

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-10-01-06-0000
 Name: Spencerport Central School District
 Superintendent: Phillip Langton

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	261	245	247
First	277	293	285
Second	272	272	293
Third	331	290	283
Fourth	385	343	314
Fifth	317	392	344
Sixth	391	330	400
Ungraded Elementary	0	0	0
Seventh	342	419	362
Eighth	348	345	421
Ninth	390	384	376
Tenth	360	365	362
Eleventh	301	328	333
Twelfth	299	306	330
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4274	4312	4350

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	113	2.6%	120	2.8%	117	2.7%
Black (Not Hispanic)	162	3.8%	161	3.7%	179	4.1%
Hispanic	77	1.8%	80	1.9%	93	2.1%
White (Not Hispanic)	3922	91.8%	3951	91.6%	3961	91.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	20
Common Branch	21	22	21
English Grade 8	24	23	25
Mathematics Grade 8	24	23	25
Science Grade 8	24	24	25
Social Studies Grade 8	24	24	25
English Grade 10	25	25	24
Mathematics Grade 10	23	27	26
Science Grade 10	26	27	25
Social Studies Grade 10	27	26	26

(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	57	1.3%	44	1.0%	39	0.9%
Eligible for Free Lunch	316	7.9%	297	7.3%	403	9.8%

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		96.5%		96.1%		96.7%
Student Suspensions	167	3.8%	148	3.5%	209	4.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.7%	5.6%	6.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	340
Total Other Professional Staff	59
Total Paraprofessionals	135
Teaching Out of Certification*	3

*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	279	204	73%	286	240	84%	330	271	82%
Students with Disabilities	13	0	0%	11	2	18%	15	3	20%
All Students	292	204	70%	297	242	81%	345	274	79%

*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	142	4	7	26	8
Percent	46%	41%	1%	2%	8%	2%

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)
15	3	8	23

*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	14		10		21	1.6%
	Entered GED Program*	14		6		14	1.0%
	Total Noncompleters	28		16		35	2.6%
Students with Disabilities	Dropped Out	1		4		13	6.3%
	Entered GED Program*	0		1		4	1.9%
	Total Noncompleters	1		5		17	8.3%
All Students	Dropped Out	15	1.1%	14	1.0%	34	2.2%
	Entered GED Program*	14	1.0%	7	0.5%	18	1.2%
	Total Noncompleters	29	2.1%	21	1.5%	52	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	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	572	663	688
	Number of Students with Disabilities	119	95	95
	Number of All Students	691	758	783
	Percent of Enrollment	64%	69%	66%
9-12	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%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	71		
Completed and Passed Regents Exams	71	100%	77%
Completed and had Course Average of 75% or More	71	100%	81%
Completed and Attained a HS Diploma or Equivalent	71	100%	96%
Completed and Whose Status is Known	71		
Completed and Were Successfully Placed	71	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			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	61	98%	51	98%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	242	94%	235	98%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	18	72%	18	72%	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	#	1	#	1	#
Science	1	#	0	0%	2	#
Reading	1	#	3	#	3	#
Writing	2	#	3	#	12	92%
Global Studies	3	#	1	#	3	#
U.S. Hist & Gov't	1	#	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	96%	2	#	5	100%
Science	27	44%	3	#	19	47%
Reading	8	75%	16	75%	11	73%
Writing	4	#	7	57%	1	#
Global Studies	20	70%	8	50%	16	56%
U.S. Hist & Gov't	10	100%	1	#	4	#

(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	317	336	325	35	38	23
Number Scoring 55-100	301	311	313	25	24	17
Number Scoring 65-100	286	294	305	16	20	15
Number Scoring 85-100	128	127	158	0	1	2
Percentage of Tested Scoring 55-100	95%	93%	96%	71%	63%	74%
Percentage of Tested Scoring 65-100	90%	88%	94%	46%	53%	65%
Percentage of Tested Scoring 85-100	40%	38%	49%	0%	3%	9%
Mathematics A						
Number Tested	415	398	368	45	42	43
Number Scoring 55-100	365	342	361	25	24	38
Number Scoring 65-100	307	298	339	15	16	31
Number Scoring 85-100	132	83	113	2	2	2
Percentage of Tested Scoring 55-100	88%	86%	98%	56%	57%	88%
Percentage of Tested Scoring 65-100	74%	75%	92%	33%	38%	72%
Percentage of Tested Scoring 85-100	32%	21%	31%	4%	5%	5%
Mathematics B						
Number Tested	157	205	213	2	1	3
Number Scoring 55-100	155	187	206	#	#	#
Number Scoring 65-100	141	160	188	#	#	#
Number Scoring 85-100	41	36	55	#	#	#
Percentage of Tested Scoring 55-100	99%	91%	97%	#	#	#
Percentage of Tested Scoring 65-100	90%	78%	88%	#	#	#
Percentage of Tested Scoring 85-100	26%	18%	26%	#	#	#
Global History and Geography						
Number Tested	353	372	351	45	35	37
Number Scoring 55-100	324	334	332	29	19	28
Number Scoring 65-100	303	314	315	21	13	21
Number Scoring 85-100	109	143	141	2	4	2
Percentage of Tested Scoring 55-100	92%	90%	95%	64%	54%	76%
Percentage of Tested Scoring 65-100	86%	84%	90%	47%	37%	57%
Percentage of Tested Scoring 85-100	31%	38%	40%	4%	11%	5%
U.S. History and Government						
Number Tested	275	286	345	32	38	28
Number Scoring 55-100	256	277	329	22	35	22
Number Scoring 65-100	238	270	314	15	32	16
Number Scoring 85-100	71	147	183	0	3	6
Percentage of Tested Scoring 55-100	93%	97%	95%	69%	92%	79%
Percentage of Tested Scoring 65-100	87%	94%	91%	47%	84%	57%
Percentage of Tested Scoring 85-100	26%	51%	53%	0%	8%	21%

(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	366	350	365	44	40	36
Number Scoring 55-100	349	329	359	41	28	35
Number Scoring 65-100	344	314	336	38	21	23
Number Scoring 85-100	112	72	85	0	1	1
Percentage of Tested Scoring 55-100	95%	94%	98%	93%	70%	97%
Percentage of Tested Scoring 65-100	94%	90%	92%	86%	53%	64%
Percentage of Tested Scoring 85-100	31%	21%	23%	0%	3%	3%
Physical Setting/Earth Science						
Number Tested	404	365	345	62	41	44
Number Scoring 55-100	357	330	291	40	25	25
Number Scoring 65-100	314	312	251	25	22	16
Number Scoring 85-100	125	136	77	3	3	1
Percentage of Tested Scoring 55-100	88%	90%	84%	65%	61%	57%
Percentage of Tested Scoring 65-100	78%	85%	73%	40%	54%	36%
Percentage of Tested Scoring 85-100	31%	37%	22%	5%	7%	2%
Physical Setting/Chemistry						
Number Tested	223	179	214	9	2	3
Number Scoring 55-100	201	176	204	8	#	#
Number Scoring 65-100	137	165	169	1	#	#
Number Scoring 85-100	15	52	26	0	#	#
Percentage of Tested Scoring 55-100	90%	98%	95%	89%	#	#
Percentage of Tested Scoring 65-100	61%	92%	79%	11%	#	#
Percentage of Tested Scoring 85-100	7%	29%	12%	0%	#	#
Physical Setting/Physics						
Number Tested			133			1
Number Scoring 55-100			124			#
Number Scoring 65-100			99			#
Number Scoring 85-100			29			#
Percentage of Tested Scoring 55-100			93%			#
Percentage of Tested Scoring 65-100			74%			#
Percentage of Tested Scoring 85-100			22%			#

* 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	47	67	129	0	0	3
Number Scoring 55-100	45	66	128	0	0	#
Number Scoring 65-100	45	66	127	0	0	#
Number Scoring 85-100	18	50	95	0	0	#
Percentage of Tested Scoring 55-100	96%	99%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	99%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	38%	75%	74%	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	216	170	497	7	5	36
Number Scoring 55-100	211	165	484	6	5	32
Number Scoring 65-100	207	161	472	6	4	29
Number Scoring 85-100	111	89	251	2	1	2
Percentage of Tested Scoring 55-100	98%	97%	97%	86%	100%	89%
Percentage of Tested Scoring 65-100	96%	95%	95%	86%	80%	81%
Percentage of Tested Scoring 85-100	51%	52%	51%	29%	20%	6%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	28	0	0	0	0	0
Number Scoring 55-100	20	0	0	0	0	0
Number Scoring 65-100	16	0	0	0	0	0
Number Scoring 85-100	4	0	0	0	0	0
Percentage of Tested Scoring 55-100	71%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	57%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	153	92%	29	97%
Students with Disabilities	1	#	34	76%	0	0%

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	293	1%	2%	48%	48%
	Students with Disabilities	52	21%	21%	52%	6%
	All Students	345	4%	5%	49%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	367	1%	32%	56%	12%
	Students with Disabilities	52	4%	83%	12%	2%
	All Students	419	1%	38%	50%	11%

(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	0	#	#	#	#
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	4	2	#	#	#	#
Social Studies	6	0	0	1	1	4
Mathematics	5	1	0	1	2	2
Science	5	1	0	1	0	4

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	338	338	338	23	23	23	361	361	361
Number Scoring 55–64	13	4	8	0	1	2	13	5	10
Number Scoring 65–84	181	113	181	4	5	6	185	118	187
Number Scoring 85–100	111	148	137	1	1	1	112	149	138
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			18			3
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			7			#
Proficient (37-39)			8			#
Reading and Writing (Grade K-1)						
Number Tested			18			3
Beginning (0-14)			4			#
Intermediate (15-24)			7			#
Advanced (25-32)			3			#
Proficient (33-35)			4			#
Listening and Speaking (Grade 2-4)						
Number Tested			14			3
Beginning (0-18)			2			#
Intermediate (19-31)			2			#
Advanced (32-36)			6			#
Proficient (37-39)			4			#
Reading and Writing (Grade 2-4)						
Number Tested			14			3
Beginning (0-14)			4			#
Intermediate (15-24)			5			#
Advanced (25-32)			3			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 5-6)						
Number Tested			4			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			4			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			7			1
Beginning (0-18)			1			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			3			#
Reading and Writing (Grade 7-8)						
Number Tested			7			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			3			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 9-12)						
Number Tested			17			1
Beginning (0-18)			6			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			8			#
Reading and Writing (Grade 9-12)						
Number Tested			17			1
Beginning (0-14)			8			#
Intermediate (15-24)			1			#
Advanced (25-32)			6			#
Proficient (33-35)			2			#

*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)