

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-08-03-06-0005
 Name: Irondequoit High School
 Principal: Patrick Mccue

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	395	373	364
Tenth	354	364	361
Eleventh	336	364	362
Twelfth	318	342	360
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1403	1443	1447

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	32	2.3%	34	2.4%	32	2.2%
Black (Not Hispanic)	57	4.1%	75	5.2%	71	4.9%
Hispanic	34	2.4%	43	3.0%	43	3.0%
White (Not Hispanic)	1280	91.2%	1291	89.5%	1301	89.9%

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	0	0	0
Social Studies Grade 8	0	0	0
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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle 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%	6	0.4%	7	0.5%
Eligible for Free Lunch	75	5.3%	80	5.5%	99	6.8%

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		97.5%		97.4%		96.2%
Student Suspensions	64	4.9%	97	6.9%	110	7.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.6%	5.1%	4.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	94%	99%

Staff Counts

Staff	2002–2003
Total Teachers	89
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	265	209	79%	291	235	81%	307	305	99%
Students with Disabilities	29	6	21%	22	3	14%	27	27	100%
All Students	294	215	73%	313	238	76%	334	332	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	77	0	10	21	30
Percent	59%	23%	0%	3%	6%	9%

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)
27	27	0	27

*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		29	
	Entered GED Program*			1		9	
	Total Noncompleters			4		38	
Students with Disabilities	Dropped Out			1		7	
	Entered GED Program*			4		1	
	Total Noncompleters			5		8	
All Students	Dropped Out	16	1.1%	4	0.3%	36	2.5%
	Entered GED Program*	18	1.3%	5	0.3%	10	0.7%
	Total Noncompleters	34	2.4%	9	0.6%	46	3.2%

*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		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	10	100%	9	78%	5	80%
German	3	#	2	#	1	#
Italian	5	100%	11	91%	2	#
Latin	0	0%	2	#	0	0%
Spanish	15	73%	33	82%	1	#

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	3	#	0	0%	2	#

(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	#	1	#
Science	23	61%	4	#	12	67%
Reading	4	#	0	0%	6	83%
Writing	4	#	0	0%	0	0%
Global Studies	3	#	4	#	7	57%
U.S. Hist & Gov't	3	#	0	0%	7	43%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	303	312	311	22	26	37
Number Scoring 55–100	300	305	298	22	20	26
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%	96%	100%	77%	70%
Percentage of Tested Scoring 65–100	95%	94%	91%	64%	50%	51%
Percentage of Tested Scoring 85–100	51%	58%	42%	0%	4%	5%
Mathematics A						
Number Tested	0	42	347	0	6	23
Number Scoring 55–100	0	14	329	0	2	18
Number Scoring 65–100	0	4	295	0	1	15
Number Scoring 85–100	0	0	81	0	0	1
Percentage of Tested Scoring 55–100	0%	33%	95%	0%	33%	78%
Percentage of Tested Scoring 65–100	0%	10%	85%	0%	17%	65%
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	0%	4%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	344	359	366	27	3	36
Number Scoring 55–100	344	346	341	27	#	25
Number Scoring 65–100	335	323	305	21	#	19
Number Scoring 85–100	196	156	115	3	#	2
Percentage of Tested Scoring 55–100	100%	96%	93%	100%	#	69%
Percentage of Tested Scoring 65–100	97%	90%	83%	78%	#	53%
Percentage of Tested Scoring 85–100	57%	43%	31%	11%	#	6%
U.S. History and Government (first administered June 2001)						
Number Tested	317	346	346	19	26	30
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%	99%	95%	92%	90%
Percentage of Tested Scoring 65–100	97%	92%	95%	79%	62%	73%
Percentage of Tested Scoring 85–100	56%	46%	62%	11%	15%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	297	361	329	22	6	35
Number Scoring 55–100	297	358	326	22	6	32
Number Scoring 65–100	295	354	316	21	5	29
Number Scoring 85–100	120	198	134	0	1	2
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	91%
Percentage of Tested Scoring 65–100	99%	98%	96%	95%	83%	83%
Percentage of Tested Scoring 85–100	40%	55%	41%	0%	17%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	297	308	316	18	1	36
Number Scoring 55–100	276	291	293	13	#	22
Number Scoring 65–100	254	246	271	11	#	13
Number Scoring 85–100	75	52	91	0	#	0
Percentage of Tested Scoring 55–100	93%	94%	93%	72%	#	61%
Percentage of Tested Scoring 65–100	86%	80%	86%	61%	#	36%
Percentage of Tested Scoring 85–100	25%	17%	29%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
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%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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%	#	#	#
Comprehensive Italian						
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%	#
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
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%	#	#	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	324	368	20	9	7	1
Number Scoring 55–100	307	321	18	7	5	#
Number Scoring 65–100	293	303	15	4	4	#
Number Scoring 85–100	168	161	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%	#
Sequential Mathematics, Course III						
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
Nov 2002	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
June 2003	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	304	304	304	30	30	30	334	334	334
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)