

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	216	213	203
First	254	230	227
Second	232	244	233
Third	205	219	250
Fourth	259	203	235
Fifth	256	255	211
Sixth	235	255	264
Ungraded Elementary	42	49	0
Seventh	224	243	281
Eighth	227	242	264
Ninth	285	251	270
Tenth	255	266	243
Eleventh	276	250	257
Twelfth	212	248	248
Ungraded Secondary	55	37	4
Total K-12 Enrollment	3233	3205	3190

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	58	1.8%	71	2.2%	58	1.8%
Black (Not Hispanic)	51	1.6%	64	2.0%	65	2.0%
Hispanic	30	0.9%	31	1.0%	31	1.0%
White (Not Hispanic)	3094	95.7%	3039	94.8%	3036	95.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	18	18
Common Branch	19	19	22
English Grade 8	18	23	24
Mathematics Grade 8	20	20	25
Science Grade 8	23	24	25
Social Studies Grade 8	23	25	25
English Grade 10	20	19	24
Mathematics Grade 10	20	19	23
Science Grade 10	19	17	19
Social Studies Grade 10	19	18	21

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	30	0.9%	32	1.0%	27	0.9%
Eligible for Free Lunch	162	5.0%	178	5.6%	191	6.0%

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		95.6%		95.7%		95.9%
Student Suspensions	110	3.4%	132	4.1%	123	3.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.9%	6.0%	6.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	230
Total Other Professional Staff	32
Total Paraprofessionals	69
Teaching Out of Certification*	3

*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	183	144	79%	216	157	73%	220	159	72%
Students with Disabilities	12	2	17%	23	5	22%	23	3	13%
All Students	195	146	75%	239	162	68%	243	162	67%

*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	132	60	0	13	26	12
Percent	54%	25%	0%	5%	11%	5%

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)
23	3	1	24

*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	31		16		10	1.1%
	Entered GED Program*	8		12		4	0.4%
	Total Noncompleters	39		28		14	1.6%
Students with Disabilities	Dropped Out	2		2		3	2.2%
	Entered GED Program*	2		5		1	0.7%
	Total Noncompleters	4		7		4	2.9%
All Students	Dropped Out	33	3.2%	18	1.8%	13	1.3%
	Entered GED Program*	10	1.0%	17	1.7%	5	0.5%
	Total Noncompleters	43	4.2%	35	3.4%	18	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	98%	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	438	451	0
	Number of Students with Disabilities	60	67	0
	Number of All Students	498	518	0
	Percent of Enrollment	70%	68%	0%
9-12	Number of General-Education Students	0	894	0
	Number of Students with Disabilities	0	121	0
	Number of All Students	0	1015	0
	Percent of Enrollment	0%	98%	0%

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; completer 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	108	95%	0	0%	88	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	119	89%	0	0%	134	89%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	13	54%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	100%	0	0%	2	#
Science	15	100%	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	22	100%	0	0%	1	#
U.S. Hist & Gov't	29	100%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	4	#	32	91%
Science	24	88%	6	50%	16	94%
Reading	12	100%	0	0%	12	83%
Writing	11	100%	0	0%	15	80%
Global Studies	24	83%	0	0%	8	75%
U.S. Hist & Gov't	16	81%	1	#	9	56%

(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	275	282	254	26	34	31
Number Scoring 55-100	256	253	247	17	29	25
Number Scoring 65-100	236	242	243	14	24	21
Number Scoring 85-100	101	96	168	5	3	4
Percentage of Tested Scoring 55-100	93%	90%	97%	65%	85%	81%
Percentage of Tested Scoring 65-100	86%	86%	96%	54%	71%	68%
Percentage of Tested Scoring 85-100	37%	34%	66%	19%	9%	13%
Mathematics A						
Number Tested	189	304	276	9	39	29
Number Scoring 55-100	176	261	269	5	20	23
Number Scoring 65-100	155	228	254	3	17	15
Number Scoring 85-100	71	44	93	0	0	4
Percentage of Tested Scoring 55-100	93%	86%	97%	56%	51%	79%
Percentage of Tested Scoring 65-100	82%	75%	92%	33%	44%	52%
Percentage of Tested Scoring 85-100	38%	14%	34%	0%	0%	14%
Mathematics B						
Number Tested	0	11	36	0	0	0
Number Scoring 55-100	0	11	35	0	0	0
Number Scoring 65-100	0	11	33	0	0	0
Number Scoring 85-100	0	7	30	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	64%	83%	0%	0%	0%
Global History and Geography						
Number Tested	284	298	265	31	39	40
Number Scoring 55-100	262	275	256	25	27	33
Number Scoring 65-100	236	255	244	21	23	30
Number Scoring 85-100	65	117	98	0	6	4
Percentage of Tested Scoring 55-100	92%	92%	97%	81%	69%	82%
Percentage of Tested Scoring 65-100	83%	86%	92%	68%	59%	75%
Percentage of Tested Scoring 85-100	23%	39%	37%	0%	15%	10%
U.S. History and Government						
Number Tested	297	277	256	27	32	31
Number Scoring 55-100	280	271	246	20	30	23
Number Scoring 65-100	254	256	242	15	22	21
Number Scoring 85-100	95	141	150	3	0	6
Percentage of Tested Scoring 55-100	94%	98%	96%	74%	94%	74%
Percentage of Tested Scoring 65-100	86%	92%	95%	56%	69%	68%
Percentage of Tested Scoring 85-100	32%	51%	59%	11%	0%	19%

(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	257	234	253	25	32	39
Number Scoring 55-100	257	231	247	25	30	34
Number Scoring 65-100	253	226	243	22	26	32
Number Scoring 85-100	120	78	109	0	0	7
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	94%	87%
Percentage of Tested Scoring 65-100	98%	97%	96%	88%	81%	82%
Percentage of Tested Scoring 85-100	47%	33%	43%	0%	0%	18%
Physical Setting/Earth Science						
Number Tested	279	267	267	44	33	37
Number Scoring 55-100	264	257	255	34	27	34
Number Scoring 65-100	247	244	244	24	21	28
Number Scoring 85-100	98	143	121	0	4	6
Percentage of Tested Scoring 55-100	95%	96%	96%	77%	82%	92%
Percentage of Tested Scoring 65-100	89%	91%	91%	55%	64%	76%
Percentage of Tested Scoring 85-100	35%	54%	45%	0%	12%	16%
Physical Setting/Chemistry						
Number Tested	173	212	162	4	3	4
Number Scoring 55-100	166	206	162	#	#	#
Number Scoring 65-100	127	163	132	#	#	#
Number Scoring 85-100	11	36	31	#	#	#
Percentage of Tested Scoring 55-100	96%	97%	100%	#	#	#
Percentage of Tested Scoring 65-100	73%	77%	81%	#	#	#
Percentage of Tested Scoring 85-100	6%	17%	19%	#	#	#
Physical Setting/Physics						
Number Tested			91			0
Number Scoring 55-100			90			0
Number Scoring 65-100			88			0
Number Scoring 85-100			33			0
Percentage of Tested Scoring 55-100			99%			0%
Percentage of Tested Scoring 65-100			97%			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	62	62	42	3	0	0
Number Scoring 55-100	62	62	42	#	0	0
Number Scoring 65-100	61	61	42	#	0	0
Number Scoring 85-100	21	47	35	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	98%	98%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	34%	76%	83%	#	0%	0%
Comprehensive Italian						
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 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	94	153	97	2	4	4
Number Scoring 55-100	94	153	97	#	#	#
Number Scoring 65-100	93	148	94	#	#	#
Number Scoring 85-100	50	82	53	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	99%	97%	97%	#	#	#
Percentage of Tested Scoring 85-100	53%	54%	55%	#	#	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	165	115	2	4	1	0
Number Scoring 55-100	155	95	#	#	#	0
Number Scoring 65-100	141	83	#	#	#	0
Number Scoring 85-100	75	25	#	#	#	0
Percentage of Tested Scoring 55-100	94%	83%	#	#	#	0%
Percentage of Tested Scoring 65-100	85%	72%	#	#	#	0%
Percentage of Tested Scoring 85-100	45%	22%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	72	75%	86	93%	55	98%
Students with Disabilities	12	67%	21	71%	11	91%

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	209	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	210	5%	2%	57%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	227	0%	10%	59%	31%
	Students with Disabilities	33	3%	64%	30%	3%
	All Students	260	0%	17%	56%	27%

(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	1	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

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	225	225	225	26	26	26	251	251	251
Number Scoring 55–64	6	2	2	5	6	2	11	8	4
Number Scoring 65–84	151	77	88	17	17	22	168	94	110
Number Scoring 85–100	65	140	135	0	1	0	65	141	135
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 K-1)						
Number Tested			10			1
Beginning (0-18)			1			#
Intermediate (19-31)			1			#
Advanced (32-36)			5			#
Proficient (37-39)			3			#
Reading and Writing (Grade K-1)						
Number Tested			10			1
Beginning (0-14)			2			#
Intermediate (15-24)			0			#
Advanced (25-32)			6			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 2-4)						
Number Tested			12			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			7			0
Proficient (37-39)			3			0
Reading and Writing (Grade 2-4)						
Number Tested			12			0
Beginning (0-14)			1			0
Intermediate (15-24)			6			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - K)

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			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)