

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-13-01-06-0009  
 Name: Fairport Senior High School  
 Principal: David Paddock

Grade Range : 10-12

## 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	0	0	0
Tenth	557	550	545
Eleventh	520	560	540
Twelfth	479	512	546
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1556	1622	1631

## 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	52	3.3%	67	4.1%	74	4.5%
Black (Not Hispanic)	27	1.7%	33	2.0%	47	2.9%
Hispanic	12	0.8%	22	1.4%	30	1.8%
White (Not Hispanic)	1465	94.2%	1500	92.5%	1480	90.7%

## 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	25	24
Mathematics Grade 10	22	21	23
Science Grade 10	23	22	24
Social Studies Grade 10	22	24	25

(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
53	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 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	16	1.0%	0	0.0%	5	0.3%
Eligible for Free Lunch	49	3.2%	67	4.1%	46	2.8%

### 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		96.2%		95.6%		95.5%
Student Suspensions	25	1.7%	24	1.5%	40	2.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.3%	2.9%	1.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	117
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	427	332	78%	443	359	81%	505	433	86%
Students with Disabilities	45	7	16%	42	12	29%	42	15	36%
All Students	472	339	72%	485	371	76%	547	448	82%

\*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	325	146	4	9	32	31
Percent	59%	27%	1%	2%	6%	6%

## 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)
42	15	1	43

\*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			22		5	
	Entered GED Program*			5		2	
	Total Noncompleters			27		7	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			2		0	
	Total Noncompleters			2		3	
All Students	Dropped Out	10	0.6%	22	1.4%	8	0.5%
	Entered GED Program*	13	0.8%	7	0.4%	2	0.1%
	Total Noncompleters	23	1.5%	29	1.8%	10	0.6%

\*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		0	0
	Number of Students with Disabilities		0	180
	Number of All Students		0	180
	Percent of Enrollment		0%	11%

## 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%	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%

### 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	#	3	#	6	83%
Science	6	83%	5	60%	2	#
Reading	2	#	1	#	3	#
Writing	2	#	1	#	3	#
Global Studies	0	0%	3	#	4	#
U.S. Hist & Gov't	5	100%	1	#	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	13	77%	21	81%
Science	5	80%	12	67%	10	40%
Reading	2	#	0	0%	15	60%
Writing	3	#	0	0%	11	100%
Global Studies	2	#	8	50%	26	62%
U.S. Hist & Gov't	7	86%	2	#	9	78%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	425	446	418	48	49	58
Number Scoring 55–100	416	426	401	47	44	51
Number Scoring 65–100	392	378	382	35	27	42
Number Scoring 85–100	142	172	131	3	3	3
Percentage of Tested Scoring 55–100	98%	96%	96%	98%	90%	88%
Percentage of Tested Scoring 65–100	92%	85%	91%	73%	55%	72%
Percentage of Tested Scoring 85–100	33%	39%	31%	6%	6%	5%
<b>Mathematics A</b>						
Number Tested	0	31	406	0	6	54
Number Scoring 55–100	0	24	374	0	6	42
Number Scoring 65–100	0	19	345	0	5	33
Number Scoring 85–100	0	1	86	0	0	9
Percentage of Tested Scoring 55–100	0%	77%	92%	0%	100%	78%
Percentage of Tested Scoring 65–100	0%	61%	85%	0%	83%	61%
Percentage of Tested Scoring 85–100	0%	3%	21%	0%	0%	17%
<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	543	550	557	59	64	49
Number Scoring 55–100	535	519	519	56	52	31
Number Scoring 65–100	523	485	487	51	36	25
Number Scoring 85–100	273	194	247	6	5	5
Percentage of Tested Scoring 55–100	99%	94%	93%	95%	81%	63%
Percentage of Tested Scoring 65–100	96%	88%	87%	86%	56%	51%
Percentage of Tested Scoring 85–100	50%	35%	44%	10%	8%	10%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	429	561	538	48	59	55
Number Scoring 55–100	416	551	527	40	55	50
Number Scoring 65–100	393	522	509	28	48	44
Number Scoring 85–100	245	270	316	7	12	9
Percentage of Tested Scoring 55–100	97%	98%	98%	83%	93%	91%
Percentage of Tested Scoring 65–100	92%	93%	95%	58%	81%	80%
Percentage of Tested Scoring 85–100	57%	48%	59%	15%	20%	16%

(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	509	387	454	44	44	44
Number Scoring 55–100	507	376	438	44	44	39
Number Scoring 65–100	501	372	425	42	42	33
Number Scoring 85–100	167	133	180	6	10	8
Percentage of Tested Scoring 55–100	100%	97%	96%	100%	100%	89%
Percentage of Tested Scoring 65–100	98%	96%	94%	95%	95%	75%
Percentage of Tested Scoring 85–100	33%	34%	40%	14%	23%	18%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	10	0	0	2	0
Number Scoring 55–100	0	7	0	0	#	0
Number Scoring 65–100	0	5	0	0	#	0
Number Scoring 85–100	0	3	0	0	#	0
Percentage of Tested Scoring 55–100	0%	70%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	50%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	30%	0%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		522	417		15	16
Number Scoring 55–100		508	406		12	15
Number Scoring 65–100		416	331		8	7
Number Scoring 85–100		96	90		0	1
Percentage of Tested Scoring 55–100		97%	97%		80%	94%
Percentage of Tested Scoring 65–100		80%	79%		53%	44%
Percentage of Tested Scoring 85–100		18%	22%		0%	6%
<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	96	107	107	4	2	1
Number Scoring 55–100	96	107	107	#	#	#
Number Scoring 65–100	95	101	107	#	#	#
Number Scoring 85–100	73	48	85	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	94%	100%	#	#	#
Percentage of Tested Scoring 85–100	76%	45%	79%	#	#	#
<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	35	36	26	1	1	1
Number Scoring 55–100	35	35	26	#	#	#
Number Scoring 65–100	35	33	26	#	#	#
Number Scoring 85–100	21	13	14	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	92%	100%	#	#	#
Percentage of Tested Scoring 85–100	60%	36%	54%	#	#	#
<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	302	234	271	12	9	6
Number Scoring 55–100	297	231	268	11	9	6
Number Scoring 65–100	296	227	267	11	7	6
Number Scoring 85–100	181	127	190	3	3	2
Percentage of Tested Scoring 55–100	98%	99%	99%	92%	100%	100%
Percentage of Tested Scoring 65–100	98%	97%	99%	92%	78%	100%
Percentage of Tested Scoring 85–100	60%	54%	70%	25%	33%	33%
<b>Comprehensive Latin</b>						
Number Tested	0	40	21	0	1	0
Number Scoring 55–100	0	39	20	0	#	0
Number Scoring 65–100	0	38	20	0	#	0
Number Scoring 85–100	0	24	10	0	#	0
Percentage of Tested Scoring 55–100	0%	97%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	95%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	60%	48%	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	349	411	62	37	54	12
Number Scoring 55–100	299	331	45	21	34	6
Number Scoring 65–100	256	287	36	14	28	5
Number Scoring 85–100	82	84	3	0	6	0
Percentage of Tested Scoring 55–100	86%	81%	73%	57%	63%	50%
Percentage of Tested Scoring 65–100	73%	70%	58%	38%	52%	42%
Percentage of Tested Scoring 85–100	23%	20%	5%	0%	11%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	394	525	415	15	29	14
Number Scoring 55–100	376	501	360	14	25	8
Number Scoring 65–100	357	470	327	13	19	7
Number Scoring 85–100	203	244	166	4	8	1
Percentage of Tested Scoring 55–100	95%	95%	87%	93%	86%	57%
Percentage of Tested Scoring 65–100	91%	90%	79%	87%	66%	50%
Percentage of Tested Scoring 85–100	52%	46%	40%	27%	28%	7%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	47	98%	57	100%	72	99%
Students with Disabilities	28	100%	19	100%	18	100%

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	487	487	487	44	44	44	531	531	531
Number Scoring 55–64	8	9	7	2	4	3	10	13	10
Number Scoring 65–84	208	211	228	38	29	29	246	240	257
Number Scoring 85–100	264	256	246	3	8	7	267	264	253
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)