

New York State School Report Card Comprehensive Information Report

BEDS Code : 02-20-01-04-0001
 Name : Fillmore Central School
 Principal: Kyle Faulkner

Grade Range : PK-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	35
Kindergarten	57	53	57
First	54	65	63
Second	58	57	51
Third	50	56	56
Fourth	53	52	53
Fifth	64	46	48
Sixth	63	62	44
Ungraded Elementary	0	0	0
Seventh	52	65	59
Eighth	62	55	59
Ninth	74	63	65
Tenth	69	59	61
Eleventh	43	58	56
Twelfth	62	43	61
Ungraded Secondary	0	0	0
Total K-12 Enrollment	761	734	733

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.7%	2	0.3%	4	0.5%
Black (Not Hispanic)	7	0.9%	8	1.1%	5	0.7%
Hispanic	4	0.5%	2	0.3%	3	0.4%
White (Not Hispanic)	745	97.9%	722	98.4%	721	98.4%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	1	0.1%	4	0.5%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	19	18	19
Common Branch	18	18	17
English Grade 8	20	12	19
Mathematics Grade 8	16	18	18
Science Grade 8	22	18	20
Social Studies Grade 8	21	18	19
English Grade 10	23	20	19
Mathematics Grade 10	22	22	17
Science Grade 10	31	22	21
Social Studies Grade 10	23	24	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		95.4%		95.5%
Student Suspensions	4	0.5%	10	1.3%	12	1.6%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	31.7%	25.6%	27.8%
Reduced Lunch	9.9%	6.0%	6.6%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	97%	95%	98%

Staff Counts

Staff	2001–2002
Total Teachers	56
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	1
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	53	29	55%	40	24	60%	55	33	60%
Students with Disabilities	9	0	0%	2	1	50%	2	0	0%
All Students	62	29	47%	42	25	60%	57	33	58%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	19	21	1	5	11	0
Percent	33%	37%	2%	9%	19%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
2	0	0	2

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					2	0.8%
	Entered GED Program*					2	0.8%
	Total Noncompleters					4	1.6%
Students with Disabilities	Dropped Out					1	0.4%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.4%
All Students	Dropped Out	5	2.0%	4	1.8%	3	1.2%
	Entered GED Program*	0	0.0%	1	0.4%	2	0.8%
	Total Noncompleters	5	2.0%	5	2.2%	5	2.1%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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	14	64%	46	61%	50	54%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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%	4	#

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	4	#
Science	1	100%	2	#	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	43	63	56	3	3	7
Number Scoring 55–100	42	63	55	#	#	7
Number Scoring 65–100	38	57	51	#	#	7
Number Scoring 85–100	3	10	18	#	#	1
Percentage of Tested Scoring 55–100	98%	100%	98%	#	#	100%
Percentage of Tested Scoring 65–100	88%	90%	91%	#	#	100%
Percentage of Tested Scoring 85–100	7%	16%	32%	#	#	14%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	55	23	1	3	4	0
Number Scoring 55–100	50	20	#	#	#	0
Number Scoring 65–100	46	12	#	#	#	0
Number Scoring 85–100	33	4	#	#	#	0
Percentage of Tested Scoring 55–100	91%	87%	#	#	#	0%
Percentage of Tested Scoring 65–100	84%	52%	#	#	#	0%
Percentage of Tested Scoring 85–100	60%	17%	#	#	#	0%
Mathematics A						
Number Tested	51	38	51	1	0	9
Number Scoring 55–100	50	38	44	#	0	7
Number Scoring 65–100	45	36	36	#	0	4
Number Scoring 85–100	17	20	18	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	86%	#	0%	78%
Percentage of Tested Scoring 65–100	88%	95%	71%	#	0%	44%
Percentage of Tested Scoring 85–100	33%	53%	35%	#	0%	0%
Global Studies (last administered January 2000)						
Number Tested	62			3		
Number Scoring 55–100	43			#		
Number Scoring 65–100	36			#		
Number Scoring 85–100	17			#		
Percentage of Tested Scoring 55–100	69%			#		
Percentage of Tested Scoring 65–100	58%			#		
Percentage of Tested Scoring 85–100	27%			#		
Global History and Geography (first administered June 2000)						
Number Tested	65	63	56	5	7	11
Number Scoring 55–100	52	59	52	2	7	10
Number Scoring 65–100	43	55	46	2	7	10
Number Scoring 85–100	18	17	8	0	1	0
Percentage of Tested Scoring 55–100	80%	94%	93%	40%	100%	91%
Percentage of Tested Scoring 65–100	66%	87%	82%	40%	100%	91%
Percentage of Tested Scoring 85–100	28%	27%	14%	0%	14%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	38	1		4	0	
Number Scoring 55–100	37	#		#	0	
Number Scoring 65–100	36	#		#	0	
Number Scoring 85–100	16	#		#	0	
Percentage of Tested Scoring 55–100	97%	#		#	0%	
Percentage of Tested Scoring 65–100	95%	#		#	0%	
Percentage of Tested Scoring 85–100	42%	#		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		58	61		3	8
Number Scoring 55–100		58	61		#	8
Number Scoring 65–100		48	53		#	8
Number Scoring 85–100		22	18		#	3
Percentage of Tested Scoring 55–100		100%	100%		#	100%
Percentage of Tested Scoring 65–100		83%	87%		#	100%
Percentage of Tested Scoring 85–100		38%	30%		#	38%
Living Environment (first administered June 2001)						
Number Tested		36	36		1	2
Number Scoring 55–100		36	36		#	#
Number Scoring 65–100		36	36		#	#
Number Scoring 85–100		15	14		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		100%	100%		#	#
Percentage of Tested Scoring 85–100		42%	39%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		60	52		11	7
Number Scoring 55–100		58	49		10	6
Number Scoring 65–100		52	41		9	3
Number Scoring 85–100		21	11		1	1
Percentage of Tested Scoring 55–100		97%	94%		91%	86%
Percentage of Tested Scoring 65–100		87%	79%		82%	43%
Percentage of Tested Scoring 85–100		35%	21%		9%	14%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	71	67	40	64	61
2001	68	62	60	49	60
2002	63	54	59	58	59

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	10	5	2	11	7
2001	14	7	2	2	6
2002	9	12	8	2	8

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	61	60	59	7	6	8
Comprehensive Spanish						
Number Tested	22	26	18	0	0	0
Number Scoring 55–100	22	26	18	0	0	0
Number Scoring 65–100	20	26	18	0	0	0
Number Scoring 85–100	17	17	18	0	0	0
Percentage of AGE Tested	36%	43%	31%	0%	0%	0%
Percentage of AGE Scoring 55–100	36%	43%	31%	0%	0%	0%
Percentage of AGE Scoring 65–100	33%	43%	31%	0%	0%	0%
Percentage of AGE Scoring 85–100	28%	28%	31%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	100%	100%	0%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	61	60	59	7	6	8
Sequential Mathematics, Course II						
Number Tested	53	42	1	1	1	0
Number Scoring 55–100	46	41	#	#	#	0
Number Scoring 65–100	41	41	#	#	#	0
Number Scoring 85–100	21	23	#	#	#	0
Percentage of AGE Tested	87%	70%	#	#	#	0%
Percentage of AGE Scoring 55–100	75%	68%	#	#	#	0%
Percentage of AGE Scoring 65–100	67%	68%	#	#	#	0%
Percentage of AGE Scoring 85–100	34%	38%	#	#	#	0%
Percentage of Tested Scoring 65–100	77%	98%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	21	32	30	0	1	1
Number Scoring 55–100	20	32	30	0	#	#
Number Scoring 65–100	19	29	30	0	#	#
Number Scoring 85–100	13	20	23	0	#	#
Percentage of AGE Tested	34%	53%	51%	0%	#	#
Percentage of AGE Scoring 55–100	33%	53%	51%	0%	#	#
Percentage of AGE Scoring 65–100	31%	48%	51%	0%	#	#
Percentage of AGE Scoring 85–100	21%	33%	39%	0%	#	#
Percentage of Tested Scoring 65–100	90%	91%	100%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	61	60	59	7	6	8
Earth Science (last administered January 2001)						
Number Tested	1	3		0	0	
Number Scoring 55–100	#	#		0	0	
Number Scoring 65–100	#	#		0	0	
Number Scoring 85–100	#	#		0	0	
Percentage of AGE Tested	#	#		0%	0%	
Percentage of AGE Scoring 55–100	#	#		0%	0%	
Percentage of AGE Scoring 65–100	#	#		0%	0%	
Percentage of AGE Scoring 85–100	#	#		0%	0%	
Percentage of Tested Scoring 65–100	#	#		0%	0%	
Biology (last administered January 2001)						
Number Tested	55	8		2	0	
Number Scoring 55–100	55	5		#	0	
Number Scoring 65–100	45	4		#	0	
Number Scoring 85–100	12	0		#	0	
Percentage of AGE Tested	90%	13%		#	0%	
Percentage of AGE Scoring 55–100	90%	8%		#	0%	
Percentage of AGE Scoring 65–100	74%	7%		#	0%	
Percentage of AGE Scoring 85–100	20%	0%		#	0%	
Percentage of Tested Scoring 65–100	82%	50%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	17	29	1	0	0	0
Number Scoring 55–100	16	27	#	0	0	0
Number Scoring 65–100	11	22	#	0	0	0
Number Scoring 85–100	1	5	#	0	0	0
Percentage of AGE Tested	28%	48%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	26%	45%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	18%	37%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	2%	8%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	65%	76%	#	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	61	60	59	7	6	8
Physics (last administered January 2002)						
Number Tested	18	8	0	0	0	0
Number Scoring 55–100	17	8	0	0	0	0
Number Scoring 65–100	16	7	0	0	0	0
Number Scoring 85–100	0	1	0	0	0	0
Percentage of AGE Tested	30%	13%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	28%	13%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	26%	12%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	2%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	88%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			17			0
Number Scoring 55–100			16			0
Number Scoring 65–100			13			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			29%			0%
Percentage of AGE Scoring 55–100			27%			0%
Percentage of AGE Scoring 65–100			22%			0%
Percentage of AGE Scoring 85–100			2%			0%
Percentage of Tested Scoring 65–100			76%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			14			0
Number Scoring 55–100			10			0
Number Scoring 65–100			9			0
Number Scoring 85–100			2			0
Percentage of AGE Tested			24%			0%
Percentage of AGE Scoring 55–100			17%			0%
Percentage of AGE Scoring 65–100			15%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			64%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	24	100%	33	100%	0	0%
Students with Disabilities	5	100%	3	#	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	39	0%	0%	64%	36%
	Students with Disabilities	7	0%	14%	71%	14%
	All Students	46	0%	2%	65%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	52	0%	4%	71%	25%
	Students with Disabilities	6	0%	0%	100%	0%
	All Students	58	0%	3%	74%	22%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	1	#	#	#	#
Mathematics, Science, & Technology	0	1	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	0	1	#	#	#	#
Social Studies	0	1	#	#	#	#
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	56	56	2	2	58	58
Number Scoring 55–64	#	#	#	#	7	10
Number Scoring 65–84	#	#	#	#	29	24
Number Scoring 85–100	#	#	#	#	22	23
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	48	7	55
Number Scoring 55–64	2	0	2
Number Scoring 65–84	25	5	30
Number Scoring 85–100	19	1	20
Approved Alternatives	0	0	0

(Form – O)