



# The New York State Report Card 2011–12

School **ORCHARD PARK HIGH SCHOOL**  
School ID **14-23-01-06-0006**  
District **ORCHARD PARK CENTRAL SCHOOL  
DISTRICT**  
Principal **JON WOLF**  
Telephone **(716) 209-6243**  
Grades **9-12**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

- 1** Profile  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2** Student Performance  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3** Student Outcomes  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

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New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
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# 1 Profile

School **ORCHARD PARK HIGH SCHOOL**  
School ID **14-23-01-06-0006**

District **ORCHARD PARK CENTRAL SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	428	412	394
Grade 10	420	420	386
Grade 11	371	412	392
Grade 12	450	380	405
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>1669</b>	<b>1624</b>	<b>1577</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science	17	18	3
Social Studies			
<b>Grade 10</b>			
English	23	23	22
Mathematics	24	20	27
Science	23	24	22
Social Studies	26	24	26

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	42	3%	46	3%	67	4%
Reduced Price Lunch	29	2%	31	2%	19	1%
Limited English Proficient	3	0%	1	0%	2	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	6	0%	3	0%	5	0%
Black or African American	21	1%	21	1%	21	1%
Hispanic or Latino	26	2%	14	1%	13	1%
Asian or Native Hawaiian/Other Pacific Islander	17	1%	21	1%	21	1%
White	1599	96%	1546	95%	1517	96%
Multiracial	0	0%	19	1%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	67	4%	53	3%	55	3%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

School **ORCHARD PARK HIGH SCHOOL**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	122	121	115
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	5%	2%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	45%	45%	45%
<b>Total Number of Core Classes</b>	506	464	428
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	618	601	554
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	13%	43%
Turnover Rate of All Teachers	5%	7%	12%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	10	10	9
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	3	3	3
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

## 2 Student Performance

School **ORCHARD PARK HIGH SCHOOL**  
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District **ORCHARD PARK CENTRAL SCHOOL  
DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

#### **English Language Arts**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### **Mathematics**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

### **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **Secondary-Level Cohorts**

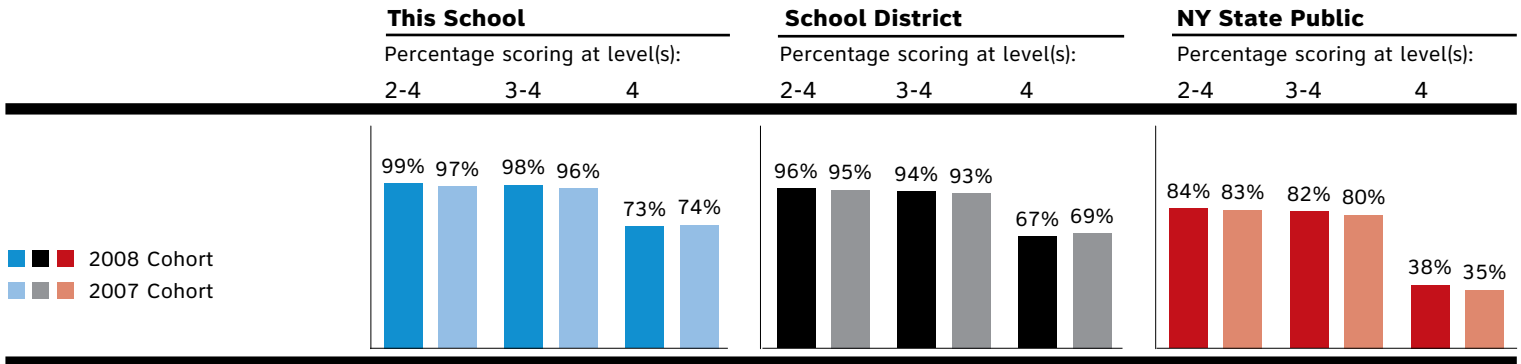
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

## 2 Student Performance

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### Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	404	99%	98%	73%	378	97%	96%	74%
Female	211	100%	99%	82%	187	98%	97%	78%
Male	193	98%	97%	63%	191	97%	95%	70%
American Indian or Alaska Native	3	–	–	–				
Black or African American	5	80%	80%	40%	5	–	–	–
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	80%	6	100%	100%	100%
White	387	99%	98%	73%	363	98%	96%	73%
Multiracial								
Small Group Totals	7	100%	100%	43%	9	89%	89%	67%
General-Education Students	378	99%	99%	76%	340	98%	98%	80%
Students with Disabilities	26	92%	85%	23%	38	92%	82%	18%
English Proficient	404	99%	98%	73%	378	97%	96%	74%
Limited English Proficient								
Economically Disadvantaged	19	95%	89%	26%	23	91%	87%	61%
Not Disadvantaged	385	99%	99%	75%	355	98%	97%	74%
Migrant								
Not Migrant	404	99%	98%	73%	378	97%	96%	74%

#### NOTES

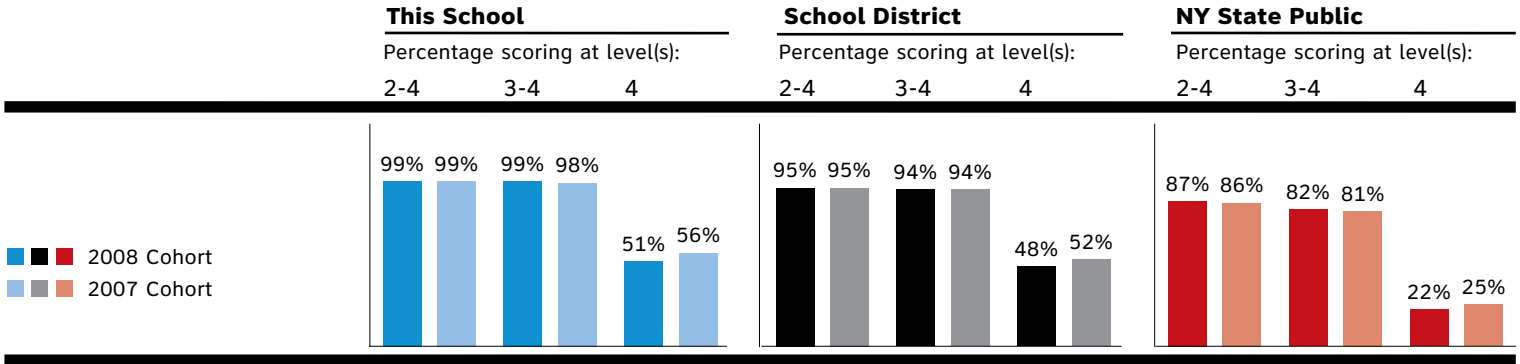
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## 2 Student Performance

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### Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4      3–4      4			Number of Students	Percentage scoring at level(s): 2–4      3–4      4		
All Students	404	99%	99%	51%	378	99%	98%	56%
Female	211	100%	100%	50%	187	99%	98%	57%
Male	193	99%	98%	53%	191	99%	98%	54%
American Indian or Alaska Native	3	–	–	–				
Black or African American	5	100%	80%	40%	5	–	–	–
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	100%	6	100%	100%	83%
White	387	99%	99%	51%	363	99%	98%	55%
Multiracial								
Small Group Totals	7	100%	100%	43%	9	100%	89%	56%
General-Education Students	378	99%	99%	54%	340	99%	99%	61%
Students with Disabilities	26	100%	92%	8%	38	97%	92%	13%
English Proficient	404	99%	99%	51%	378	99%	98%	56%
Limited English Proficient								
Economically Disadvantaged	19	100%	89%	16%	23	100%	96%	39%
Not Disadvantaged	385	99%	99%	53%	355	99%	98%	57%
Migrant								
Not Migrant	404	99%	99%	51%	378	99%	98%	56%

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### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	404	1%	41%	56%	378	0%	40%	58%	26	15%	62%	15%
<b>U.S. History and Government</b>	404	0%	15%	82%	378	0%	13%	85%	26	4%	38%	42%
<b>Science</b>	404	0%	22%	77%	378	0%	19%	80%	26	8%	62%	27%

### New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

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## 2 Student Performance

School **ORCHARD PARK HIGH SCHOOL**  
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### Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	402	99%	96%	50%	368	99%	97%	54%	34	91%	82%	12%
	2010-11	419	99%	98%	73%	386	100%	99%	76%	33	94%	88%	30%
	2009-10	381	99%	96%	72%	340	99%	99%	79%	41	93%	68%	15%
Integrated Algebra	2011-12	340	95%	91%	30%	296	96%	92%	33%	44	93%	86%	9%
	2010-11	379	99%	94%	19%	326	99%	95%	22%	53	98%	87%	0%
	2009-10	353	98%	95%	16%	306	99%	96%	17%	47	91%	85%	6%
Geometry	2011-12	415	97%	95%	53%	374	99%	97%	58%	41	83%	73%	7%
	2010-11	403	99%	95%	53%	370	99%	96%	56%	33	100%	85%	15%
	2009-10	438	98%	95%	40%	396	99%	97%	43%	42	90%	74%	7%
Algebra 2/Trigonometry	2011-12	344	91%	78%	26%	337	91%	78%	27%	7	100%	86%	0%
	2010-11	332	91%	82%	28%	325	91%	82%	29%	7	100%	71%	0%
	2009-10	300	88%	75%	34%	296	—	—	—	4	—	—	—
Global History and Geography	2011-12	409	95%	89%	44%	345	99%	96%	51%	64	73%	52%	6%
	2010-11	449	96%	91%	41%	395	98%	95%	45%	54	80%	57%	9%
	2009-10	458	95%	90%	50%	396	99%	96%	57%	62	71%	53%	6%
U.S. History and Government	2011-12	394	99%	97%	68%	362	100%	99%	72%	32	88%	66%	22%
	2010-11	418	99%	98%	81%	382	100%	99%	85%	36	89%	83%	42%
	2009-10	383	98%	96%	76%	340	100%	99%	82%	43	86%	74%	28%
Living Environment	2011-12	355	100%	99%	74%	306	100%	100%	80%	49	100%	92%	37%
	2010-11	415	100%	99%	76%	374	100%	99%	82%	41	98%	90%	22%
	2009-10	398	99%	99%	76%	365	100%	100%	81%	33	94%	94%	30%
Physical Setting/Earth Science	2011-12	334	99%	97%	61%	319	99%	97%	61%	15	100%	93%	73%
	2010-11	336	97%	93%	44%	317	97%	93%	46%	19	89%	84%	16%
	2009-10	351	100%	95%	54%	333	100%	95%	55%	18	100%	83%	28%
Physical Setting/Chemistry	2011-12	274	100%	96%	36%	271	—	—	—	3	—	—	—
	2010-11	284	100%	95%	30%	279	100%	95%	30%	5	100%	100%	40%
	2009-10	283	100%	98%	28%	280	—	—	—	3	—	—	—
Physical Setting/Physics	2011-12	121	98%	92%	52%	121	98%	92%	52%	0	—	—	—
	2010-11	122	99%	98%	43%	121	—	—	—	1	—	—	—
	2009-10	125	98%	96%	50%	124	—	—	—	1	—	—	—

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## 2 Student Performance

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### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	0		0		0	
	2010-11	3	—	0		3	—
	2009-10	3	—	0		3	—
Science	2011-12	1	—	0		1	—
	2010-11	2	—	0		2	—
	2009-10	5	60%	0		5	60%
Reading	2011-12	0		0		0	
	2010-11	9	56%	0		9	56%
	2009-10	3	—	0		3	—
Writing	2011-12	0		0		0	
	2010-11	2	—	0		2	—
	2009-10	3	—	0		3	—
Global Studies	2011-12	4	—	0		4	—
	2010-11	9	33%	1	—	8	—
	2009-10	15	53%	0		15	53%
U.S. History and Government	2011-12	1	—	0		1	—
	2010-11	2	—	0		2	—
	2009-10	1	—	0		1	—

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## 2 Student Performance

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### New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 9–12)	2011–12	3	–	–	–	–	3	–	–	–	–	0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	3	–	–	–	–	3	–	–	–	–	0				
Reading and Writing (Grades 9–12)	2011–12	3	–	–	–	–	3	–	–	–	–	0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	3	–	–	–	–	3	–	–	–	–	0				

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# 3 Student Outcomes

School **ORCHARD PARK HIGH SCHOOL**  
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District **ORCHARD PARK CENTRAL SCHOOL DISTRICT**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011–12	403		378		25	
	2010–11	367		328		39	
	2009–10	438		399		39	
<b>Receiving a Regents Diploma</b>	2011–12	397	99%	378	100%	19	76%
	2010–11	352	96%	328	100%	24	62%
	2009–10	422	96%	399	100%	23	59%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011–12	267	66%	263	70%	4	16%
	2010–11	227	62%	226	69%	1	3%
	2009–10	271	62%	269	67%	2	5%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011–12	1	N/A	0		1	N/A
	2010–11	0		0		0	
	2009–10	2	N/A	0		2	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011–12	5	0%	4	0%	1	1%
	2010–11	10	1%	9	1%	1	1%
	2009–10	11	1%	10	1%	1	1%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011–12	0	0%	0	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	0	0%	0	0%	0	0%
<b>Total Non-completers</b>	2011–12	5	0%	4	0%	1	1%
	2010–11	10	1%	9	1%	1	1%
	2009–10	11	1%	10	1%	1	1%

## Post-secondary Plans of 2011–12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	284	70%	277	73%	7	27%
<b>To 2-year College</b>	86	21%	72	19%	14	54%
<b>To Other Post-secondary</b>	0	0%	0	0%	0	0%
<b>To the Military</b>	8	2%	7	2%	1	4%
<b>To Employment</b>	9	2%	8	2%	1	4%
<b>To Adult Services</b>	1	0%	0	0%	1	4%
<b>To Other Known Plans</b>	2	0%	2	1%	0	0%
<b>Plan Unknown</b>	14	3%	12	3%	2	8%