring 55-100	389	429	374	19	27	37
Number Scoring 65-100	349	420	352	8	24	27
Number Scoring 85-100	150	229	191	0	3	6
Percentage of Tested Scoring 55-100	97%	98%	96%	76%	90%	86%
Percentage of Tested Scoring 65-100	87%	96%	91%	32%	80%	63%
Percentage of Tested Scoring 85-100	38%	53%	49%	0%	10%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	327	420	300	12	47	28
Number Scoring 55-100	325	387	289	12	28	23
Number Scoring 65-100	305	356	260	11	20	17
Number Scoring 85-100	104	110	53	0	2	1
Percentage of Tested Scoring 55-100	99%	92%	96%	100%	60%	82%
Percentage of Tested Scoring 65-100	93%	85%	87%	92%	43%	61%
Percentage of Tested Scoring 85-100	32%	26%	18%	0%	4%	4%
Physical Setting/Earth Science						
Number Tested	381	353	111	52	32	18
Number Scoring 55-100	355	317	84	34	20	8
Number Scoring 65-100	322	276	63	23	9	6
Number Scoring 85-100	115	93	4	1	2	0
Percentage of Tested Scoring 55-100	93%	90%	76%	65%	62%	44%
Percentage of Tested Scoring 65-100	85%	78%	57%	44%	28%	33%
Percentage of Tested Scoring 85-100	30%	26%	4%	2%	6%	0%
Physical Setting/Chemistry						
Number Tested	260	267	355	2	7	14
Number Scoring 55-100	258	236	307	#	5	12
Number Scoring 65-100	232	177	229	#	2	3
Number Scoring 85-100	46	40	40	#	0	0
Percentage of Tested Scoring 55-100	99%	88%	86%	#	71%	86%
Percentage of Tested Scoring 65-100	89%	66%	65%	#	29%	21%
Percentage of Tested Scoring 85-100	18%	15%	11%	#	0%	0%
Physical Setting/Physics						
Number Tested			100			0
Number Scoring 55-100			97			0
Number Scoring 65-100			93			0
Number Scoring 85-100			36			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			36%			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
Comprehensive French						
Number Tested	44	34	33	0	0	1
Number Scoring 55-100	43	34	33	0	0	#
Number Scoring 65-100	42	34	33	0	0	#
Number Scoring 85-100	17	17	24	0	0	#
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	39%	50%	73%	0%	0%	#
Comprehensive Italian						
Number Tested	50	48	41	1	2	1
Number Scoring 55-100	44	46	41	#	#	#
Number Scoring 65-100	39	43	41	#	#	#
Number Scoring 85-100	14	16	26	#	#	#
Percentage of Tested Scoring 55-100	88%	96%	100%	#	#	#
Percentage of Tested Scoring 65-100	78%	90%	100%	#	#	#
Percentage of Tested Scoring 85-100	28%	33%	63%	#	#	#
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	178	184	170	2	2	3
Number Scoring 55-100	177	181	167	#	#	#
Number Scoring 65-100	174	165	160	#	#	#
Number Scoring 85-100	77	87	94	#	#	#
Percentage of Tested Scoring 55-100	99%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	98%	90%	94%	#	#	#
Percentage of Tested Scoring 85-100	43%	47%	55%	#	#	#
Comprehensive Latin						
Number Tested	12	0	16	0	0	0
Number Scoring 55-100	12	0	16	0	0	0
Number Scoring 65-100	12	0	16	0	0	0
Number Scoring 85-100	7	0	8	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	58%	0%	50%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	331	287	40	1	4	0
Number Scoring 55-100	306	223	24	#	#	0
Number Scoring 65-100	295	206	19	#	#	0
Number Scoring 85-100	158	95	1	#	#	0
Percentage of Tested Scoring 55-100	92%	78%	60%	#	#	0%
Percentage of Tested Scoring 65-100	89%	72%	47%	#	#	0%
Percentage of Tested Scoring 85-100	48%	33%	3%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	94	90%	36	83%
Students with Disabilities	0	0%	30	60%	16	88%

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
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	356	356	356	28	28	28	384	384	384
Number Scoring 55–64	9	3	1	2	2	2	11	5	3
Number Scoring 65–84	197	123	183	16	18	14	213	141	197
Number Scoring 85–100	110	226	164	2	3	0	112	229	164
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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			11			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			3			0
Proficient (37-39)			4			0
Reading and Writing (Grade 9-12)						
Number Tested			11			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			3			0
Proficient (33-35)			3			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)