

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-10-01-06-0001  
 Name: Spencerport High School  
 Principal: Gerald Bucklin

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	389	390	384
Tenth	338	360	365
Eleventh	309	301	328
Twelfth	318	299	306
Ungraded Secondary	23	0	0
Total K-12 Enrollment	1377	1350	1383

## 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	36	2.6%	34	2.5%	37	2.7%
Black (Not Hispanic)	46	3.3%	55	4.1%	61	4.4%
Hispanic	15	1.1%	18	1.3%	30	2.2%
White (Not Hispanic)	1280	93.0%	1243	92.1%	1255	90.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24
Social Studies Grade 8	0	0	0
English Grade 10	24	25	25
Mathematics Grade 10	20	23	27
Science Grade 10	24	26	27
Social Studies Grade 10	24	27	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
49	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 lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	7	0.5%	13	0.9%
Eligible for Free Lunch	48	3.5%	64	4.7%	65	4.7%

### 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%		96.1%		96.3%
Student Suspensions	107	8.1%	119	8.6%	106	7.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.0%	9.3%	4.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	101
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

\*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	272	189	69%	277	204	74%	286	240	84%
Students with Disabilities	34	1	3%	8	0	0%	3	0	0%
All Students	306	190	62%	285	204	72%	289	240	83%

\*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	132	116	2	6	18	15
Percent	46%	40%	1%	2%	6%	5%

## 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)
3	0	0	3

\*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			14		10	
	Entered GED Program*			12		6	
	Total Noncompleters			26		16	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		1	
	Total Noncompleters			0		3	
All Students	Dropped Out	12	0.9%	14	1.0%	12	0.9%
	Entered GED Program*	16	1.2%	12	0.9%	7	0.5%
	Total Noncompleters	28	2.0%	26	1.9%	19	1.4%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
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	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	21	100%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	4	#	0	0%	0	0%

(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	7	100%	4	#	1	#
Science	2	#	1	#	0	0%
Reading	1	#	1	#	3	#
Writing	1	#	2	#	3	#
Global Studies	3	#	3	#	1	#
U.S. Hist & Gov't	3	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	82%	21	100%	2	#
Science	15	0%	24	42%	3	#
Reading	4	#	5	80%	16	75%
Writing	1	#	1	#	7	57%
Global Studies	11	64%	19	74%	8	50%
U.S. Hist & Gov't	6	83%	10	100%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	280	316	335	24	34	37
Number Scoring 55–100	275	301	311	21	25	24
Number Scoring 65–100	266	286	294	18	16	20
Number Scoring 85–100	105	128	127	0	0	1
Percentage of Tested Scoring 55–100	98%	95%	93%	88%	74%	65%
Percentage of Tested Scoring 65–100	95%	91%	88%	75%	47%	54%
Percentage of Tested Scoring 85–100	38%	41%	38%	0%	0%	3%
<b>Mathematics A</b>						
Number Tested	305	410	396	34	42	40
Number Scoring 55–100	261	362	342	14	23	24
Number Scoring 65–100	236	305	298	10	13	16
Number Scoring 85–100	80	132	83	1	2	2
Percentage of Tested Scoring 55–100	86%	88%	86%	41%	55%	60%
Percentage of Tested Scoring 65–100	77%	74%	75%	29%	31%	40%
Percentage of Tested Scoring 85–100	26%	32%	21%	3%	5%	5%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	157	205	0	2	1
Number Scoring 55–100	0	155	187	0	#	#
Number Scoring 65–100	0	141	160	0	#	#
Number Scoring 85–100	0	41	36	0	#	#
Percentage of Tested Scoring 55–100	0%	99%	91%	0%	#	#
Percentage of Tested Scoring 65–100	0%	90%	78%	0%	#	#
Percentage of Tested Scoring 85–100	0%	26%	18%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	330	351	369	48	43	32
Number Scoring 55–100	322	323	333	45	28	18
Number Scoring 65–100	308	303	314	38	21	13
Number Scoring 85–100	149	109	143	9	2	4
Percentage of Tested Scoring 55–100	98%	92%	90%	94%	65%	56%
Percentage of Tested Scoring 65–100	93%	86%	85%	79%	49%	41%
Percentage of Tested Scoring 85–100	45%	31%	39%	19%	5%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	315	274	286	29	31	38
Number Scoring 55–100	301	256	277	20	22	35
Number Scoring 65–100	268	238	270	12	15	32
Number Scoring 85–100	115	71	147	2	0	3
Percentage of Tested Scoring 55–100	96%	93%	97%	69%	71%	92%
Percentage of Tested Scoring 65–100	85%	87%	94%	41%	48%	84%
Percentage of Tested Scoring 85–100	37%	26%	51%	7%	0%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	348	366	347	41	44	37
Number Scoring 55–100	340	349	328	38	41	27
Number Scoring 65–100	324	344	313	30	38	20
Number Scoring 85–100	68	112	72	0	0	1
Percentage of Tested Scoring 55–100	98%	95%	95%	93%	93%	73%
Percentage of Tested Scoring 65–100	93%	94%	90%	73%	86%	54%
Percentage of Tested Scoring 85–100	20%	31%	21%	0%	0%	3%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	314	343	297	56	60	41
Number Scoring 55–100	276	297	262	35	39	25
Number Scoring 65–100	232	255	244	21	25	22
Number Scoring 85–100	53	67	79	1	3	3
Percentage of Tested Scoring 55–100	88%	87%	88%	62%	65%	61%
Percentage of Tested Scoring 65–100	74%	74%	82%	38%	42%	54%
Percentage of Tested Scoring 85–100	17%	20%	27%	2%	5%	7%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		223	178		9	1
Number Scoring 55–100		201	175		8	#
Number Scoring 65–100		137	164		1	#
Number Scoring 85–100		15	52		0	#
Percentage of Tested Scoring 55–100		90%	98%		89%	#
Percentage of Tested Scoring 65–100		61%	92%		11%	#
Percentage of Tested Scoring 85–100		7%	29%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	66	47	67	3	0	0
Number Scoring 55–100	65	45	66	#	0	0
Number Scoring 65–100	63	45	66	#	0	0
Number Scoring 85–100	38	18	50	#	0	0
Percentage of Tested Scoring 55–100	98%	96%	99%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	96%	99%	#	0%	0%
Percentage of Tested Scoring 85–100	58%	38%	75%	#	0%	0%
<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	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 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	192	216	170	9	7	5
Number Scoring 55–100	190	211	165	9	6	5
Number Scoring 65–100	184	207	161	7	6	4
Number Scoring 85–100	113	111	89	2	2	1
Percentage of Tested Scoring 55–100	99%	98%	97%	100%	86%	100%
Percentage of Tested Scoring 65–100	96%	96%	95%	78%	86%	80%
Percentage of Tested Scoring 85–100	59%	51%	52%	22%	29%	20%
<b>Comprehensive Latin</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%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	54	6	0	7	1	0
Number Scoring 55–100	40	5	0	5	#	0
Number Scoring 65–100	29	4	0	3	#	0
Number Scoring 85–100	3	0	0	1	#	0
Percentage of Tested Scoring 55–100	74%	83%	0%	71%	#	0%
Percentage of Tested Scoring 65–100	54%	67%	0%	43%	#	0%
Percentage of Tested Scoring 85–100	6%	0%	0%	14%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	249	28	0	4	0	0
Number Scoring 55–100	213	20	0	#	0	0
Number Scoring 65–100	188	16	0	#	0	0
Number Scoring 85–100	86	4	0	#	0	0
Percentage of Tested Scoring 55–100	86%	71%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	76%	57%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	35%	14%	0%	#	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	166	96%	0	0%	153	92%
Students with Disabilities	40	98%	0	0%	33	76%

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
<b>Nov 2002</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 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%

(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
<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

## 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	307	307	307	17	17	17	324	324	324
Number Scoring 55–64	6	13	7	3	3	1	9	16	8
Number Scoring 65–84	141	166	198	9	5	13	150	171	211
Number Scoring 85–100	147	98	92	1	1	0	148	99	92
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)