

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-15-01-06-0000

Name: Grand Island Central School District

Superintendent: Thomas Ramming

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	237	216	213
First	228	254	230
Second	213	232	244
Third	258	205	219
Fourth	251	259	203
Fifth	243	256	255
Sixth	232	235	255
Ungraded Elementary	39	42	49
Seventh	221	224	243
Eighth	265	227	242
Ninth	289	285	251
Tenth	280	255	266
Eleventh	233	276	250
Twelfth	208	212	248
Ungraded Secondary	30	55	37
Total K-12 Enrollment	3227	3233	3205

## 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	63	2.0%	58	1.8%	71	2.2%
Black (Not Hispanic)	52	1.6%	51	1.6%	64	2.0%
Hispanic	30	0.9%	30	0.9%	31	1.0%
White (Not Hispanic)	3082	95.5%	3094	95.7%	3039	94.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	17	18
Common Branch	20	19	19
English Grade 8	19	18	23
Mathematics Grade 8	23	20	20
Science Grade 8	26	23	24
Social Studies Grade 8	23	23	25
English Grade 10	23	20	19
Mathematics Grade 10	22	20	19
Science Grade 10	20	19	17
Social Studies Grade 10	20	19	18

(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
NA	NA

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	25	0.8%	30	0.9%	32	1.0%
Eligible for Free Lunch	170	5.3%	162	5.0%	178	5.6%

### 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		95.4%		95.6%		95.7%
Student Suspensions	105	3.3%	110	3.4%	132	4.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.5%	5.9%	6.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	233
Total Other Professional Staff	22
Total Paraprofessionals	66
Teaching Out of Certification*	2
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	195	125	64%	183	144	79%	216	157	73%
Students with Disabilities	14	1	7%	12	2	17%	23	5	22%
All Students	209	126	60%	195	146	75%	239	162	68%

\*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	135	63	4	10	17	10
Percent	56%	26%	2%	4%	7%	4%

## 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)
23	5	6	29

\*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			31		16	
	Entered GED Program*			8		12	
	Total Noncompleters			39		28	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			2		5	
	Total Noncompleters			4		7	
All Students	Dropped Out	35	3.4%	33	3.2%	18	1.8%
	Entered GED Program*	0	0.0%	10	1.0%	17	1.7%
	Total Noncompleters	35	3.4%	43	4.2%	35	3.4%

\*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		98%	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		438	451
	Number of Students with Disabilities		60	67
	Number of All Students		498	518
	Percent of Enrollment		70%	68%
9-12	Number of General-Education Students		0	894
	Number of Students with Disabilities		0	121
	Number of All Students		0	1015
	Percent of Enrollment		0%	98%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	64	100%	108	95%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	153	97%	119	89%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	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	17	82%	0	0%	1	#

(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%	23	100%	0	0%
Science	0	0%	15	100%	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	4	#	22	100%	0	0%
U.S. Hist & Gov't	4	#	29	100%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	80%	7	100%	4	#
Science	11	36%	24	88%	6	50%
Reading	1	#	12	100%	0	0%
Writing	1	#	11	100%	0	0%
Global Studies	11	45%	24	83%	0	0%
U.S. Hist & Gov't	15	27%	16	81%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	261	275	282	27	26	34
Number Scoring 55–100	254	256	253	22	17	29
Number Scoring 65–100	224	236	242	8	14	24
Number Scoring 85–100	65	101	96	0	5	3
Percentage of Tested Scoring 55–100	97%	93%	90%	81%	65%	85%
Percentage of Tested Scoring 65–100	86%	86%	86%	30%	54%	71%
Percentage of Tested Scoring 85–100	25%	37%	34%	0%	19%	9%
<b>Mathematics A</b>						
Number Tested	0	189	304	0	9	39
Number Scoring 55–100	0	176	261	0	5	20
Number Scoring 65–100	0	155	228	0	3	17
Number Scoring 85–100	0	71	44	0	0	0
Percentage of Tested Scoring 55–100	0%	93%	86%	0%	56%	51%
Percentage of Tested Scoring 65–100	0%	82%	75%	0%	33%	44%
Percentage of Tested Scoring 85–100	0%	38%	14%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	11	0	0	0
Number Scoring 55–100	0	0	11	0	0	0
Number Scoring 65–100	0	0	11	0	0	0
Number Scoring 85–100	0	0	7	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	64%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	310	284	298	34	31	39
Number Scoring 55–100	300	262	275	32	25	27
Number Scoring 65–100	264	236	255	26	21	23
Number Scoring 85–100	78	65	117	1	0	6
Percentage of Tested Scoring 55–100	97%	92%	92%	94%	81%	69%
Percentage of Tested Scoring 65–100	85%	83%	86%	76%	68%	59%
Percentage of Tested Scoring 85–100	25%	23%	39%	3%	0%	15%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	217	297	277	12	27	32
Number Scoring 55–100	194	280	271	6	20	30
Number Scoring 65–100	170	254	256	4	15	22
Number Scoring 85–100	74	95	141	0	3	0
Percentage of Tested Scoring 55–100	89%	94%	98%	50%	74%	94%
Percentage of Tested Scoring 65–100	78%	86%	92%	33%	56%	69%
Percentage of Tested Scoring 85–100	34%	32%	51%	0%	11%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	265	257	234	20	25	32
Number Scoring 55–100	264	257	231	19	25	30
Number Scoring 65–100	262	253	226	18	22	26
Number Scoring 85–100	100	120	78	4	0	0
Percentage of Tested Scoring 55–100	100%	100%	99%	95%	100%	94%
Percentage of Tested Scoring 65–100	99%	98%	97%	90%	88%	81%
Percentage of Tested Scoring 85–100	38%	47%	33%	20%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	290	279	267	20	44	33
Number Scoring 55–100	275	264	257	13	34	27
Number Scoring 65–100	255	247	244	8	24	21
Number Scoring 85–100	133	98	143	0	0	4
Percentage of Tested Scoring 55–100	95%	95%	96%	65%	77%	82%
Percentage of Tested Scoring 65–100	88%	89%	91%	40%	55%	64%
Percentage of Tested Scoring 85–100	46%	35%	54%	0%	0%	12%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		173	212		4	3
Number Scoring 55–100		166	206		#	#
Number Scoring 65–100		127	163		#	#
Number Scoring 85–100		11	36		#	#
Percentage of Tested Scoring 55–100		96%	97%		#	#
Percentage of Tested Scoring 65–100		73%	77%		#	#
Percentage of Tested Scoring 85–100		6%	17%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	50	62	62	1	3	0
Number Scoring 55–100	50	62	62	#	#	0
Number Scoring 65–100	50	61	61	#	#	0
Number Scoring 85–100	30	21	47	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	98%	98%	#	#	0%
Percentage of Tested Scoring 85–100	60%	34%	76%	#	#	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	97	94	153	0	2	4
Number Scoring 55–100	96	94	153	0	#	#
Number Scoring 65–100	91	93	148	0	#	#
Number Scoring 85–100	52	50	82	0	#	#
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	94%	99%	97%	0%	#	#
Percentage of Tested Scoring 85–100	54%	53%	54%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	218	65	10	10	2	1
Number Scoring 55–100	202	54	7	9	#	#
Number Scoring 65–100	192	41	6	9	#	#
Number Scoring 85–100	85	8	2	2	#	#
Percentage of Tested Scoring 55–100	93%	83%	70%	90%	#	#
Percentage of Tested Scoring 65–100	88%	63%	60%	90%	#	#
Percentage of Tested Scoring 85–100	39%	12%	20%	20%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	152	165	115	4	4	1
Number Scoring 55–100	144	155	95	#	#	#
Number Scoring 65–100	133	141	83	#	#	#
Number Scoring 85–100	66	75	25	#	#	#
Percentage of Tested Scoring 55–100	95%	94%	83%	#	#	#
Percentage of Tested Scoring 65–100	88%	85%	72%	#	#	#
Percentage of Tested Scoring 85–100	43%	45%	22%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	74	100%	72	75%	86	93%
Students with Disabilities	6	100%	12	67%	21	71%

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
<b>Nov 2002</b>	General-Education Students	229	1%	3%	74%	22%
	Students with Disabilities	33	18%	33%	45%	3%
	All Students	262	3%	6%	71%	20%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	228	0%	10%	61%	30%
	Students with Disabilities	34	0%	65%	35%	0%
	All Students	262	0%	17%	57%	26%

(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
<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

## 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	236	236	236	25	25	25	261	261	261
Number Scoring 55–64	6	9	2	3	4	3	9	13	5
Number Scoring 65–84	150	139	122	18	12	15	168	151	137
Number Scoring 85–100	56	83	111	0	2	5	56	85	116
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)