

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	2001-02	2002-03	2003-04
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	373	364	336
Tenth	364	361	366
Eleventh	364	362	358
Twelfth	342	360	369
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1443	1447	1429

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	34	2.4%	32	2.2%	30	2.1%
Black (Not Hispanic)	75	5.2%	71	4.9%	80	5.6%
Hispanic	43	3.0%	43	3.0%	57	4.0%
White (Not Hispanic)	1291	89.5%	1301	89.9%	1262	88.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	24	25	24
Mathematics Grade 10	25	24	22
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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.4%	7	0.5%	7	0.5%
Eligible for Free Lunch	80	5.5%	99	6.8%	108	7.6%

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		97.4%		96.2%		98.9%
Student Suspensions	97	6.9%	110	7.6%	95	6.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.1%	4.0%	4.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	94%	99%	95%

Staff Counts

Staff	2003-04
Total Teachers	82
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	291	235	81%	307	305	99%	288	255	89%
Students with Disabilities	22	3	14%	27	27	100%	22	6	27%
All Students	313	238	76%	334	332	99%	310	261	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	8	25	8
Percent	51%	35%	0%	3%	8%	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)
22	6	0	22

*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		29		11	0.9%
	Entered GED Program*	1		9		20	1.6%
	Total Noncompleters	4		38		31	2.5%
Students with Disabilities	Dropped Out	1		7		6	3.9%
	Entered GED Program*	4		1		9	5.8%
	Total Noncompleters	5		8		15	9.7%
All Students	Dropped Out	4	0.3%	36	2.5%	17	1.2%
	Entered GED Program*	5	0.3%	10	0.7%	29	2.0%
	Total Noncompleters	9	0.6%	46	3.2%	46	3.2%

*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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
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			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	9	78%	5	80%	0	0%
German	2	#	1	#	0	0%
Italian	11	91%	2	#	0	0%
Latin	2	#	0	0%	0	0%
Spanish	33	82%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	2	#	0	0%

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	#	1	#	22	68%
Science	4	#	12	67%	21	71%
Reading	0	0%	6	83%	4	#
Writing	0	0%	0	0%	7	100%
Global Studies	4	#	7	57%	2	#
U.S. Hist & Gov't	0	0%	7	43%	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	311	316	26	37	27
Number Scoring 55-100	305	298	312	20	26	27
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%	96%	99%	77%	70%	100%
Percentage of Tested Scoring 65-100	94%	91%	96%	50%	51%	93%
Percentage of Tested Scoring 85-100	58%	42%	57%	4%	5%	7%
Mathematics A						
Number Tested	42	347	396	6	23	40
Number Scoring 55-100	14	329	390	2	18	36
Number Scoring 65-100	4	295	378	1	15	28
Number Scoring 85-100	0	81	167	0	1	4
Percentage of Tested Scoring 55-100	33%	95%	98%	33%	78%	90%
Percentage of Tested Scoring 65-100	10%	85%	95%	17%	65%	70%
Percentage of Tested Scoring 85-100	0%	23%	42%	0%	4%	10%
Mathematics B						
Number Tested	0	0	242	0	0	9
Number Scoring 55-100	0	0	220	0	0	7
Number Scoring 65-100	0	0	183	0	0	4
Number Scoring 85-100	0	0	69	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	78%
Percentage of Tested Scoring 65-100	0%	0%	76%	0%	0%	44%
Percentage of Tested Scoring 85-100	0%	0%	29%	0%	0%	0%
Global History and Geography						
Number Tested	359	366	359	3	36	43
Number Scoring 55-100	346	341	338	#	25	30
Number Scoring 65-100	323	305	327	#	19	26
Number Scoring 85-100	156	115	178	#	2	6
Percentage of Tested Scoring 55-100	96%	93%	94%	#	69%	70%
Percentage of Tested Scoring 65-100	90%	83%	91%	#	53%	60%
Percentage of Tested Scoring 85-100	43%	31%	50%	#	6%	14%
U.S. History and Government						
Number Tested	346	346	329	26	30	31
Number Scoring 55-100	340	341	324	24	27	28
Number Scoring 65-100	319	327	318	16	22	27
Number Scoring 85-100	160	216	206	4	3	6
Percentage of Tested Scoring 55-100	98%	99%	98%	92%	90%	90%
Percentage of Tested Scoring 65-100	92%	95%	97%	62%	73%	87%
Percentage of Tested Scoring 85-100	46%	62%	63%	15%	10%	19%

(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	329	327	6	35	36
Number Scoring 55-100	358	326	321	6	32	33
Number Scoring 65-100	354	316	313	5	29	27
Number Scoring 85-100	198	134	168	1	2	1
Percentage of Tested Scoring 55-100	99%	99%	98%	100%	91%	92%
Percentage of Tested Scoring 65-100	98%	96%	96%	83%	83%	75%
Percentage of Tested Scoring 85-100	55%	41%	51%	17%	6%	3%
Physical Setting/Earth Science						
Number Tested	308	316	293	1	36	40
Number Scoring 55-100	291	293	257	#	22	28
Number Scoring 65-100	246	271	215	#	13	15
Number Scoring 85-100	52	91	42	#	0	0
Percentage of Tested Scoring 55-100	94%	93%	88%	#	61%	70%
Percentage of Tested Scoring 65-100	80%	86%	73%	#	36%	38%
Percentage of Tested Scoring 85-100	17%	29%	14%	#	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%	16	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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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	#	#	#	#

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	298	298	298	31	31	31	329	329	329
Number Scoring 55–64	2	2	2	6	4	6	8	6	8
Number Scoring 65–84	144	84	109	17	16	20	161	100	129
Number Scoring 85–100	146	205	182	2	4	2	148	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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			7			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			7			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			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)