

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-23-01-06-0006  
 Name: Orchard Park High School  
 Principal: Robert Farwell

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	460	433	406
Tenth	406	426	432
Eleventh	404	391	419
Twelfth	420	389	376
Ungraded Secondary	2	0	0
Total K-12 Enrollment	1692	1639	1633

## 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	6	0.4%	5	0.3%	6	0.4%
Black (Not Hispanic)	0	0.0%	5	0.3%	6	0.4%
Hispanic	6	0.4%	7	0.4%	8	0.5%
White (Not Hispanic)	1680	99.3%	1622	99.0%	1613	98.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	22	23	0
Social Studies Grade 8	0	0	0
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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	3	0.2%	3	0.2%
Eligible for Free Lunch	19	1.1%	18	1.1%	28	1.7%

### 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		95.0%		95.3%		95.5%
Student Suspensions	32	1.9%	49	2.9%	45	2.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.0%	1.4%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	97%	99%

### Staff Counts

Staff	2003-04
Total Teachers	127
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	13

\*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	364	309	85%	321	275	86%	319	277	87%
Students with Disabilities	25	4	16%	34	10	29%	54	22	41%
All Students	389	313	80%	355	285	80%	373	299	80%

\*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	95	2	9	11	13
Percent	65%	25%	1%	2%	3%	3%

## 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)
54	22	0	54

\*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	23		9		8	0.6%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	23		11		8	0.6%
Students with Disabilities	Dropped Out	3		3		8	3.4%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	4		3		8	3.4%
All Students	Dropped Out	26	1.5%	12	0.7%	16	1.0%
	Entered GED Program*	1	0.1%	2	0.1%	0	0.0%
	Total Noncompleters	27	1.6%	14	0.9%	16	1.0%

\*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	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
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	16	94%	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	33	97%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	35	71%	46	85%
Science	0	0%	23	78%	25	88%
Reading	0	0%	24	88%	28	89%
Writing	0	0%	27	56%	32	75%
Global Studies	0	0%	21	90%	15	87%
U.S. Hist & Gov't	0	0%	9	67%	5	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	389	397	418	1	58	56
Number Scoring 55-100	369	380	411	#	48	51
Number Scoring 65-100	348	363	399	#	38	41
Number Scoring 85-100	215	214	272	#	6	8
Percentage of Tested Scoring 55-100	95%	96%	98%	#	83%	91%
Percentage of Tested Scoring 65-100	89%	91%	95%	#	66%	73%
Percentage of Tested Scoring 85-100	55%	54%	65%	#	10%	14%
<b>Mathematics A</b>						
Number Tested	334	441	459	0	42	55
Number Scoring 55-100	302	405	450	0	28	52
Number Scoring 65-100	254	377	442	0	21	50
Number Scoring 85-100	92	138	250	0	2	13
Percentage of Tested Scoring 55-100	90%	92%	98%	0%	67%	95%
Percentage of Tested Scoring 65-100	76%	85%	96%	0%	50%	91%
Percentage of Tested Scoring 85-100	28%	31%	54%	0%	5%	24%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	398	423	441	4	56	55
Number Scoring 55-100	392	409	426	#	47	49
Number Scoring 65-100	375	395	413	#	41	42
Number Scoring 85-100	163	260	241	#	15	14
Percentage of Tested Scoring 55-100	98%	97%	97%	#	84%	89%
Percentage of Tested Scoring 65-100	94%	93%	94%	#	73%	76%
Percentage of Tested Scoring 85-100	41%	61%	55%	#	27%	25%
<b>U.S. History and Government</b>						
Number Tested	402	400	410	8	59	52
Number Scoring 55-100	386	390	404	5	53	47
Number Scoring 65-100	372	383	397	3	51	44
Number Scoring 85-100	186	265	289	0	19	15
Percentage of Tested Scoring 55-100	96%	97%	99%	62%	90%	90%
Percentage of Tested Scoring 65-100	93%	96%	97%	38%	86%	85%
Percentage of Tested Scoring 85-100	46%	66%	70%	0%	32%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	376	379	389	2	27	41
Number Scoring 55-100	372	374	383	#	25	40
Number Scoring 65-100	369	373	382	#	25	40
Number Scoring 85-100	200	237	217	#	8	8
Percentage of Tested Scoring 55-100	99%	99%	98%	#	93%	98%
Percentage of Tested Scoring 65-100	98%	98%	98%	#	93%	98%
Percentage of Tested Scoring 85-100	53%	63%	56%	#	30%	20%
<b>Physical Setting/Earth Science</b>						
Number Tested	353	373	381	0	43	54
Number Scoring 55-100	348	360	369	0	38	45
Number Scoring 65-100	341	348	351	0	36	41
Number Scoring 85-100	177	193	168	0	8	8
Percentage of Tested Scoring 55-100	99%	97%	97%	0%	88%	83%
Percentage of Tested Scoring 65-100	97%	93%	92%	0%	84%	76%
Percentage of Tested Scoring 85-100	50%	52%	44%	0%	19%	15%
<b>Physical Setting/Chemistry</b>						
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%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<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	185	238	218	0	11	14
Number Scoring 55-100	183	236	217	0	10	13
Number Scoring 65-100	178	232	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%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	342	33	0	2	3	0
Number Scoring 55-100	324	21	0	#	#	0
Number Scoring 65-100	304	14	0	#	#	0
Number Scoring 85-100	171	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	55	91%	4	#	87	95%
Students with Disabilities	1	#	6	50%	33	82%

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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<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

## 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	323	323	323	47	47	47	370	370	370
Number Scoring 55–64	0	0	0	6	3	2	6	3	2
Number Scoring 65–84	166	79	105	37	22	34	203	101	139
Number Scoring 85–100	155	241	216	3	18	11	158	259	227
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)