

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	2000–2001	2001–2002	2002–2003
Pre-K	0	35	33
Kindergarten	53	57	47
First	65	63	69
Second	57	51	56
Third	56	56	48
Fourth	52	53	57
Fifth	46	48	56
Sixth	62	44	47
Ungraded Elementary	0	0	0
Seventh	65	59	55
Eighth	55	59	58
Ninth	63	65	57
Tenth	59	61	59
Eleventh	58	56	53
Twelfth	43	61	59
Ungraded Secondary	0	0	0
Total K-12 Enrollment	734	733	721

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	2	0.3%	4	0.5%	4	0.6%
Black (Not Hispanic)	8	1.1%	5	0.7%	6	0.8%
Hispanic	2	0.3%	3	0.4%	3	0.4%
White (Not Hispanic)	722	98.4%	721	98.4%	708	98.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	19	16
Common Branch	18	17	18
English Grade 8	12	19	20
Mathematics Grade 8	18	18	20
Science Grade 8	18	20	20
Social Studies Grade 8	18	19	20
English Grade 10	20	19	14
Mathematics Grade 10	22	17	15
Science Grade 10	22	21	20
Social Studies Grade 10	24	20	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 serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	1	0.1%	4	0.5%	6	0.8%
Eligible for Free Lunch	188	25.6%	204	27.8%	233	32.3%

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		95.4%		95.5%		95.7%
Student Suspensions	10	1.3%	12	1.6%	11	1.5%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.0%	6.6%	12.1%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	95%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	55
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	40	24	60%	55	33	60%	48	29	60%
Students with Disabilities	2	1	50%	2	0	0%	7	0	0%
All Students	42	25	60%	57	33	58%	55	29	53%

*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	17	28	0	4	6	0
Percent	31%	51%	0%	7%	11%	0%

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)
7	0	0	7

*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			2		1	
	Entered GED Program*			2		2	
	Total Noncompleters			4		3	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	4	1.8%	3	1.2%	2	0.9%
	Entered GED Program*	1	0.4%	2	0.8%	2	0.9%
	Total Noncompleters	5	2.2%	5	2.1%	4	1.8%

*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%	100%
2-3		0%	100%

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	160
	Number of Students with Disabilities		0	34
	Number of All Students		0	194
	Percent of Enrollment		0%	85%

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	46	61%	50	54%	34	79%

Students with Disabilities

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	0	0%	4	#	1	#

(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%	0	0%	0	0%
Science	0	0%	1	#	0	0%
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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	5	100%
Science	2	#	3	#	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	63	56	59	3	7	12
Number Scoring 55–100	63	55	53	#	7	12
Number Scoring 65–100	57	51	47	#	7	12
Number Scoring 85–100	10	18	17	#	1	3
Percentage of Tested Scoring 55–100	100%	98%	90%	#	100%	100%
Percentage of Tested Scoring 65–100	90%	91%	80%	#	100%	100%
Percentage of Tested Scoring 85–100	16%	32%	29%	#	14%	25%
Mathematics A						
Number Tested	38	51	70	0	9	11
Number Scoring 55–100	38	44	59	0	7	11
Number Scoring 65–100	36	36	54	0	4	11
Number Scoring 85–100	20	18	16	0	0	1
Percentage of Tested Scoring 55–100	100%	86%	84%	0%	78%	100%
Percentage of Tested Scoring 65–100	95%	71%	77%	0%	44%	100%
Percentage of Tested Scoring 85–100	53%	35%	23%	0%	0%	9%
Mathematics B (first administered June 2001)						
Number Tested	0	0	25	0	0	0
Number Scoring 55–100	0	0	21	0	0	0
Number Scoring 65–100	0	0	20	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	0%
Global History and Geography						
Number Tested	63	56	64	7	11	10
Number Scoring 55–100	59	52	56	7	10	10
Number Scoring 65–100	55	46	54	7	10	10
Number Scoring 85–100	17	8	22	1	0	5
Percentage of Tested Scoring 55–100	94%	93%	88%	100%	91%	100%
Percentage of Tested Scoring 65–100	87%	82%	84%	100%	91%	100%
Percentage of Tested Scoring 85–100	27%	14%	34%	14%	0%	50%
U.S. History and Government (first administered June 2001)						
Number Tested	58	61	55	3	8	11
Number Scoring 55–100	58	61	55	#	8	11
Number Scoring 65–100	48	53	53	#	8	11
Number Scoring 85–100	22	18	32	#	3	11
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	83%	87%	96%	#	100%	100%
Percentage of Tested Scoring 85–100	38%	30%	58%	#	38%	100%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	36	36	37	1	2	5
Number Scoring 55–100	36	36	37	#	#	5
Number Scoring 65–100	36	36	37	#	#	5
Number Scoring 85–100	15	14	9	#	#	2
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 85–100	42%	39%	24%	#	#	40%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	60	52	63	11	7	6
Number Scoring 55–100	58	49	59	10	6	4
Number Scoring 65–100	52	41	50	9	3	2
Number Scoring 85–100	21	11	18	1	1	1
Percentage of Tested Scoring 55–100	97%	94%	94%	91%	86%	67%
Percentage of Tested Scoring 65–100	87%	79%	79%	82%	43%	33%
Percentage of Tested Scoring 85–100	35%	21%	29%	9%	14%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		17	32		0	0
Number Scoring 55–100		16	31		0	0
Number Scoring 65–100		13	22		0	0
Number Scoring 85–100		1	3		0	0
Percentage of Tested Scoring 55–100		94%	97%		0%	0%
Percentage of Tested Scoring 65–100		76%	69%		0%	0%
Percentage of Tested Scoring 85–100		6%	9%		0%	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	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	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	26	18	15	0	0	0
Number Scoring 55–100	26	18	15	0	0	0
Number Scoring 65–100	26	18	15	0	0	0
Number Scoring 85–100	17	18	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	65%	100%	60%	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 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	42	1	0	1	0	0
Number Scoring 55–100	41	#	0	#	0	0
Number Scoring 65–100	41	#	0	#	0	0
Number Scoring 85–100	23	#	0	#	0	0
Percentage of Tested Scoring 55–100	98%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	55%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	32	30	1	1	1	0
Number Scoring 55–100	32	30	#	#	#	0
Number Scoring 65–100	29	30	#	#	#	0
Number Scoring 85–100	20	23	#	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	#	#	#	0%
Percentage of Tested Scoring 65–100	91%	100%	#	#	#	0%
Percentage of Tested Scoring 85–100	62%	77%	#	#	#	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	33	100%	0	0%	26	96%
Students with Disabilities	3	#	0	0%	8	100%

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	48	0%	15%	73%	13%
	Students with Disabilities	10	30%	20%	50%	0%
	All Students	58	5%	16%	69%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	52	4%	27%	54%	15%
	Students with Disabilities	6	0%	17%	67%	17%
	All Students	58	3%	26%	55%	16%

(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	0	0	0	0	0	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

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	44	44	44	7	7	7	51	51	51
Number Scoring 55–64	4	6	1	0	0	0	4	6	1
Number Scoring 65–84	23	25	24	5	4	5	28	29	29
Number Scoring 85–100	17	13	19	1	3	1	18	16	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)