

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	2000–2001	2001–2002	2002–2003
Pre-K	131	135	158
Kindergarten	234	230	220
First	238	260	264
Second	254	247	260
Third	239	262	257
Fourth	243	246	285
Fifth	237	248	253
Sixth	293	245	256
Ungraded Elementary	18	42	31
Seventh	227	297	258
Eighth	241	226	300
Ninth	240	250	225
Tenth	228	243	239
Eleventh	220	211	221
Twelfth	208	210	199
Ungraded Secondary	0	0	22
Total K-12 Enrollment	3120	3217	3290

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	56	1.8%	60	1.9%	67	2.0%
Black (Not Hispanic)	28	0.9%	36	1.1%	39	1.2%
Hispanic	36	1.2%	41	1.3%	39	1.2%
White (Not Hispanic)	3000	96.2%	3080	95.7%	3145	95.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	17
Common Branch	21	21	21
English Grade 8	22	23	20
Mathematics Grade 8	20	23	22
Science Grade 8	22	22	24
Social Studies Grade 8	21	22	23
English Grade 10	20	21	22
Mathematics Grade 10	19	17	19
Science Grade 10	24	23	21
Social Studies Grade 10	21	20	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	27	0.8%	15	0.4%	28	0.8%
Eligible for Free Lunch	99	3.4%	142	4.8%	174	5.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		96.2%		96.0%
Student Suspensions	89	2.9%	90	2.9%	132	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.4%	3.9%	3.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	251
Total Other Professional Staff	40
Total Paraprofessionals	61
Teaching Out of Certification*	6
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	187	150	80%	184	159	86%	174	162	93%
Students with Disabilities	12	5	42%	15	7	47%	19	7	37%
All Students	199	155	78%	199	166	83%	193	169	88%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	103	60	2	2	6	20
Percent	53%	31%	1%	1%	3%	10%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
19	7	5	24

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			9		3	
	Entered GED Program*			15		24	
	Total Noncompleters			24		27	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			2		6	
	Total Noncompleters			3		9	
All Students	Dropped Out	17	1.9%	10	1.1%	6	0.7%
	Entered GED Program*	12	1.3%	17	1.9%	30	3.3%
	Total Noncompleters	29	3.2%	27	3.0%	36	4.0%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		706	481
	Number of Students with Disabilities		53	77
	Number of All Students		759	558
	Percent of Enrollment		98%	67%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	88	100%	1	#	121	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	129	89%	0	0%	125	98%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	100%	0	0%	7	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	100%	0	0%	7	86%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	4	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	91%	15	87%	3	#
Science	0	0%	1	#	0	0%
Reading	0	0%	3	#	7	100%
Writing	1	#	3	#	7	100%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	6	67%	5	60%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	208	199	226	22	14	18
Number Scoring 55–100	204	193	215	20	9	12
Number Scoring 65–100	190	180	201	13	5	7
Number Scoring 85–100	86	91	116	1	0	0
Percentage of Tested Scoring 55–100	98%	97%	95%	91%	64%	67%
Percentage of Tested Scoring 65–100	91%	90%	89%	59%	36%	39%
Percentage of Tested Scoring 85–100	41%	46%	51%	5%	0%	0%
Mathematics A						
Number Tested	219	275	221	29	27	15
Number Scoring 55–100	198	240	217	23	12	14
Number Scoring 65–100	183	212	206	20	9	11
Number Scoring 85–100	76	101	57	4	1	2
Percentage of Tested Scoring 55–100	90%	87%	98%	79%	44%	93%
Percentage of Tested Scoring 65–100	84%	77%	93%	69%	33%	73%
Percentage of Tested Scoring 85–100	35%	37%	26%	14%	4%	13%
Mathematics B (first administered June 2001)						
Number Tested	0	124	168	0	1	1
Number Scoring 55–100	0	120	153	0	#	#
Number Scoring 65–100	0	104	129	0	#	#
Number Scoring 85–100	0	27	35	0	#	#
Percentage of Tested Scoring 55–100	0%	97%	91%	0%	#	#
Percentage of Tested Scoring 65–100	0%	84%	77%	0%	#	#
Percentage of Tested Scoring 85–100	0%	22%	21%	0%	#	#
Global History and Geography						
Number Tested	215	220	231	28	22	23
Number Scoring 55–100	214	211	228	28	18	23
Number Scoring 65–100	205	199	223	25	14	20
Number Scoring 85–100	93	89	164	2	0	5
Percentage of Tested Scoring 55–100	100%	96%	99%	100%	82%	100%
Percentage of Tested Scoring 65–100	95%	90%	97%	89%	64%	87%
Percentage of Tested Scoring 85–100	43%	40%	71%	7%	0%	22%
U.S. History and Government (first administered June 2001)						
Number Tested	209	208	229	23	13	21
Number Scoring 55–100	199	201	227	15	10	19
Number Scoring 65–100	183	181	220	12	5	16
Number Scoring 85–100	103	54	148	6	0	4
Percentage of Tested Scoring 55–100	95%	97%	99%	65%	77%	90%
Percentage of Tested Scoring 65–100	88%	87%	96%	52%	38%	76%
Percentage of Tested Scoring 85–100	49%	26%	65%	26%	0%	19%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	230	207	206	32	15	19
Number Scoring 55–100	230	207	206	32	15	19
Number Scoring 65–100	230	206	205	32	14	18
Number Scoring 85–100	122	124	143	6	3	6
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	93%	95%
Percentage of Tested Scoring 85–100	53%	60%	69%	19%	20%	32%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	194	200	214	24	31	15
Number Scoring 55–100	186	190	213	21	27	15
Number Scoring 65–100	174	184	210	15	24	15
Number Scoring 85–100	100	96	142	2	4	4
Percentage of Tested Scoring 55–100	96%	95%	100%	88%	87%	100%
Percentage of Tested Scoring 65–100	90%	92%	98%	62%	77%	100%
Percentage of Tested Scoring 85–100	52%	48%	66%	8%	13%	27%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		127	127		1	0
Number Scoring 55–100		127	127		#	0
Number Scoring 65–100		122	123		#	0
Number Scoring 85–100		41	51		#	0
Percentage of Tested Scoring 55–100		100%	100%		#	0%
Percentage of Tested Scoring 65–100		96%	97%		#	0%
Percentage of Tested Scoring 85–100		32%	40%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	59	78	83	0	1	0
Number Scoring 55–100	59	78	83	0	#	0
Number Scoring 65–100	58	77	83	0	#	0
Number Scoring 85–100	37	49	65	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	99%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	63%	63%	78%	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	93	101	127	0	0	4
Number Scoring 55–100	92	101	127	0	0	#
Number Scoring 65–100	91	101	126	0	0	#
Number Scoring 85–100	53	64	94	0	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	100%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	57%	63%	74%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	29	7	0	5	0	0
Number Scoring 55–100	20	5	0	3	0	0
Number Scoring 65–100	12	5	0	3	0	0
Number Scoring 85–100	4	2	0	1	0	0
Percentage of Tested Scoring 55–100	69%	71%	0%	60%	0%	0%
Percentage of Tested Scoring 65–100	41%	71%	0%	60%	0%	0%
Percentage of Tested Scoring 85–100	14%	29%	0%	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	140	13	1	3	0	0
Number Scoring 55–100	136	11	#	#	0	0
Number Scoring 65–100	129	10	#	#	0	0
Number Scoring 85–100	67	2	#	#	0	0
Percentage of Tested Scoring 55–100	97%	85%	#	#	0%	0%
Percentage of Tested Scoring 65–100	92%	77%	#	#	0%	0%
Percentage of Tested Scoring 85–100	48%	15%	#	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	55	100%	3	#	3	#
Students with Disabilities	9	100%	3	#	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	227	1%	6%	56%	38%
	Students with Disabilities	27	26%	26%	48%	0%
	All Students	254	4%	8%	55%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	258	0%	14%	72%	13%
	Students with Disabilities	35	6%	71%	20%	3%
	All Students	293	1%	21%	66%	12%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

1999 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	173	173	173	20	20	20	193	193	193
Number Scoring 55–64	3	7	1	3	5	1	6	12	2
Number Scoring 65–84	79	110	74	13	7	13	92	117	87
Number Scoring 85–100	91	52	98	0	0	1	91	52	99
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)