

# New York State District Report Card Comprehensive Information Report

BEDS Code: 26-08-01-06-0000

Name: East Irondequoit Central School District

Superintendent: Robert L. Collins

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	272	230	226
First	268	282	242
Second	274	272	266
Third	282	264	274
Fourth	283	282	256
Fifth	297	287	281
Sixth	286	304	283
Ungraded Elementary	0	0	0
Seventh	276	269	328
Eighth	307	280	268
Ninth	259	281	270
Tenth	246	265	288
Eleventh	270	251	267
Twelfth	225	256	250
Ungraded Secondary	12	0	0
Total K-12 Enrollment	3557	3523	3499

## 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	53	1.5%	64	1.8%	74	2.1%
Black (Not Hispanic)	328	9.2%	323	9.2%	362	10.3%
Hispanic	216	6.1%	223	6.3%	236	6.7%
White (Not Hispanic)	2960	83.2%	2913	82.7%	2827	80.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	23	21	19
Common Branch	22	22	20
English Grade 8	23	19	21
Mathematics Grade 8	20	19	20
Science Grade 8	23	19	20
Social Studies Grade 8	22	20	21
English Grade 10	20	26	25
Mathematics Grade 10	23	20	23
Science Grade 10	22	23	22
Social Studies Grade 10	23	25	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	82	2.3%	94	2.7%	97	2.8%
Eligible for Free Lunch	598	18.0%	638	19.1%	639	19.3%

### 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		96.0%		95.2%		96.0%
Student Suspensions	205	5.8%	155	4.4%	196	5.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.7%	7.4%	8.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	270
Total Other Professional Staff	44
Total Paraprofessionals	121
Teaching Out of Certification*	16
Teachers with Temporary Licenses	2

\*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	197	134	68%	186	147	79%	194	147	76%
Students with Disabilities	25	6	24%	17	2	12%	17	4	24%
All Students	222	140	63%	203	149	73%	211	151	72%

\*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	81	125	0	3	0	2
Percent	38%	59%	0%	1%	0%	1%

## 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)
17	4	4	21

\*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			15		14	
	Entered GED Program*			9		4	
	Total Noncompleters			24		18	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			1		1	
	Total Noncompleters			3		1	
All Students	Dropped Out	16	1.6%	17	1.6%	14	1.3%
	Entered GED Program*	12	1.2%	10	0.9%	5	0.5%
	Total Noncompleters	28	2.8%	27	2.6%	19	1.8%

\*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		247	230
	Number of Students with Disabilities		30	38
	Number of All Students		277	268
	Percent of Enrollment		32%	30%
9-12	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%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	37	95%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	57	72%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	125	84%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	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	1	#	3	#	7	71%
Science	8	75%	4	#	3	#
Reading	1	#	2	#	5	80%
Writing	0	0%	2	#	7	86%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	8	100%	2	#	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	57%	41	56%	20	70%
Science	9	78%	21	48%	8	38%
Reading	11	91%	12	58%	11	91%
Writing	14	36%	15	67%	8	62%
Global Studies	3	#	10	20%	6	83%
U.S. Hist & Gov't	15	80%	15	60%	14	64%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	259	472	242	29	53	27
Number Scoring 55–100	246	439	218	24	31	16
Number Scoring 65–100	209	393	203	13	15	16
Number Scoring 85–100	44	104	59	0	1	1
Percentage of Tested Scoring 55–100	95%	93%	90%	83%	58%	59%
Percentage of Tested Scoring 65–100	81%	83%	84%	45%	28%	59%
Percentage of Tested Scoring 85–100	17%	22%	24%	0%	2%	4%
<b>Mathematics A</b>						
Number Tested	193	363	246	9	44	27
Number Scoring 55–100	159	256	201	3	11	8
Number Scoring 65–100	130	211	172	3	10	6
Number Scoring 85–100	28	41	27	2	3	0
Percentage of Tested Scoring 55–100	82%	71%	82%	33%	25%	30%
Percentage of Tested Scoring 65–100	67%	58%	70%	33%	23%	22%
Percentage of Tested Scoring 85–100	15%	11%	11%	22%	7%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	81	0	0	3
Number Scoring 55–100	0	0	58	0	0	#
Number Scoring 65–100	0	0	38	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	47%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	288	498	262	32	62	29
Number Scoring 55–100	283	483	238	30	55	22
Number Scoring 65–100	243	448	223	16	39	18
Number Scoring 85–100	47	87	81	1	1	4
Percentage of Tested Scoring 55–100	98%	97%	91%	94%	89%	76%
Percentage of Tested Scoring 65–100	84%	90%	85%	50%	63%	62%
Percentage of Tested Scoring 85–100	16%	17%	31%	3%	2%	14%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	145	464	225	13	40	31
Number Scoring 55–100	131	428	198	9	26	15
Number Scoring 65–100	114	391	179	4	17	10
Number Scoring 85–100	44	109	56	1	3	1
Percentage of Tested Scoring 55–100	90%	92%	88%	69%	65%	48%
Percentage of Tested Scoring 65–100	79%	84%	80%	31%	42%	32%
Percentage of Tested Scoring 85–100	30%	23%	25%	8%	7%	3%

(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	182	551	212	15	72	5
Number Scoring 55–100	172	527	188	11	61	3
Number Scoring 65–100	139	474	169	5	46	3
Number Scoring 85–100	23	90	34	1	4	0
Percentage of Tested Scoring 55–100	95%	96%	89%	73%	85%	60%
Percentage of Tested Scoring 65–100	76%	86%	80%	33%	64%	60%
Percentage of Tested Scoring 85–100	13%	16%	16%	7%	6%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	127	408	170	8	33	17
Number Scoring 55–100	124	390	160	7	30	16
Number Scoring 65–100	101	341	145	4	21	10
Number Scoring 85–100	55	122	73	2	3	5
Percentage of Tested Scoring 55–100	98%	96%	94%	88%	91%	94%
Percentage of Tested Scoring 65–100	80%	84%	85%	50%	64%	59%
Percentage of Tested Scoring 85–100	43%	30%	43%	25%	9%	29%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		135	85		4	2
Number Scoring 55–100		124	83		#	#
Number Scoring 65–100		97	72		#	#
Number Scoring 85–100		13	8		#	#
Percentage of Tested Scoring 55–100		92%	98%		#	#
Percentage of Tested Scoring 65–100		72%	85%		#	#
Percentage of Tested Scoring 85–100		10%	9%		#	#
<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	19	0	12	0	0	0
Number Scoring 55–100	19	0	12	0	0	0
Number Scoring 65–100	19	0	12	0	0	0
Number Scoring 85–100	11	0	11	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	58%	0%	92%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	29	1	13	0	0	0
Number Scoring 55–100	29	#	13	0	0	0
Number Scoring 65–100	29	#	13	0	0	0
Number Scoring 85–100	18	#	8	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	#	62%	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	99	261	55	0	1	0
Number Scoring 55–100	98	260	55	0	#	0
Number Scoring 65–100	98	258	55	0	#	0
Number Scoring 85–100	63	139	26	0	#	0
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	99%	99%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	64%	53%	47%	0%	#	0%
<b>Comprehensive Latin</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%

(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	0	7	0	0	0	0
Number Scoring 55–100	0	5	0	0	0	0
Number Scoring 65–100	0	4	0	0	0	0
Number Scoring 85–100	0	1	0	0	0	0
Percentage of Tested Scoring 55–100	0%	71%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	57%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	14%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	0	286	0	0	9	0
Number Scoring 55–100	0	223	0	0	3	0
Number Scoring 65–100	0	195	0	0	3	0
Number Scoring 85–100	0	65	0	0	1	0
Percentage of Tested Scoring 55–100	0%	78%	0%	0%	33%	0%
Percentage of Tested Scoring 65–100	0%	68%	0%	0%	33%	0%
Percentage of Tested Scoring 85–100	0%	23%	0%	0%	11%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	100%	105	96%	0	0%
Students with Disabilities	11	100%	30	93%	0	0%

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	243	2%	9%	67%	22%
	Students with Disabilities	37	8%	16%	68%	8%
	All Students	280	3%	10%	67%	20%

### 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	224	2%	37%	56%	5%
	Students with Disabilities	46	15%	76%	9%	0%
	All Students	270	4%	43%	48%	4%

(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	271	271	271	31	31	31	302	302	302
Number Scoring 55–64	14	14	13	7	6	3	21	20	16
Number Scoring 65–84	161	153	136	12	8	12	173	161	148
Number Scoring 85–100	50	57	78	1	3	1	51	60	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)