

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-17-01-06-0004
 Name: Victor Senior High School
 Principal: Yvonne O'Shea

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	240	250	225
Tenth	228	243	239
Eleventh	220	211	221
Twelfth	208	210	199
Ungraded Secondary	0	0	22
Total K-12 Enrollment	896	914	906

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	18	2.0%	22	2.4%	24	2.6%
Black (Not Hispanic)	5	0.6%	7	0.8%	8	0.9%
Hispanic	9	1.0%	8	0.9%	6	0.7%
White (Not Hispanic)	864	96.4%	877	96.0%	868	95.8%

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	20	21	22
Mathematics Grade 10	19	17	19
Science Grade 10	24	23	21
Social Studies Grade 10	21	20	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
49	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 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	3	0.3%	0	0.0%	14	1.6%
Eligible for Free Lunch	14	1.6%	27	2.9%	36	4.0%

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		95.9%		96.1%		95.9%
Student Suspensions	57	6.5%	55	6.1%	87	9.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.5%	2.8%	2.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	91%	97%	97%

Staff Counts

Staff	2002–2003
Total Teachers	68
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	187	150	80%	184	159	86%	174	162	93%
Students with Disabilities	12	5	42%	13	7	54%	14	6	43%
All Students	199	155	78%	197	166	84%	188	168	89%

*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	103	59	2	2	6	16
Percent	55%	31%	1%	1%	3%	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)
14	6	4	18

*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			9		3	
	Entered GED Program*			15		24	
	Total Noncompleters			24		27	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			2		5	
	Total Noncompleters			3		8	
All Students	Dropped Out	17	1.9%	10	1.1%	6	0.7%
	Entered GED Program*	12	1.3%	17	1.9%	29	3.2%
	Total Noncompleters	29	3.2%	27	3.0%	35	3.9%

*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		240	0
	Number of Students with Disabilities		0	0
	Number of All Students		240	0
	Percent of Enrollment		0%	0%
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	0	0%	1	#	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	0	0%	2	#	4	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	91%	15	87%	3	#
Science	0	0%	1	#	0	0%
Reading	0	0%	3	#	7	100%
Writing	1	#	3	#	7	100%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	6	67%	5	60%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	208	199	225	22	14	18
Number Scoring 55–100	204	193	214	20	9	12
Number Scoring 65–100	190	180	200	13	5	7
Number Scoring 85–100	86	91	116	1	0	0
Percentage of Tested Scoring 55–100	98%	97%	95%	91%	64%	67%
Percentage of Tested Scoring 65–100	91%	90%	89%	59%	36%	39%
Percentage of Tested Scoring 85–100	41%	46%	52%	5%	0%	0%
Mathematics A						
Number Tested	219	275	218	29	27	14
Number Scoring 55–100	198	240	214	23	12	13
Number Scoring 65–100	183	212	204	20	9	10
Number Scoring 85–100	76	101	57	4	1	2
Percentage of Tested Scoring 55–100	90%	87%	98%	79%	44%	93%
Percentage of Tested Scoring 65–100	84%	77%	94%	69%	33%	71%
Percentage of Tested Scoring 85–100	35%	37%	26%	14%	4%	14%
Mathematics B (first administered June 2001)						
Number Tested	0	124	168	0	1	1
Number Scoring 55–100	0	120	153	0	#	#
Number Scoring 65–100	0	104	129	0	#	#
Number Scoring 85–100	0	27	35	0	#	#
Percentage of Tested Scoring 55–100	0%	97%	91%	0%	#	#
Percentage of Tested Scoring 65–100	0%	84%	77%	0%	#	#
Percentage of Tested Scoring 85–100	0%	22%	21%	0%	#	#
Global History and Geography						
Number Tested	215	220	228	28	22	23
Number Scoring 55–100	214	211	225	28	18	23
Number Scoring 65–100	205	199	221	25	14	20
Number Scoring 85–100	93	89	163	2	0	5
Percentage of Tested Scoring 55–100	100%	96%	99%	100%	82%	100%
Percentage of Tested Scoring 65–100	95%	90%	97%	89%	64%	87%
Percentage of Tested Scoring 85–100	43%	40%	71%	7%	0%	22%
U.S. History and Government (first administered June 2001)						
Number Tested	209	208	228	23	13	20
Number Scoring 55–100	199	201	227	15	10	19
Number Scoring 65–100	183	181	220	12	5	16
Number Scoring 85–100	103	54	148	6	0	4
Percentage of Tested Scoring 55–100	95%	97%	100%	65%	77%	95%
Percentage of Tested Scoring 65–100	88%	87%	96%	52%	38%	80%
Percentage of Tested Scoring 85–100	49%	26%	65%	26%	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	230	207	205	32	15	19
Number Scoring 55–100	230	207	205	32	15	19
Number Scoring 65–100	230	206	204	32	14	18
Number Scoring 85–100	122	124	143	6	3	6
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	93%	95%
Percentage of Tested Scoring 85–100	53%	60%	70%	19%	20%	32%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	194	199	180	24	31	14
Number Scoring 55–100	186	189	179	21	27	14
Number Scoring 65–100	174	183	176	15	24	14
Number Scoring 85–100	100	96	109	2	4	3
Percentage of Tested Scoring 55–100	96%	95%	99%	88%	87%	100%
Percentage of Tested Scoring 65–100	90%	92%	98%	62%	77%	100%
Percentage of Tested Scoring 85–100	52%	48%	61%	8%	13%	21%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		127	127		1	0
Number Scoring 55–100		127	127		#	0
Number Scoring 65–100		122	123		#	0
Number Scoring 85–100		41	51		#	0
Percentage of Tested Scoring 55–100		100%	100%		#	0%
Percentage of Tested Scoring 65–100		96%	97%		#	0%
Percentage of Tested Scoring 85–100		32%	40%		#	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	59	78	83	0	1	0
Number Scoring 55–100	59	78	83	0	#	0
Number Scoring 65–100	58	77	83	0	#	0
Number Scoring 85–100	37	49	65	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	99%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	63%	63%	78%	0%	#	0%
Comprehensive Italian						
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 German						
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 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	93	101	126	0	0	4
Number Scoring 55–100	92	101	126	0	0	#
Number Scoring 65–100	91	101	125	0	0	#
Number Scoring 85–100	53	64	93	0	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	100%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	57%	63%	74%	0%	0%	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	29	7	0	5	0	0
Number Scoring 55–100	20	5	0	3	0	0
Number Scoring 65–100	12	5	0	3	0	0
Number Scoring 85–100	4	2	0	1	0	0
Percentage of Tested Scoring 55–100	69%	71%	0%	60%	0%	0%
Percentage of Tested Scoring 65–100	41%	71%	0%	60%	0%	0%
Percentage of Tested Scoring 85–100	14%	29%	0%	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	140	13	1	3	0	0
Number Scoring 55–100	136	11	#	#	0	0
Number Scoring 65–100	129	10	#	#	0	0
Number Scoring 85–100	67	2	#	#	0	0
Percentage of Tested Scoring 55–100	97%	85%	#	#	0%	0%
Percentage of Tested Scoring 65–100	92%	77%	#	#	0%	0%
Percentage of Tested Scoring 85–100	48%	15%	#	#	0%	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	55	100%	3	#	3	#
Students with Disabilities	9	100%	3	#	1	#

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	173	173	173	17	17	17	190	190	190
Number Scoring 55–64	3	7	1	3	5	1	6	12	2
Number Scoring 65–84	79	110	74	12	7	12	91	117	86
Number Scoring 85–100	91	52	98	0	0	1	91	52	99
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)