

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	191	229	215
First	235	215	250
Second	251	256	232
Third	286	260	275
Fourth	278	298	273
Fifth	308	292	308
Sixth	316	322	301
Ungraded Elementary	0	0	0
Seventh	321	329	336
Eighth	362	325	330
Ninth	373	364	336
Tenth	364	361	366
Eleventh	364	362	358
Twelfth	342	360	369
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3991	3973	3949

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	111	2.8%	94	2.4%	100	2.5%
Black (Not Hispanic)	192	4.8%	207	5.2%	203	5.1%
Hispanic	119	3.0%	118	3.0%	140	3.5%
White (Not Hispanic)	3569	89.4%	3554	89.5%	3506	88.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	18	19
Common Branch	22	21	20
English Grade 8	23	22	22
Mathematics Grade 8	23	23	23
Science Grade 8	24	23	23
Social Studies Grade 8	23	23	23
English Grade 10	24	25	24
Mathematics Grade 10	25	24	23
Science Grade 10	24	23	23
Social Studies Grade 10	24	22	25

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	36	0.9%	39	1.0%	36	0.9%
Eligible for Free Lunch	197	5.2%	224	6.0%	248	6.6%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.7%		96.3%		97.6%
Student Suspensions	137	3.4%	149	3.7%	133	3.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.2%	3.5%	3.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	271
Total Other Professional Staff	44
Total Paraprofessionals	113
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	293	235	80%	309	307	99%	288	255	89%
Students with Disabilities	22	3	14%	30	28	93%	25	8	32%
All Students	315	238	76%	339	335	99%	313	263	84%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	158	110	1	9	27	8
Percent	50%	35%	0%	3%	9%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
25	8	1	26

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		32		11	0.9%
	Entered GED Program*	1		9		20	1.6%
	Total Noncompleters	4		41		31	2.4%
Students with Disabilities	Dropped Out	1		7		9	4.6%
	Entered GED Program*	4		3		10	5.1%
	Total Noncompleters	5		10		19	9.7%
All Students	Dropped Out	4	0.3%	39	2.7%	20	1.4%
	Entered GED Program*	5	0.3%	12	0.8%	30	2.1%
	Total Noncompleters	9	0.6%	51	3.5%	50	3.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	538	537
	Number of Students with Disabilities	0	52	44
	Number of All Students	0	590	581
	Percent of Enrollment	0%	100%	100%
6-8	Number of General-Education Students	324	599	544
	Number of Students with Disabilities	26	51	87
	Number of All Students	350	650	631
	Percent of Enrollment	35%	67%	65%
9-12	Number of General-Education Students	1308	1310	1294
	Number of Students with Disabilities	135	137	135
	Number of All Students	1443	1447	1429
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	216		
Completed and Passed Regents Exams	216	100%	77%
Completed and had Course Average of 75% or More	200	93%	81%
Completed and Attained a HS Diploma or Equivalent	216	100%	96%
Completed and Whose Status is Known	210		
Completed and Were Successfully Placed	210	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	1	2%	30%
Underrepresented Gender Members Who Completed	20	14%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	51	96%	46	98%	48	100%
German	10	100%	15	93%	24	100%
Italian	81	99%	74	97%	67	100%
Latin	17	100%	12	100%	12	100%
Spanish	213	97%	138	100%	127	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	1	#	0	0%
Italian	0	0%	5	100%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	7	100%	8	100%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	1	#
Science	27	63%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	17	76%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	100%	22	68%
Science	4	#	16	69%	21	71%
Reading	0	0%	7	86%	5	80%
Writing	0	0%	1	#	8	100%
Global Studies	4	#	13	54%	2	#
U.S. Hist & Gov't	0	0%	8	50%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	312	315	318	26	41	29
Number Scoring 55-100	305	299	313	20	27	28
Number Scoring 65-100	294	283	302	13	19	25
Number Scoring 85-100	180	132	181	1	2	2
Percentage of Tested Scoring 55-100	98%	95%	98%	77%	66%	97%
Percentage of Tested Scoring 65-100	94%	90%	95%	50%	46%	86%
Percentage of Tested Scoring 85-100	58%	42%	57%	4%	5%	7%
Mathematics A						
Number Tested	42	354	397	6	30	41
Number Scoring 55-100	14	330	391	2	19	37
Number Scoring 65-100	4	296	379	1	16	29
Number Scoring 85-100	0	81	168	0	1	5
Percentage of Tested Scoring 55-100	33%	93%	98%	33%	63%	90%
Percentage of Tested Scoring 65-100	10%	84%	95%	17%	53%	71%
Percentage of Tested Scoring 85-100	0%	23%	42%	0%	3%	12%
Mathematics B						
Number Tested	0	0	243	0	0	10
Number Scoring 55-100	0	0	221	0	0	8
Number Scoring 65-100	0	0	184	0	0	5
Number Scoring 85-100	0	0	69	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	80%
Percentage of Tested Scoring 65-100	0%	0%	76%	0%	0%	50%
Percentage of Tested Scoring 85-100	0%	0%	28%	0%	0%	0%
Global History and Geography						
Number Tested	359	373	359	3	43	43
Number Scoring 55-100	346	345	338	#	29	30
Number Scoring 65-100	323	308	327	#	22	26
Number Scoring 85-100	156	116	178	#	3	6
Percentage of Tested Scoring 55-100	96%	92%	94%	#	67%	70%
Percentage of Tested Scoring 65-100	90%	83%	91%	#	51%	60%
Percentage of Tested Scoring 85-100	43%	31%	50%	#	7%	14%
U.S. History and Government						
Number Tested	346	348	331	26	32	33
Number Scoring 55-100	340	341	326	24	27	30
Number Scoring 65-100	319	327	319	16	22	28
Number Scoring 85-100	160	216	206	4	3	6
Percentage of Tested Scoring 55-100	98%	98%	98%	92%	84%	91%
Percentage of Tested Scoring 65-100	92%	94%	96%	62%	69%	85%
Percentage of Tested Scoring 85-100	46%	62%	62%	15%	9%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	361	336	327	6	41	36
Number Scoring 55-100	358	331	321	6	36	33
Number Scoring 65-100	354	321	313	5	33	27
Number Scoring 85-100	198	135	168	1	3	1
Percentage of Tested Scoring 55-100	99%	99%	98%	100%	88%	92%
Percentage of Tested Scoring 65-100	98%	96%	96%	83%	80%	75%
Percentage of Tested Scoring 85-100	55%	40%	51%	17%	7%	3%
Physical Setting/Earth Science						
Number Tested	365	365	344	1	36	41
Number Scoring 55-100	348	342	308	#	22	29
Number Scoring 65-100	303	320	266	#	13	16
Number Scoring 85-100	104	138	85	#	0	0
Percentage of Tested Scoring 55-100	95%	94%	90%	#	61%	71%
Percentage of Tested Scoring 65-100	83%	88%	77%	#	36%	39%
Percentage of Tested Scoring 85-100	28%	38%	25%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	237	254	227	2	5	6
Number Scoring 55-100	230	249	222	#	5	6
Number Scoring 65-100	210	213	202	#	2	5
Number Scoring 85-100	42	45	46	#	0	0
Percentage of Tested Scoring 55-100	97%	98%	98%	#	100%	100%
Percentage of Tested Scoring 65-100	89%	84%	89%	#	40%	83%
Percentage of Tested Scoring 85-100	18%	18%	20%	#	0%	0%
Physical Setting/Physics						
Number Tested			131			2
Number Scoring 55-100			128			#
Number Scoring 65-100			125			#
Number Scoring 85-100			41			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			95%			#
Percentage of Tested Scoring 85-100			31%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	55	52	38	1	1	2
Number Scoring 55-100	53	52	38	#	#	#
Number Scoring 65-100	49	51	37	#	#	#
Number Scoring 85-100	12	26	25	#	#	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	89%	98%	97%	#	#	#
Percentage of Tested Scoring 85-100	22%	50%	66%	#	#	#
Comprehensive Italian						
Number Tested	41	38	42	0	2	1
Number Scoring 55-100	41	38	42	0	#	#
Number Scoring 65-100	38	38	42	0	#	#
Number Scoring 85-100	12	11	33	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	93%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	29%	29%	79%	0%	#	#
Comprehensive German						
Number Tested	17	9	9	0	0	0
Number Scoring 55-100	17	9	9	0	0	0
Number Scoring 65-100	15	9	9	0	0	0
Number Scoring 85-100	4	4	5	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	24%	44%	56%	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	127	144	141	1	4	5
Number Scoring 55-100	126	143	141	#	#	5
Number Scoring 65-100	122	140	136	#	#	5
Number Scoring 85-100	56	81	71	#	#	1
Percentage of Tested Scoring 55-100	99%	99%	100%	#	#	100%
Percentage of Tested Scoring 65-100	96%	97%	96%	#	#	100%
Percentage of Tested Scoring 85-100	44%	56%	50%	#	#	20%
Comprehensive Latin						
Number Tested	24	13	16	1	0	1
Number Scoring 55-100	24	13	16	#	0	#
Number Scoring 65-100	24	13	16	#	0	#
Number Scoring 85-100	16	6	11	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	67%	46%	69%	#	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	250	275	14	3	6	1
Number Scoring 55-100	238	255	12	#	5	#
Number Scoring 65-100	221	241	11	#	4	#
Number Scoring 85-100	146	138	1	#	2	#
Percentage of Tested Scoring 55-100	95%	93%	86%	#	83%	#
Percentage of Tested Scoring 65-100	88%	88%	79%	#	67%	#
Percentage of Tested Scoring 85-100	58%	50%	7%	#	33%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	123	98%	46	93%	96	100%
Students with Disabilities	15	100%	10	80%	17	88%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	284	3%	1%	57%	39%
	Students with Disabilities	25	16%	4%	72%	8%
	All Students	309	4%	2%	58%	36%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	306	0%	21%	52%	27%
	Students with Disabilities	27	4%	63%	19%	15%
	All Students	333	1%	24%	49%	26%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	1	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

2000 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	299	299	299	43	43	43	342	342	342
Number Scoring 55–64	2	2	2	8	5	6	10	7	8
Number Scoring 65–84	144	84	109	19	18	23	163	102	132
Number Scoring 85–100	146	205	182	3	4	2	149	209	184
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			6			0
Proficient (37-39)			7			0
Reading and Writing (Grade K-1)						
Number Tested			16			0
Beginning (0-14)			6			0
Intermediate (15-24)			1			0
Advanced (25-32)			5			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 2-4)						
Number Tested			19			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			8			0
Proficient (37-39)			9			0
Reading and Writing (Grade 2-4)						
Number Tested			19			0
Beginning (0-14)			0			0
Intermediate (15-24)			10			0
Advanced (25-32)			7			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			9			0
Beginning (0-18)			1			0
Intermediate (19-31)			4			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			9			0
Beginning (0-14)			3			0
Intermediate (15-24)			2			0
Advanced (25-32)			4			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)