

New York State District Report Card Comprehensive Information Report

BEDS Code: 43-17-01-06-0000
 Name: Victor Central School District
 Superintendent: Timothy J. Mcelheran

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	135	158	151
Kindergarten	230	220	270
First	260	264	239
Second	247	260	273
Third	262	257	282
Fourth	246	285	274
Fifth	248	253	302
Sixth	245	256	254
Ungraded Elementary	42	31	0
Seventh	297	258	266
Eighth	226	300	265
Ninth	250	225	296
Tenth	243	239	230
Eleventh	211	221	227
Twelfth	210	199	227
Ungraded Secondary	0	22	0
Total K-12 Enrollment	3217	3290	3405

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	60	1.9%	67	2.0%	79	2.3%
Black (Not Hispanic)	36	1.1%	39	1.2%	41	1.2%
Hispanic	41	1.3%	39	1.2%	38	1.1%
White (Not Hispanic)	3080	95.7%	3145	95.6%	3247	95.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	17	17
Common Branch	21	21	21
English Grade 8	23	20	24
Mathematics Grade 8	23	22	21
Science Grade 8	22	24	24
Social Studies Grade 8	22	23	23
English Grade 10	21	22	23
Mathematics Grade 10	17	19	22
Science Grade 10	23	21	22
Social Studies Grade 10	20	21	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
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	15	0.5%	28	0.8%	15	0.4%
Eligible for Free Lunch	142	4.8%	174	5.6%	191	6.1%

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		96.2%		96.0%		96.5%
Student Suspensions	90	2.9%	132	4.1%	95	2.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.9%	3.8%	3.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	255
Total Other Professional Staff	42
Total Paraprofessionals	71
Teaching Out of Certification*	6

*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	184	159	86%	174	162	93%	206	180	87%
Students with Disabilities	15	7	47%	19	7	37%	14	6	43%
All Students	199	166	83%	193	169	88%	220	186	85%

*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	119	74	0	6	13	8
Percent	54%	34%	0%	3%	6%	4%

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)
14	6	4	18

*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	9		3		5	0.6%
	Entered GED Program*	15		24		7	0.8%
	Total Noncompleters	24		27		12	1.3%
Students with Disabilities	Dropped Out	1		3		4	3.6%
	Entered GED Program*	2		6		3	2.7%
	Total Noncompleters	3		9		7	6.4%
All Students	Dropped Out	10	1.1%	6	0.7%	9	0.9%
	Entered GED Program*	17	1.9%	30	3.3%	10	1.0%
	Total Noncompleters	27	3.0%	36	4.0%	19	1.9%

*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	706	481	449
	Number of Students with Disabilities	53	77	82
	Number of All Students	759	558	531
	Percent of Enrollment	98%	67%	68%
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	40		
Completed and Passed Regents Exams	40	100%	77%
Completed and had Course Average of 75% or More	40	100%	81%
Completed and Attained a HS Diploma or Equivalent	40	100%	96%
Completed and Whose Status is Known	40		
Completed and Were Successfully Placed	39	97%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	2	40%	30%
Underrepresented Gender Members Who Completed	5	45%	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	1	#	121	98%	92	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	125	98%	129	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	7	86%	8	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	7	86%	15	67%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	2	#
Science	1	#	0	0%	0	0%
Reading	0	0%	3	#	2	#
Writing	0	0%	3	#	3	#
Global Studies	0	0%	3	#	1	#
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	15	87%	3	#	4	#
Science	1	#	0	0%	1	#
Reading	3	#	7	100%	4	#
Writing	3	#	7	100%	4	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	5	60%	4	#	1	#

(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	199	226	222	14	18	16
Number Scoring 55-100	193	215	219	9	12	15
Number Scoring 65-100	180	201	205	5	7	8
Number Scoring 85-100	91	116	124	0	0	0
Percentage of Tested Scoring 55-100	97%	95%	99%	64%	67%	94%
Percentage of Tested Scoring 65-100	90%	89%	92%	36%	39%	50%
Percentage of Tested Scoring 85-100	46%	51%	56%	0%	0%	0%
Mathematics A						
Number Tested	275	221	233	27	15	15
Number Scoring 55-100	240	217	231	12	14	13
Number Scoring 65-100	212	206	223	9	11	8
Number Scoring 85-100	101	57	118	1	2	2
Percentage of Tested Scoring 55-100	87%	98%	99%	44%	93%	87%
Percentage of Tested Scoring 65-100	77%	93%	96%	33%	73%	53%
Percentage of Tested Scoring 85-100	37%	26%	51%	4%	13%	13%
Mathematics B						
Number Tested	124	168	148	1	1	2
Number Scoring 55-100	120	153	137	#	#	#
Number Scoring 65-100	104	129	128	#	#	#
Number Scoring 85-100	27	35	51	#	#	#
Percentage of Tested Scoring 55-100	97%	91%	93%	#	#	#
Percentage of Tested Scoring 65-100	84%	77%	86%	#	#	#
Percentage of Tested Scoring 85-100	22%	21%	34%	#	#	#
Global History and Geography						
Number Tested	220	231	221	22	23	11
Number Scoring 55-100	211	228	219	18	23	10
Number Scoring 65-100	199	223	213	14	20	9
Number Scoring 85-100	89	164	141	0	5	0
Percentage of Tested Scoring 55-100	96%	99%	99%	82%	100%	91%
Percentage of Tested Scoring 65-100	90%	97%	96%	64%	87%	82%
Percentage of Tested Scoring 85-100	40%	71%	64%	0%	22%	0%
U.S. History and Government						
Number Tested	208	229	220	13	21	14
Number Scoring 55-100	201	227	217	10	19	12
Number Scoring 65-100	181	220	209	5	16	10
Number Scoring 85-100	54	148	156	0	4	2
Percentage of Tested Scoring 55-100	97%	99%	99%	77%	90%	86%
Percentage of Tested Scoring 65-100	87%	96%	95%	38%	76%	71%
Percentage of Tested Scoring 85-100	26%	65%	71%	0%	19%	14%

(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	207	206	215	15	19	10
Number Scoring 55-100	207	206	215	15	19	10
Number Scoring 65-100	206	205	215	14	18	10
Number Scoring 85-100	124	143	151	3	6	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	93%	95%	100%
Percentage of Tested Scoring 85-100	60%	69%	70%	20%	32%	10%
Physical Setting/Earth Science						
Number Tested	200	214	291	31	15	28
Number Scoring 55-100	190	213	284	27	15	26
Number Scoring 65-100	184	210	274	24	15	22
Number Scoring 85-100	96	142	169	4	4	4
Percentage of Tested Scoring 55-100	95%	100%	98%	87%	100%	93%
Percentage of Tested Scoring 65-100	92%	98%	94%	77%	100%	79%
Percentage of Tested Scoring 85-100	48%	66%	58%	13%	27%	14%
Physical Setting/Chemistry						
Number Tested	127	127	129	1	0	2
Number Scoring 55-100	127	127	129	#	0	#
Number Scoring 65-100	122	123	123	#	0	#
Number Scoring 85-100	41	51	35	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	96%	97%	95%	#	0%	#
Percentage of Tested Scoring 85-100	32%	40%	27%	#	0%	#
Physical Setting/Physics						
Number Tested			62			0
Number Scoring 55-100			61			0
Number Scoring 65-100			61			0
Number Scoring 85-100			31			0
Percentage of Tested Scoring 55-100			98%			0%
Percentage of Tested Scoring 65-100			98%			0%
Percentage of Tested Scoring 85-100			50%			0%

* 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	78	83	72	1	0	1
Number Scoring 55-100	78	83	72	#	0	#
Number Scoring 65-100	77	83	72	#	0	#
Number Scoring 85-100	49	65	57	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	63%	78%	79%	#	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	101	127	65	0	4	1
Number Scoring 55-100	101	127	65	0	#	#
Number Scoring 65-100	101	126	65	0	#	#
Number Scoring 85-100	64	94	52	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 85-100	63%	74%	80%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	13	1	0	0	0	0
Number Scoring 55-100	11	#	0	0	0	0
Number Scoring 65-100	10	#	0	0	0	0
Number Scoring 85-100	2	#	0	0	0	0
Percentage of Tested Scoring 55-100	85%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	77%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	15%	#	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	3	#	3	#	47	94%
Students with Disabilities	3	#	1	#	12	83%

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	2%	1%	49%	48%
	Students with Disabilities	20	15%	20%	60%	5%
	All Students	304	3%	3%	50%	45%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	234	0%	18%	63%	19%
	Students with Disabilities	36	14%	53%	28%	6%
	All Students	270	2%	22%	58%	17%

(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	1	0	#	#	#	#
Secondary Level						
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	206	206	206	20	20	20	226	226	226
Number Scoring 55–64	5	3	2	3	1	2	8	4	4
Number Scoring 65–84	102	55	56	10	6	9	112	61	65
Number Scoring 85–100	89	142	143	1	3	4	90	145	147
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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
Reading and Writing (Grade 5-6)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			1			0
Proficient (33-35)			1			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			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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
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 - L)