

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-18-03-0007
 Name: Garden City High School
 Principal: John A. Okulski

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	263	291	286
Tenth	274	261	288
Eleventh	212	279	259
Twelfth	228	212	276
Ungraded Secondary	0	0	0
Total K-12 Enrollment	977	1043	1109

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	38	3.9%	34	3.3%	26	2.3%
Black (Not Hispanic)	7	0.7%	3	0.3%	2	0.2%
Hispanic	10	1.0%	8	0.8%	10	0.9%
White (Not Hispanic)	922	94.4%	998	95.7%	1071	96.6%

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	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	23	22
Mathematics Grade 10	23	21	22
Science Grade 10	22	19	22
Social Studies Grade 10	21	22	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	9	0.9%	8	0.8%	6	0.5%
Eligible for Free Lunch	4	0.4%	4	0.4%	1	0.1%

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		95.0%		93.6%		94.9%
Student Suspensions	17	1.8%	27	2.8%	50	4.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.2%	0.2%	0.0%
Public Assistance	1-10%	None	1-10%
Student Stability	93%	99%	76%

Staff Counts

Staff	2002–2003
Total Teachers	97
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	207	194	94%	189	165	87%	236	214	91%
Students with Disabilities	17	6	35%	25	13	52%	33	16	48%
All Students	224	200	89%	214	178	83%	269	230	86%

*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	233	20	0	1	1	14
Percent	87%	7%	0%	0%	0%	5%

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)
33	16	3	36

*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			2		0	
	Entered GED Program*			0		0	
	Total Noncompleters			2		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	2	0.2%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	2	0.2%	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	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%	1	#

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%	3	#	2	#
Science	0	0%	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	3	#	3	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	57%	16	94%	16	81%
Science	5	60%	1	#	2	#
Reading	8	75%	13	77%	2	#
Writing	7	100%	12	100%	1	#
Global Studies	13	77%	1	#	2	#
U.S. Hist & Gov't	2	#	0	0%	7	86%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	233	274	261	24	34	27
Number Scoring 55–100	231	265	252	22	28	22
Number Scoring 65–100	225	250	245	17	18	19
Number Scoring 85–100	143	196	152	0	9	1
Percentage of Tested Scoring 55–100	99%	97%	97%	92%	82%	81%
Percentage of Tested Scoring 65–100	97%	91%	94%	71%	53%	70%
Percentage of Tested Scoring 85–100	61%	72%	58%	0%	26%	4%
Mathematics A						
Number Tested	0	143	328	0	5	44
Number Scoring 55–100	0	134	317	0	2	36
Number Scoring 65–100	0	132	311	0	1	33
Number Scoring 85–100	0	117	217	0	0	14
Percentage of Tested Scoring 55–100	0%	94%	97%	0%	40%	82%
Percentage of Tested Scoring 65–100	0%	92%	95%	0%	20%	75%
Percentage of Tested Scoring 85–100	0%	82%	66%	0%	0%	32%
Mathematics B (first administered June 2001)						
Number Tested	0	0	111	0	0	0
Number Scoring 55–100	0	0	111	0	0	0
Number Scoring 65–100	0	0	110	0	0	0
Number Scoring 85–100	0	0	45	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	99%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	41%	0%	0%	0%
Global History and Geography						
Number Tested	264	262	294	26	28	32
Number Scoring 55–100	264	256	293	26	23	31
Number Scoring 65–100	262	251	289	24	20	29
Number Scoring 85–100	223	161	191	13	6	8
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	82%	97%
Percentage of Tested Scoring 65–100	99%	96%	98%	92%	71%	91%
Percentage of Tested Scoring 85–100	84%	61%	65%	50%	21%	25%
U.S. History and Government (first administered June 2001)						
Number Tested	206	270	262	17	35	25
Number Scoring 55–100	204	261	262	16	28	25
Number Scoring 65–100	198	241	259	12	22	23
Number Scoring 85–100	145	145	201	3	3	9
Percentage of Tested Scoring 55–100	99%	97%	100%	94%	80%	100%
Percentage of Tested Scoring 65–100	96%	89%	99%	71%	63%	92%
Percentage of Tested Scoring 85–100	70%	54%	77%	18%	9%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	258	275	289	31	25	35
Number Scoring 55–100	258	275	288	31	25	34
Number Scoring 65–100	256	273	287	29	24	34
Number Scoring 85–100	117	162	157	1	2	7
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	97%
Percentage of Tested Scoring 65–100	99%	99%	99%	94%	96%	97%
Percentage of Tested Scoring 85–100	45%	59%	54%	3%	8%	20%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	168	188	171	28	29	41
Number Scoring 55–100	164	183	171	25	26	41
Number Scoring 65–100	160	181	168	24	25	40
Number Scoring 85–100	84	87	85	3	4	19
Percentage of Tested Scoring 55–100	98%	97%	100%	89%	90%	100%
Percentage of Tested Scoring 65–100	95%	96%	98%	86%	86%	98%
Percentage of Tested Scoring 85–100	50%	46%	50%	11%	14%	46%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		225	261		18	18
Number Scoring 55–100		222	260		17	18
Number Scoring 65–100		197	240		10	16
Number Scoring 85–100		44	76		0	0
Percentage of Tested Scoring 55–100		99%	100%		94%	100%
Percentage of Tested Scoring 65–100		88%	92%		56%	89%
Percentage of Tested Scoring 85–100		20%	29%		0%	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	53	46	36	1	1	1
Number Scoring 55–100	53	46	36	#	#	#
Number Scoring 65–100	52	45	35	#	#	#
Number Scoring 85–100	36	15	28	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	98%	97%	#	#	#
Percentage of Tested Scoring 85–100	68%	33%	78%	#	#	#
Comprehensive Italian						
Number Tested	47	46	75	2	4	2
Number Scoring 55–100	47	46	75	#	#	#
Number Scoring 65–100	47	45	75	#	#	#
Number Scoring 85–100	36	20	49	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	77%	43%	65%	#	#	#
Comprehensive German						
Number Tested	19	32	40	0	0	3
Number Scoring 55–100	19	32	40	0	0	#
Number Scoring 65–100	19	32	38	0	0	#
Number Scoring 85–100	17	21	22	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	89%	66%	55%	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	122	114	117	6	9	10
Number Scoring 55–100	122	114	117	6	9	10
Number Scoring 65–100	122	113	116	6	8	10
Number Scoring 85–100	95	81	79	2	2	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	100%	89%	100%
Percentage of Tested Scoring 85–100	78%	71%	68%	33%	22%	20%
Comprehensive Latin						
Number Tested	5	11	13	0	0	0
Number Scoring 55–100	5	11	13	0	0	0
Number Scoring 65–100	5	11	13	0	0	0
Number Scoring 85–100	4	5	12	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	80%	45%	92%	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	280	162	2	19	27	0
Number Scoring 55–100	259	141	#	18	23	0
Number Scoring 65–100	239	111	#	14	16	0
Number Scoring 85–100	132	16	#	3	1	0
Percentage of Tested Scoring 55–100	93%	87%	#	95%	85%	0%
Percentage of Tested Scoring 65–100	85%	69%	#	74%	59%	0%
Percentage of Tested Scoring 85–100	47%	10%	#	16%	4%	0%
Sequential Mathematics, Course III						
Number Tested	209	247	137	5	19	15
Number Scoring 55–100	196	234	122	5	17	8
Number Scoring 65–100	184	217	113	5	16	7
Number Scoring 85–100	117	119	28	1	2	0
Percentage of Tested Scoring 55–100	94%	95%	89%	100%	89%	53%
Percentage of Tested Scoring 65–100	88%	88%	82%	100%	84%	47%
Percentage of Tested Scoring 85–100	56%	48%	20%	20%	11%	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	13	100%	15	100%	1	#
Students with Disabilities	0	0%	3	#	0	0%

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	224	224	224	38	38	38	262	262	262
Number Scoring 55–64	1	6	2	1	5	3	2	11	5
Number Scoring 65–84	25	73	58	13	19	26	38	92	84
Number Scoring 85–100	194	141	163	13	3	4	207	144	167
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)