

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-23-01-06-0000
 Name: Orchard Park Central School District
 Superintendent: Paul Grekalski

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	305	336	381
First	356	326	351
Second	385	362	336
Third	378	393	368
Fourth	437	376	413
Fifth	452	440	382
Sixth	401	456	453
Ungraded Elementary	0	0	0
Seventh	393	405	460
Eighth	455	394	409
Ninth	460	433	406
Tenth	406	426	432
Eleventh	404	391	419
Twelfth	420	389	376
Ungraded Secondary	2	0	0
Total K-12 Enrollment	5254	5127	5186

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	42	0.8%	43	0.8%	39	0.8%
Black (Not Hispanic)	33	0.6%	40	0.8%	36	0.7%
Hispanic	36	0.7%	33	0.6%	39	0.8%
White (Not Hispanic)	5143	97.9%	5011	97.7%	5072	97.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	20	19
Common Branch	20	20	21
English Grade 8	26	20	22
Mathematics Grade 8	26	20	22
Science Grade 8	26	22	23
Social Studies Grade 8	26	22	23
English Grade 10	16	16	19
Mathematics Grade 10	27	16	22
Science Grade 10	22	23	23
Social Studies Grade 10	18	18	20

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	0.3%	14	0.3%	14	0.3%
Eligible for Free Lunch	130	2.5%	122	2.4%	149	2.9%

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		96.1%		96.2%		96.2%
Student Suspensions	39	0.7%	58	1.1%	58	1.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.8%	2.0%	2.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	408
Total Other Professional Staff	42
Total Paraprofessionals	103
Teaching Out of Certification*	20

*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	376	309	82%	339	277	82%	339	277	82%
Students with Disabilities	30	4	13%	43	11	26%	63	22	35%
All Students	406	313	77%	382	288	75%	402	299	74%

*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	243	110	2	11	20	16
Percent	60%	27%	0%	3%	5%	4%

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)
63	22	3	66

*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	24		20		14	1.0%
	Entered GED Program*	0		3		0	0.0%
	Total Noncompleters	24		23		14	1.0%
Students with Disabilities	Dropped Out	7		6		13	4.6%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	8		7		13	4.6%
All Students	Dropped Out	31	1.8%	26	1.6%	27	1.6%
	Entered GED Program*	1	0.1%	4	0.2%	0	0.0%
	Total Noncompleters	32	1.9%	30	1.8%	27	1.6%

*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	198
	Number of Students with Disabilities	0	0	18
	Number of All Students	0	0	216
	Percent of Enrollment	0%	0%	27%
6-8	Number of General-Education Students	1072	1055	1114
	Number of Students with Disabilities	177	200	208
	Number of All Students	1249	1255	1322
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	354	342	349
	Number of Students with Disabilities	48	60	63
	Number of All Students	402	402	412
	Percent of Enrollment	24%	25%	25%

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	141	99%	93	100%	91	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	286	99%	229	100%	254	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	95%	7	100%	19	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	27	100%	32	97%	26	88%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	100%	4	#
Science	0	0%	4	#	0	0%
Reading	1	#	7	86%	0	0%
Writing	1	#	4	#	0	0%
Global Studies	0	0%	5	80%	0	0%
U.S. Hist & Gov't	0	0%	5	20%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	37	70%	52	83%
Science	0	0%	28	79%	25	88%
Reading	0	0%	27	81%	31	90%
Writing	0	0%	31	58%	36	75%
Global Studies	2	#	25	92%	18	72%
U.S. Hist & Gov't	2	#	12	75%	7	86%

(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	404	417	436	2	65	61
Number Scoring 55-100	380	392	426	#	53	54
Number Scoring 65-100	358	373	413	#	41	43
Number Scoring 85-100	216	216	275	#	6	9
Percentage of Tested Scoring 55-100	94%	94%	98%	#	82%	89%
Percentage of Tested Scoring 65-100	89%	89%	95%	#	63%	70%
Percentage of Tested Scoring 85-100	53%	52%	63%	#	9%	15%
Mathematics A						
Number Tested	339	461	485	0	46	58
Number Scoring 55-100	304	408	474	0	28	54
Number Scoring 65-100	256	378	460	0	21	52
Number Scoring 85-100	94	138	251	0	2	13
Percentage of Tested Scoring 55-100	90%	89%	98%	0%	61%	93%
Percentage of Tested Scoring 65-100	76%	82%	95%	0%	46%	90%
Percentage of Tested Scoring 85-100	28%	30%	52%	0%	4%	22%
Mathematics B						
Number Tested	0	0	158	0	0	7
Number Scoring 55-100	0	0	147	0	0	5
Number Scoring 65-100	0	0	140	0	0	5
Number Scoring 85-100	0	0	60	0	0	2
Percentage of Tested Scoring 55-100	0%	0%	93%	0%	0%	71%
Percentage of Tested Scoring 65-100	0%	0%	89%	0%	0%	71%
Percentage of Tested Scoring 85-100	0%	0%	38%	0%	0%	29%
Global History and Geography						
Number Tested	405	437	459	6	58	61
Number Scoring 55-100	399	417	435	5	48	50
Number Scoring 65-100	378	400	421	4	41	43
Number Scoring 85-100	165	260	241	2	15	14
Percentage of Tested Scoring 55-100	99%	95%	95%	83%	83%	82%
Percentage of Tested Scoring 65-100	93%	92%	92%	67%	71%	70%
Percentage of Tested Scoring 85-100	41%	59%	53%	33%	26%	23%
U.S. History and Government						
Number Tested	415	424	426	10	66	57
Number Scoring 55-100	396	411	413	7	60	49
Number Scoring 65-100	380	396	402	4	55	45
Number Scoring 85-100	188	265	289	0	19	15
Percentage of Tested Scoring 55-100	95%	97%	97%	70%	91%	86%
Percentage of Tested Scoring 65-100	92%	93%	94%	40%	83%	79%
Percentage of Tested Scoring 85-100	45%	62%	68%	0%	29%	26%

(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	382	385	394	2	29	44
Number Scoring 55-100	376	380	387	#	27	43
Number Scoring 65-100	373	377	384	#	26	42
Number Scoring 85-100	200	238	217	#	8	8
Percentage of Tested Scoring 55-100	98%	99%	98%	#	93%	98%
Percentage of Tested Scoring 65-100	98%	98%	97%	#	90%	95%
Percentage of Tested Scoring 85-100	52%	62%	55%	#	28%	18%
Physical Setting/Earth Science						
Number Tested	402	399	415	1	43	61
Number Scoring 55-100	394	385	399	#	38	49
Number Scoring 65-100	386	372	377	#	36	43
Number Scoring 85-100	221	216	188	#	8	8
Percentage of Tested Scoring 55-100	98%	96%	96%	#	88%	80%
Percentage of Tested Scoring 65-100	96%	93%	91%	#	84%	70%
Percentage of Tested Scoring 85-100	55%	54%	45%	#	19%	13%
Physical Setting/Chemistry						
Number Tested	267	256	291	0	15	8
Number Scoring 55-100	266	252	288	0	13	7
Number Scoring 65-100	238	238	278	0	12	6
Number Scoring 85-100	50	82	102	0	1	1
Percentage of Tested Scoring 55-100	100%	98%	99%	0%	87%	88%
Percentage of Tested Scoring 65-100	89%	93%	96%	0%	80%	75%
Percentage of Tested Scoring 85-100	19%	32%	35%	0%	7%	12%
Physical Setting/Physics						
Number Tested			117			4
Number Scoring 55-100			116			#
Number Scoring 65-100			112			#
Number Scoring 85-100			39			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			33%			#

* 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	80	94	106	0	3	6
Number Scoring 55-100	80	93	106	0	#	6
Number Scoring 65-100	80	93	102	0	#	5
Number Scoring 85-100	37	57	56	0	#	0
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	#	100%
Percentage of Tested Scoring 65-100	100%	99%	96%	0%	#	83%
Percentage of Tested Scoring 85-100	46%	61%	53%	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	185	239	218	0	11	14
Number Scoring 55-100	183	237	217	0	10	13
Number Scoring 65-100	178	233	212	0	10	13
Number Scoring 85-100	98	124	147	0	5	2
Percentage of Tested Scoring 55-100	99%	99%	100%	0%	91%	93%
Percentage of Tested Scoring 65-100	96%	97%	97%	0%	91%	93%
Percentage of Tested Scoring 85-100	53%	52%	67%	0%	45%	14%
Comprehensive Latin						
Number Tested	17	0	13	0	0	0
Number Scoring 55-100	17	0	13	0	0	0
Number Scoring 65-100	17	0	13	0	0	0
Number Scoring 85-100	15	0	12	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	88%	0%	92%	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	343	33	0	2	3	0
Number Scoring 55-100	325	21	0	#	#	0
Number Scoring 65-100	305	14	0	#	#	0
Number Scoring 85-100	172	2	0	#	#	0
Percentage of Tested Scoring 55-100	95%	64%	0%	#	#	0%
Percentage of Tested Scoring 65-100	89%	42%	0%	#	#	0%
Percentage of Tested Scoring 85-100	50%	6%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	60	90%	11	82%	90	96%
Students with Disabilities	2	#	9	56%	35	83%

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	320	0%	0%	35%	65%
	Students with Disabilities	60	2%	2%	72%	25%
	All Students	380	1%	0%	41%	58%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	353	0%	13%	57%	30%
	Students with Disabilities	61	3%	52%	41%	3%
	All Students	414	0%	19%	55%	26%

(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	6	0	0	0	1	5
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

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	339	339	339	65	65	65	404	404	404
Number Scoring 55–64	3	2	4	9	5	2	12	7	6
Number Scoring 65–84	175	88	114	42	27	42	217	115	156
Number Scoring 85–100	155	241	217	4	18	11	159	259	228
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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			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			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 - 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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			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			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 - L)