

# 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	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	0	0	0
Tenth	550	545	546
Eleventh	560	540	531
Twelfth	512	546	561
Ungraded Secondary	0	0	3
Total K-12 Enrollment	1622	1631	1641

## 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	67	4.1%	74	4.5%	74	4.5%
Black (Not Hispanic)	33	2.0%	47	2.9%	42	2.6%
Hispanic	22	1.4%	30	1.8%	27	1.6%
White (Not Hispanic)	1500	92.5%	1480	90.7%	1498	91.3%

## 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	25	24	25
Mathematics Grade 10	21	23	19
Science Grade 10	22	24	24
Social Studies Grade 10	24	25	26

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	5	0.3%	7	0.4%
<b>Eligible for Free Lunch</b>	67	4.1%	46	2.8%	65	4.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.6%		95.5%		96.1%
<b>Student Suspensions</b>	24	1.5%	40	2.5%	39	2.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.9%	1.7%	3.3%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	100%	100%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	115
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	443	359	81%	505	433	86%	456	449	98%
Students with Disabilities	42	12	29%	42	15	36%	59	57	97%
All Students	485	371	76%	547	448	82%	515	506	98%

\*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	291	142	4	10	20	48
Percent	57%	28%	1%	2%	4%	9%

## 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)
59	57	0	59

\*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	22		5		12	0.8%
	Entered GED Program*	5		2		6	0.4%
	Total Noncompleters	27		7		18	1.2%
Students with Disabilities	Dropped Out	0		3		6	3.7%
	Entered GED Program*	2		0		1	0.6%
	Total Noncompleters	2		3		7	4.3%
All Students	Dropped Out	22	1.4%	8	0.5%	18	1.1%
	Entered GED Program*	7	0.4%	2	0.1%	7	0.4%
	Total Noncompleters	29	1.8%	10	0.6%	25	1.6%

\*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	0	0	0
	Number of Students with Disabilities	0	180	160
	Number of All Students	0	180	160
	Percent of Enrollment	0%	11%	10%

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	77%	21	81%	14	79%
Science	12	67%	10	40%	9	33%
Reading	0	0%	15	60%	15	73%
Writing	0	0%	11	100%	11	91%
Global Studies	8	50%	26	62%	19	47%
U.S. Hist & Gov't	2	#	9	78%	7	57%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	446	418	417	49	58	34
Number Scoring 55-100	426	401	411	44	51	31
Number Scoring 65-100	378	382	387	27	42	23
Number Scoring 85-100	172	131	168	3	3	6
Percentage of Tested Scoring 55-100	96%	96%	99%	90%	88%	91%
Percentage of Tested Scoring 65-100	85%	91%	93%	55%	72%	68%
Percentage of Tested Scoring 85-100	39%	31%	40%	6%	5%	18%
<b>Mathematics A</b>						
Number Tested	31	406	444	6	54	47
Number Scoring 55-100	24	374	437	6	42	42
Number Scoring 65-100	19	345	417	5	33	33
Number Scoring 85-100	1	86	146	0	9	1
Percentage of Tested Scoring 55-100	77%	92%	98%	100%	78%	89%
Percentage of Tested Scoring 65-100	61%	85%	94%	83%	61%	70%
Percentage of Tested Scoring 85-100	3%	21%	33%	0%	17%	2%
<b>Mathematics B</b>						
Number Tested	0	0	294	0	0	13
Number Scoring 55-100	0	0	258	0	0	11
Number Scoring 65-100	0	0	233	0	0	10
Number Scoring 85-100	0	0	90	0	0	4
Percentage of Tested Scoring 55-100	0%	0%	88%	0%	0%	85%
Percentage of Tested Scoring 65-100	0%	0%	79%	0%	0%	77%
Percentage of Tested Scoring 85-100	0%	0%	31%	0%	0%	31%
<b>Global History and Geography</b>						
Number Tested	550	557	582	64	49	56
Number Scoring 55-100	519	519	558	52	31	43
Number Scoring 65-100	485	487	539	36	25	35
Number Scoring 85-100	194	247	280	5	5	3
Percentage of Tested Scoring 55-100	94%	93%	96%	81%	63%	77%
Percentage of Tested Scoring 65-100	88%	87%	93%	56%	51%	62%
Percentage of Tested Scoring 85-100	35%	44%	48%	8%	10%	5%
<b>U.S. History and Government</b>						
Number Tested	561	538	520	59	55	32
Number Scoring 55-100	551	527	511	55	50	29
Number Scoring 65-100	522	509	498	48	44	25
Number Scoring 85-100	270	316	312	12	9	10
Percentage of Tested Scoring 55-100	98%	98%	98%	93%	91%	91%
Percentage of Tested Scoring 65-100	93%	95%	96%	81%	80%	78%
Percentage of Tested Scoring 85-100	48%	59%	60%	20%	16%	31%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	387	454	425	44	44	36
Number Scoring 55-100	376	438	420	44	39	35
Number Scoring 65-100	372	425	413	42	33	32
Number Scoring 85-100	133	180	151	10	8	6
Percentage of Tested Scoring 55-100	97%	96%	99%	100%	89%	97%
Percentage of Tested Scoring 65-100	96%	94%	97%	95%	75%	89%
Percentage of Tested Scoring 85-100	34%	40%	36%	23%	18%	17%
<b>Physical Setting/Earth Science</b>						
Number Tested	10	0	1	2	0	0
Number Scoring 55-100	7	0	#	#	0	0
Number Scoring 65-100	5	0	#	#	0	0
Number Scoring 85-100	3	0	#	#	0	0
Percentage of Tested Scoring 55-100	70%	0%	#	#	0%	0%
Percentage of Tested Scoring 65-100	50%	0%	#	#	0%	0%
Percentage of Tested Scoring 85-100	30%	0%	#	#	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	522	417	363	15	16	12
Number Scoring 55-100	508	406	360	12	15	12
Number Scoring 65-100	416	331	321	8	7	7
Number Scoring 85-100	96	90	64	0	1	2
Percentage of Tested Scoring 55-100	97%	97%	99%	80%	94%	100%
Percentage of Tested Scoring 65-100	80%	79%	88%	53%	44%	58%
Percentage of Tested Scoring 85-100	18%	22%	18%	0%	6%	17%
<b>Physical Setting/Physics</b>						
Number Tested			53			1
Number Scoring 55-100			53			#
Number Scoring 65-100			48			#
Number Scoring 85-100			19			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			91%			#
Percentage of Tested Scoring 85-100			36%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	107	107	98	2	1	2
Number Scoring 55-100	107	107	98	#	#	#
Number Scoring 65-100	101	107	98	#	#	#
Number Scoring 85-100	48	85	68	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	94%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	45%	79%	69%	#	#	#
<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	36	26	20	1	1	1
Number Scoring 55-100	35	26	20	#	#	#
Number Scoring 65-100	33	26	20	#	#	#
Number Scoring 85-100	13	14	11	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	92%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	36%	54%	55%	#	#	#
<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	234	271	291	9	6	6
Number Scoring 55-100	231	268	291	9	6	6
Number Scoring 65-100	227	267	284	7	6	3
Number Scoring 85-100	127	190	200	3	2	2
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	99%	98%	78%	100%	50%
Percentage of Tested Scoring 85-100	54%	70%	69%	33%	33%	33%
<b>Comprehensive Latin</b>						
Number Tested	40	21	21	1	0	0
Number Scoring 55-100	39	20	21	#	0	0
Number Scoring 65-100	38	20	21	#	0	0
Number Scoring 85-100	24	10	14	#	0	0
Percentage of Tested Scoring 55-100	97%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	95%	95%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	60%	48%	67%	#	0%	0%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	525	415	43	29	14	5
Number Scoring 55-100	501	360	38	25	8	4
Number Scoring 65-100	470	327	33	19	7	4
Number Scoring 85-100	244	166	7	8	1	0
Percentage of Tested Scoring 55-100	95%	87%	88%	86%	57%	80%
Percentage of Tested Scoring 65-100	90%	79%	77%	66%	50%	80%
Percentage of Tested Scoring 85-100	46%	40%	16%	28%	7%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	100%	72	99%	30	100%
Students with Disabilities	19	100%	18	100%	8	100%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 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	444	444	444	57	57	57	501	501	501
Number Scoring 55–64	5	4	3	14	6	3	19	10	6
Number Scoring 65–84	244	143	157	27	32	33	271	175	190
Number Scoring 85–100	181	295	277	3	8	9	184	303	286
Approved Alternatives	0	0	2	0	0	0	0	0	2

(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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			5			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			5			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			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)