

# 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	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	420	460	433
Tenth	430	406	426
Eleventh	427	404	391
Twelfth	393	420	389
Ungraded Secondary	17	2	0
Total K-12 Enrollment	1687	1692	1639

## 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	3	0.2%	6	0.4%	5	0.3%
Black (Not Hispanic)	2	0.1%	0	0.0%	5	0.3%
Hispanic	2	0.1%	6	0.4%	7	0.4%
White (Not Hispanic)	1680	99.6%	1680	99.3%	1622	99.0%

## 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	18	22	23
Social Studies Grade 8	0	0	0
English Grade 10	17	16	16
Mathematics Grade 10	21	27	16
Science Grade 10	20	22	23
Social Studies Grade 10	18	18	18

(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	2	0.1%	1	0.1%	3	0.2%
Eligible for Free Lunch	54	3.2%	19	1.1%	18	1.1%

### 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		95.3%		95.0%		95.3%
Student Suspensions	48	2.9%	32	1.9%	49	2.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.5%	2.0%	1.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	96%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	130
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	19
Teachers with Temporary Licenses	0

\*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	341	276	81%	364	309	85%	321	275	86%
Students with Disabilities	50	2	4%	25	4	16%	34	10	29%
All Students	391	278	71%	389	313	80%	355	285	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 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	255	80	3	5	12	0
Percent	72%	23%	1%	1%	3%	0%

## 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)
34	10	4	38

\*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			23		9	
	Entered GED Program*			0		2	
	Total Noncompleters			23		11	
Students with Disabilities	Dropped Out			3		3	
	Entered GED Program*			1		0	
	Total Noncompleters			4		3	
All Students	Dropped Out	19	1.1%	26	1.5%	12	0.7%
	Entered GED Program*	0	0.0%	1	0.1%	2	0.1%
	Total Noncompleters	19	1.1%	27	1.6%	14	0.9%

\*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		354	342
	Number of Students with Disabilities		48	60
	Number of All Students		402	402
	Percent of Enrollment		24%	25%

## 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%	16	94%	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%	33	97%	0	0%

### 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	2	#	0	0%	2	#
Science	9	89%	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	92	91%	0	0%	35	71%
Science	29	62%	0	0%	23	78%
Reading	9	100%	0	0%	24	88%
Writing	26	92%	0	0%	27	56%
Global Studies	25	32%	0	0%	21	90%
U.S. Hist & Gov't	19	68%	0	0%	9	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	448	389	397	26	1	58
Number Scoring 55–100	442	369	380	23	#	48
Number Scoring 65–100	428	348	363	21	#	38
Number Scoring 85–100	167	215	214	0	#	6
Percentage of Tested Scoring 55–100	99%	95%	96%	88%	#	83%
Percentage of Tested Scoring 65–100	96%	89%	91%	81%	#	66%
Percentage of Tested Scoring 85–100	37%	55%	54%	0%	#	10%
<b>Mathematics A</b>						
Number Tested	0	334	441	0	0	42
Number Scoring 55–100	0	302	405	0	0	28
Number Scoring 65–100	0	254	377	0	0	21
Number Scoring 85–100	0	92	138	0	0	2
Percentage of Tested Scoring 55–100	0%	90%	92%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	76%	85%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	28%	31%	0%	0%	5%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	402	398	423	47	4	56
Number Scoring 55–100	392	392	409	41	#	47
Number Scoring 65–100	383	375	395	38	#	41
Number Scoring 85–100	207	163	260	9	#	15
Percentage of Tested Scoring 55–100	98%	98%	97%	87%	#	84%
Percentage of Tested Scoring 65–100	95%	94%	93%	81%	#	73%
Percentage of Tested Scoring 85–100	51%	41%	61%	19%	#	27%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	427	402	400	41	8	59
Number Scoring 55–100	411	386	390	33	5	53
Number Scoring 65–100	392	372	383	22	3	51
Number Scoring 85–100	268	186	265	7	0	19
Percentage of Tested Scoring 55–100	96%	96%	97%	80%	62%	90%
Percentage of Tested Scoring 65–100	92%	93%	96%	54%	38%	86%
Percentage of Tested Scoring 85–100	63%	46%	66%	17%	0%	32%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	401	376	379	58	2	27
Number Scoring 55–100	400	372	374	57	#	25
Number Scoring 65–100	395	369	373	54	#	25
Number Scoring 85–100	197	200	237	5	#	8
Percentage of Tested Scoring 55–100	100%	99%	99%	98%	#	93%
Percentage of Tested Scoring 65–100	99%	98%	98%	93%	#	93%
Percentage of Tested Scoring 85–100	49%	53%	63%	9%	#	30%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	363	353	373	24	0	43
Number Scoring 55–100	357	348	360	23	0	38
Number Scoring 65–100	338	341	348	21	0	36
Number Scoring 85–100	197	177	193	5	0	8
Percentage of Tested Scoring 55–100	98%	99%	97%	96%	0%	88%
Percentage of Tested Scoring 65–100	93%	97%	93%	88%	0%	84%
Percentage of Tested Scoring 85–100	54%	50%	52%	21%	0%	19%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		267	256		0	15
Number Scoring 55–100		266	252		0	13
Number Scoring 65–100		238	238		0	12
Number Scoring 85–100		50	82		0	1
Percentage of Tested Scoring 55–100		100%	98%		0%	87%
Percentage of Tested Scoring 65–100		89%	93%		0%	80%
Percentage of Tested Scoring 85–100		19%	32%		0%	7%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	113	80	94	0	0	3
Number Scoring 55–100	113	80	93	0	0	#
Number Scoring 65–100	113	80	93	0	0	#
Number Scoring 85–100	69	37	57	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	61%	46%	61%	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	187	185	238	7	0	11
Number Scoring 55–100	185	183	236	7	0	10
Number Scoring 65–100	180	178	232	6	0	10
Number Scoring 85–100	110	98	124	1	0	5
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	0%	91%
Percentage of Tested Scoring 65–100	96%	96%	97%	86%	0%	91%
Percentage of Tested Scoring 85–100	59%	53%	52%	14%	0%	45%
<b>Comprehensive Latin</b>						
Number Tested	17	17	0	0	0	0
Number Scoring 55–100	17	17	0	0	0	0
Number Scoring 65–100	17	17	0	0	0	0
Number Scoring 85–100	16	15	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	94%	88%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	476	106	4	26	4	0
Number Scoring 55–100	433	74	#	21	#	0
Number Scoring 65–100	389	62	#	17	#	0
Number Scoring 85–100	195	4	#	4	#	0
Percentage of Tested Scoring 55–100	91%	70%	#	81%	#	0%
Percentage of Tested Scoring 65–100	82%	58%	#	65%	#	0%
Percentage of Tested Scoring 85–100	41%	4%	#	15%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	336	342	33	12	2	3
Number Scoring 55–100	311	324	21	10	#	#
Number Scoring 65–100	282	304	14	10	#	#
Number Scoring 85–100	137	171	2	4	#	#
Percentage of Tested Scoring 55–100	93%	95%	64%	83%	#	#
Percentage of Tested Scoring 65–100	84%	89%	42%	83%	#	#
Percentage of Tested Scoring 85–100	41%	50%	6%	33%	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	105	98%	55	91%	4	#
Students with Disabilities	55	96%	1	#	6	50%

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
<b>Nov 2002</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 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%

(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
<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

## 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	332	332	332	46	46	46	378	378	378
Number Scoring 55–64	1	7	1	7	5	4	8	12	5
Number Scoring 65–84	134	143	112	29	24	30	163	167	142
Number Scoring 85–100	193	178	217	5	7	8	198	185	225
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)