

# New York State District Report Card Comprehensive Information Report

BEDS Code: 26-08-03-06-0000

Name: West Irondequoit Central School District

Superintendent: Jeffrey B. Crane

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	211	191	229
First	228	235	215
Second	274	251	256
Third	279	286	260
Fourth	303	278	298
Fifth	299	308	292
Sixth	309	316	322
Ungraded Elementary	0	0	0
Seventh	361	321	329
Eighth	344	362	325
Ninth	395	373	364
Tenth	354	364	361
Eleventh	336	364	362
Twelfth	318	342	360
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4011	3991	3973

## 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	98	2.4%	111	2.8%	94	2.4%
Black (Not Hispanic)	198	4.9%	192	4.8%	207	5.2%
Hispanic	100	2.5%	119	3.0%	118	3.0%
White (Not Hispanic)	3615	90.1%	3569	89.4%	3554	89.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	21	18
Common Branch	21	22	21
English Grade 8	23	23	22
Mathematics Grade 8	23	23	23
Science Grade 8	22	24	23
Social Studies Grade 8	25	23	23
English Grade 10	23	24	25
Mathematics Grade 10	24	25	24
Science Grade 10	25	24	23
Social Studies Grade 10	22	24	22

(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	30	0.7%	36	0.9%	39	1.0%
Eligible for Free Lunch	202	5.3%	197	5.2%	224	6.0%

### 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		96.9%		96.7%		96.3%
Student Suspensions	104	2.6%	137	3.4%	149	3.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.2%	4.2%	3.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	271
Total Other Professional Staff	50
Total Paraprofessionals	118
Teaching Out of Certification*	12
Teachers with Temporary Licenses	1

\*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	265	209	79%	293	235	80%	309	307	99%
Students with Disabilities	29	6	21%	22	3	14%	30	28	93%
All Students	294	215	73%	315	238	76%	339	335	99%

\*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	196	78	0	10	21	34
Percent	58%	23%	0%	3%	6%	10%

## 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)
30	28	0	30

\*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			3		32	
	Entered GED Program*			1		9	
	Total Noncompleters			4		41	
Students with Disabilities	Dropped Out			1		7	
	Entered GED Program*			4		3	
	Total Noncompleters			5		10	
All Students	Dropped Out	16	1.1%	4	0.3%	39	2.7%
	Entered GED Program*	18	1.3%	5	0.3%	12	0.8%
	Total Noncompleters	34	2.4%	9	0.6%	51	3.5%

\*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	538
	Number of Students with Disabilities		0	52
	Number of All Students		0	590
	Percent of Enrollment		0%	100%
6-8	Number of General-Education Students		324	599
	Number of Students with Disabilities		26	51
	Number of All Students		350	650
	Percent of Enrollment		35%	67%
9-12	Number of General-Education Students		1308	1310
	Number of Students with Disabilities		135	137
	Number of All Students		1443	1447
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	59	98%	51	96%	46	98%
German	18	89%	10	100%	15	93%
Italian	47	98%	81	99%	74	97%
Latin	21	100%	17	100%	12	100%
Spanish	194	97%	213	97%	138	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	1	#	0	0%	1	#
Italian	2	#	0	0%	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	10	100%	0	0%	7	100%

(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	3	#	4	#	0	0%
Science	3	#	27	63%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	17	76%	0	0%
U.S. Hist & Gov't	2	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	89%	4	#	5	100%
Science	23	61%	4	#	16	69%
Reading	4	#	0	0%	7	86%
Writing	4	#	0	0%	1	#
Global Studies	3	#	4	#	13	54%
U.S. Hist & Gov't	3	#	0	0%	8	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	303	312	315	22	26	41
Number Scoring 55–100	300	305	299	22	20	27
Number Scoring 65–100	288	294	283	14	13	19
Number Scoring 85–100	154	180	132	0	1	2
Percentage of Tested Scoring 55–100	99%	98%	95%	100%	77%	66%
Percentage of Tested Scoring 65–100	95%	94%	90%	64%	50%	46%
Percentage of Tested Scoring 85–100	51%	58%	42%	0%	4%	5%
<b>Mathematics A</b>						
Number Tested	0	42	354	0	6	30
Number Scoring 55–100	0	14	330	0	2	19
Number Scoring 65–100	0	4	296	0	1	16
Number Scoring 85–100	0	0	81	0	0	1
Percentage of Tested Scoring 55–100	0%	33%	93%	0%	33%	63%
Percentage of Tested Scoring 65–100	0%	10%	84%	0%	17%	53%
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	0%	3%
<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	344	359	373	27	3	43
Number Scoring 55–100	344	346	345	27	#	29
Number Scoring 65–100	335	323	308	21	#	22
Number Scoring 85–100	196	156	116	3	#	3
Percentage of Tested Scoring 55–100	100%	96%	92%	100%	#	67%
Percentage of Tested Scoring 65–100	97%	90%	83%	78%	#	51%
Percentage of Tested Scoring 85–100	57%	43%	31%	11%	#	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	317	346	348	19	26	32
Number Scoring 55–100	314	340	341	18	24	27
Number Scoring 65–100	306	319	327	15	16	22
Number Scoring 85–100	178	160	216	2	4	3
Percentage of Tested Scoring 55–100	99%	98%	98%	95%	92%	84%
Percentage of Tested Scoring 65–100	97%	92%	94%	79%	62%	69%
Percentage of Tested Scoring 85–100	56%	46%	62%	11%	15%	9%

(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	297	361	336	22	6	41
Number Scoring 55–100	297	358	331	22	6	36
Number Scoring 65–100	295	354	321	21	5	33
Number Scoring 85–100	120	198	135	0	1	3
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	88%
Percentage of Tested Scoring 65–100	99%	98%	96%	95%	83%	80%
Percentage of Tested Scoring 85–100	40%	55%	40%	0%	17%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	367	365	365	18	1	36
Number Scoring 55–100	346	348	342	13	#	22
Number Scoring 65–100	324	303	320	11	#	13
Number Scoring 85–100	136	104	138	0	#	0
Percentage of Tested Scoring 55–100	94%	95%	94%	72%	#	61%
Percentage of Tested Scoring 65–100	88%	83%	88%	61%	#	36%
Percentage of Tested Scoring 85–100	37%	28%	38%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		237	254		2	5
Number Scoring 55–100		230	249		#	5
Number Scoring 65–100		210	213		#	2
Number Scoring 85–100		42	45		#	0
Percentage of Tested Scoring 55–100		97%	98%		#	100%
Percentage of Tested Scoring 65–100		89%	84%		#	40%
Percentage of Tested Scoring 85–100		18%	18%		#	0%
<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	47	55	52	1	1	1
Number Scoring 55–100	47	53	52	#	#	#
Number Scoring 65–100	45	49	51	#	#	#
Number Scoring 85–100	21	12	26	#	#	#
Percentage of Tested Scoring 55–100	100%	96%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	89%	98%	#	#	#
Percentage of Tested Scoring 85–100	45%	22%	50%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	49	41	38	0	0	2
Number Scoring 55–100	49	41	38	0	0	#
Number Scoring 65–100	49	38	38	0	0	#
Number Scoring 85–100	31	12	11	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	93%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	63%	29%	29%	0%	0%	#
<b>Comprehensive German</b>						
Number Tested	9	17	9	0	0	0
Number Scoring 55–100	9	17	9	0	0	0
Number Scoring 65–100	7	15	9	0	0	0
Number Scoring 85–100	4	4	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	24%	44%	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	142	127	144	1	1	4
Number Scoring 55–100	141	126	143	#	#	#
Number Scoring 65–100	138	122	140	#	#	#
Number Scoring 85–100	86	56	81	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	97%	96%	97%	#	#	#
Percentage of Tested Scoring 85–100	61%	44%	56%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	20	24	13	0	1	0
Number Scoring 55–100	20	24	13	0	#	0
Number Scoring 65–100	20	24	13	0	#	0
Number Scoring 85–100	16	16	6	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	80%	67%	46%	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	324	369	20	9	7	1
Number Scoring 55–100	307	322	18	7	5	#
Number Scoring 65–100	293	304	15	4	4	#
Number Scoring 85–100	168	162	1	1	0	#
Percentage of Tested Scoring 55–100	95%	87%	90%	78%	71%	#
Percentage of Tested Scoring 65–100	90%	82%	75%	44%	57%	#
Percentage of Tested Scoring 85–100	52%	44%	5%	11%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	249	250	275	3	3	6
Number Scoring 55–100	241	238	255	#	#	5
Number Scoring 65–100	226	221	241	#	#	4
Number Scoring 85–100	153	146	138	#	#	2
Percentage of Tested Scoring 55–100	97%	95%	93%	#	#	83%
Percentage of Tested Scoring 65–100	91%	88%	88%	#	#	67%
Percentage of Tested Scoring 85–100	61%	58%	50%	#	#	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	80	100%	123	98%	46	93%
Students with Disabilities	17	100%	15	100%	10	80%

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	261	2%	4%	58%	36%
	Students with Disabilities	29	10%	3%	76%	10%
	All Students	290	3%	4%	60%	33%

### 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	299	0%	25%	61%	15%
	Students with Disabilities	31	16%	68%	16%	0%
	All Students	330	2%	29%	56%	13%

(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	1	2	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	307	307	307	30	30	30	337	337	337
Number Scoring 55–64	2	12	0	5	4	2	7	16	2
Number Scoring 65–84	103	133	139	18	15	21	121	148	160
Number Scoring 85–100	191	152	159	4	4	3	195	156	162
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)