

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-23-01-06-0000

Name: Orchard Park Central School District

Superintendent: Charles L. Stoddart

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	353	305	336
First	378	356	326
Second	386	385	362
Third	419	378	393
Fourth	443	437	376
Fifth	396	452	440
Sixth	374	401	456
Ungraded Elementary	28	0	0
Seventh	432	393	405
Eighth	420	455	394
Ninth	420	460	433
Tenth	430	406	426
Eleventh	427	404	391
Twelfth	393	420	389
Ungraded Secondary	38	2	0
Total K-12 Enrollment	5337	5254	5127

## 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	42	0.8%	42	0.8%	43	0.8%
Black (Not Hispanic)	30	0.6%	33	0.6%	40	0.8%
Hispanic	32	0.6%	36	0.7%	33	0.6%
White (Not Hispanic)	5233	98.1%	5143	97.9%	5011	97.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	17	20
Common Branch	21	20	20
English Grade 8	23	26	20
Mathematics Grade 8	23	26	20
Science Grade 8	23	26	22
Social Studies Grade 8	23	26	22
English Grade 10	17	16	16
Mathematics Grade 10	22	27	16
Science Grade 10	20	22	23
Social Studies Grade 10	18	18	18

(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
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	11	0.2%	14	0.3%	14	0.3%
Eligible for Free Lunch	162	3.0%	130	2.5%	122	2.4%

### 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		96.3%		96.1%		96.2%
Student Suspensions	63	1.2%	39	0.7%	58	1.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.8%	1.8%	2.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	415
Total Other Professional Staff	43
Total Paraprofessionals	100
Teaching Out of Certification*	31
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	341	276	81%	376	309	82%	339	277	82%
Students with Disabilities	50	2	4%	30	4	13%	43	11	26%
All Students	391	278	71%	406	313	77%	382	288	75%

\*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	257	94	3	5	23	0
Percent	67%	25%	1%	1%	6%	0%

## 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)
43	11	4	47

\*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			24		20	
	Entered GED Program*			0		3	
	Total Noncompleters			24		23	
Students with Disabilities	Dropped Out			7		6	
	Entered GED Program*			1		1	
	Total Noncompleters			8		7	
All Students	Dropped Out	19	1.1%	31	1.8%	26	1.6%
	Entered GED Program*	0	0.0%	1	0.1%	4	0.2%
	Total Noncompleters	19	1.1%	32	1.9%	30	1.8%

\*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		1072	1055
	Number of Students with Disabilities		177	200
	Number of All Students		1249	1255
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		354	342
	Number of Students with Disabilities		48	60
	Number of All Students		402	402
	Percent of Enrollment		24%	25%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	97	100%	141	99%	93	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	263	98%	286	99%	229	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	9	89%	20	95%	7	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	30	93%	27	100%	32	97%

(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	2	#	1	#	6	100%
Science	10	90%	0	0%	4	#
Reading	1	#	1	#	7	86%
Writing	0	0%	1	#	4	#
Global Studies	4	#	0	0%	5	80%
U.S. Hist & Gov't	5	60%	0	0%	5	20%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	92	91%	0	0%	37	70%
Science	29	62%	0	0%	28	79%
Reading	9	100%	0	0%	27	81%
Writing	26	92%	0	0%	31	58%
Global Studies	25	32%	2	#	25	92%
U.S. Hist & Gov't	19	68%	2	#	12	75%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	453	404	417	26	2	65
Number Scoring 55–100	447	380	392	23	#	53
Number Scoring 65–100	433	358	373	21	#	41
Number Scoring 85–100	168	216	216	0	#	6
Percentage of Tested Scoring 55–100	99%	94%	94%	88%	#	82%
Percentage of Tested Scoring 65–100	96%	89%	89%	81%	#	63%
Percentage of Tested Scoring 85–100	37%	53%	52%	0%	#	9%
<b>Mathematics A</b>						
Number Tested	0	339	461	0	0	46
Number Scoring 55–100	0	304	408	0	0	28
Number Scoring 65–100	0	256	378	0	0	21
Number Scoring 85–100	0	94	138	0	0	2
Percentage of Tested Scoring 55–100	0%	90%	89%	0%	0%	61%
Percentage of Tested Scoring 65–100	0%	76%	82%	0%	0%	46%
Percentage of Tested Scoring 85–100	0%	28%	30%	0%	0%	4%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	408	405	437	47	6	58
Number Scoring 55–100	396	399	417	41	5	48
Number Scoring 65–100	386	378	400	38	4	41
Number Scoring 85–100	207	165	260	9	2	15
Percentage of Tested Scoring 55–100	97%	99%	95%	87%	83%	83%
Percentage of Tested Scoring 65–100	95%	93%	92%	81%	67%	71%
Percentage of Tested Scoring 85–100	51%	41%	59%	19%	33%	26%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	432	415	424	41	10	66
Number Scoring 55–100	414	396	411	33	7	60
Number Scoring 65–100	393	380	396	22	4	55
Number Scoring 85–100	268	188	265	7	0	19
Percentage of Tested Scoring 55–100	96%	95%	97%	80%	70%	91%
Percentage of Tested Scoring 65–100	91%	92%	93%	54%	40%	83%
Percentage of Tested Scoring 85–100	62%	45%	62%	17%	0%	29%

(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	401	382	385	58	2	29
Number Scoring 55–100	400	376	380	57	#	27
Number Scoring 65–100	395	373	377	54	#	26
Number Scoring 85–100	197	200	238	5	#	8
Percentage of Tested Scoring 55–100	100%	98%	99%	98%	#	93%
Percentage of Tested Scoring 65–100	99%	98%	98%	93%	#	90%
Percentage of Tested Scoring 85–100	49%	52%	62%	9%	#	28%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	363	402	399	24	1	43
Number Scoring 55–100	357	394	385	23	#	38
Number Scoring 65–100	338	386	372	21	#	36
Number Scoring 85–100	197	221	216	5	#	8
Percentage of Tested Scoring 55–100	98%	98%	96%	96%	#	88%
Percentage of Tested Scoring 65–100	93%	96%	93%	88%	#	84%
Percentage of Tested Scoring 85–100	54%	55%	54%	21%	#	19%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		267	256		0	15
Number Scoring 55–100		266	252		0	13
Number Scoring 65–100		238	238		0	12
Number Scoring 85–100		50	82		0	1
Percentage of Tested Scoring 55–100		100%	98%		0%	87%
Percentage of Tested Scoring 65–100		89%	93%		0%	80%
Percentage of Tested Scoring 85–100		19%	32%		0%	7%
<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	113	80	94	0	0	3
Number Scoring 55–100	113	80	93	0	0	#
Number Scoring 65–100	113	80	93	0	0	#
Number Scoring 85–100	69	37	57	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	61%	46%	61%	0%	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	187	185	239	7	0	11
Number Scoring 55–100	185	183	237	7	0	10
Number Scoring 65–100	180	178	233	6	0	10
Number Scoring 85–100	110	98	124	1	0	5
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	0%	91%
Percentage of Tested Scoring 65–100	96%	96%	97%	86%	0%	91%
Percentage of Tested Scoring 85–100	59%	53%	52%	14%	0%	45%
<b>Comprehensive Latin</b>						
Number Tested	17	17	0	0	0	0
Number Scoring 55–100	17	17	0	0	0	0
Number Scoring 65–100	17	17	0	0	0	0
Number Scoring 85–100	16	15	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	94%	88%	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	477	110	4	26	5	0
Number Scoring 55–100	434	78	#	21	2	0
Number Scoring 65–100	390	64	#	17	2	0
Number Scoring 85–100	195	5	#	4	1	0
Percentage of Tested Scoring 55–100	91%	71%	#	81%	40%	0%
Percentage of Tested Scoring 65–100	82%	58%	#	65%	40%	0%
Percentage of Tested Scoring 85–100	41%	5%	#	15%	20%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	336	343	33	12	2	3
Number Scoring 55–100	311	325	21	10	#	#
Number Scoring 65–100	282	305	14	10	#	#
Number Scoring 85–100	137	172	2	4	#	#
Percentage of Tested Scoring 55–100	93%	95%	64%	83%	#	#
Percentage of Tested Scoring 65–100	84%	89%	42%	83%	#	#
Percentage of Tested Scoring 85–100	41%	50%	6%	33%	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	110	98%	60	90%	11	82%
Students with Disabilities	55	96%	2	#	9	56%

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	376	0%	1%	46%	53%
	Students with Disabilities	63	0%	24%	59%	17%
	All Students	439	0%	4%	48%	48%

### 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	333	1%	7%	71%	22%
	Students with Disabilities	62	5%	44%	42%	10%
	All Students	395	1%	13%	66%	20%

(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	1	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	353	353	353	51	51	51	404	404	404
Number Scoring 55–64	4	12	3	7	5	4	11	17	7
Number Scoring 65–84	145	151	127	30	25	31	175	176	158
Number Scoring 85–100	196	180	217	6	7	9	202	187	226
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)