

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-13-01-06-0000
 Name: Fairport Central School District
 Superintendent: William Cala

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	450	461	463
First	561	508	494
Second	559	547	488
Third	551	549	538
Fourth	593	562	541
Fifth	583	615	557
Sixth	554	587	607
Ungraded Elementary	36	39	90
Seventh	548	571	577
Eighth	535	559	552
Ninth	545	544	562
Tenth	557	550	545
Eleventh	520	560	540
Twelfth	479	512	546
Ungraded Secondary	17	20	26
Total K-12 Enrollment	7088	7184	7126

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	272	3.8%	282	3.9%	271	3.8%
Black (Not Hispanic)	150	2.1%	158	2.2%	171	2.4%
Hispanic	56	0.8%	97	1.4%	99	1.4%
White (Not Hispanic)	6610	93.3%	6647	92.5%	6585	92.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	19
Common Branch	21	22	22
English Grade 8	20	21	21
Mathematics Grade 8	21	22	20
Science Grade 8	22	23	22
Social Studies Grade 8	22	22	22
English Grade 10	23	25	24
Mathematics Grade 10	21	21	23
Science Grade 10	23	22	24
Social Studies Grade 10	22	24	25

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	59	0.8%	54	0.7%	57	0.8%
Eligible for Free Lunch	276	4.2%	397	5.9%	288	4.3%

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%		95.3%		95.1%
Student Suspensions	103	1.5%	90	1.3%	84	1.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	3.2%	2.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	541
Total Other Professional Staff	76
Total Paraprofessionals	89
Teaching Out of Certification*	4
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	427	332	78%	445	359	81%	505	433	86%
Students with Disabilities	45	7	16%	44	12	27%	43	15	35%
All Students	472	339	72%	489	371	76%	548	448	82%

*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	325	147	4	9	32	31
Percent	59%	27%	1%	2%	6%	6%

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)
43	15	2	45

*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			23		6	
	Entered GED Program*			7		2	
	Total Noncompleters			30		8	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			2		0	
	Total Noncompleters			3		3	
All Students	Dropped Out	10	0.5%	24	1.1%	9	0.4%
	Entered GED Program*	14	0.7%	9	0.4%	2	0.1%
	Total Noncompleters	24	1.1%	33	1.5%	11	0.5%

*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		832	1266
	Number of Students with Disabilities		90	155
	Number of All Students		922	1421
	Percent of Enrollment		53%	81%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	180
	Number of All Students		0	180
	Percent of Enrollment		0%	8%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	116	100%	0	0%	125	99%
German	23	100%	0	0%	32	100%
Italian	0	0%	0	0%	0	0%
Latin	23	100%	0	0%	24	100%
Spanish	312	100%	0	0%	344	98%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	100%	0	0%	3	#
German	1	#	0	0%	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	2	#
Spanish	21	100%	0	0%	23	100%

(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	2	#	5	100%	6	83%
Science	6	83%	7	71%	2	#
Reading	2	#	1	#	3	#
Writing	2	#	1	#	3	#
Global Studies	0	0%	4	#	4	#
U.S. Hist & Gov't	5	100%	1	#	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	95%	13	77%	21	81%
Science	10	80%	13	69%	24	58%
Reading	3	#	0	0%	16	62%
Writing	4	#	0	0%	12	100%
Global Studies	2	#	9	44%	26	62%
U.S. Hist & Gov't	10	90%	2	#	10	70%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	433	448	419	56	50	59
Number Scoring 55–100	424	428	401	55	45	51
Number Scoring 65–100	396	379	382	39	28	42
Number Scoring 85–100	144	172	131	5	3	3
Percentage of Tested Scoring 55–100	98%	96%	96%	98%	90%	86%
Percentage of Tested Scoring 65–100	91%	85%	91%	70%	56%	71%
Percentage of Tested Scoring 85–100	33%	38%	31%	9%	6%	5%
Mathematics A						
Number Tested	2	31	557	2	6	59
Number Scoring 55–100	#	24	525	#	6	47
Number Scoring 65–100	#	19	496	#	5	38
Number Scoring 85–100	#	1	191	#	0	12
Percentage of Tested Scoring 55–100	#	77%	94%	#	100%	80%
Percentage of Tested Scoring 65–100	#	61%	89%	#	83%	64%
Percentage of Tested Scoring 85–100	#	3%	34%	#	0%	20%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	549	552	557	65	65	49
Number Scoring 55–100	538	521	519	59	53	31
Number Scoring 65–100	526	486	487	54	37	25
Number Scoring 85–100	275	194	247	8	5	5
Percentage of Tested Scoring 55–100	98%	94%	93%	91%	82%	63%
Percentage of Tested Scoring 65–100	96%	88%	87%	83%	57%	51%
Percentage of Tested Scoring 85–100	50%	35%	44%	12%	8%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	429	562	538	48	59	55
Number Scoring 55–100	416	552	527	40	55	50
Number Scoring 65–100	393	523	509	28	48	44
Number Scoring 85–100	245	270	316	7	12	9
Percentage of Tested Scoring 55–100	97%	98%	98%	83%	93%	91%
Percentage of Tested Scoring 65–100	92%	93%	95%	58%	81%	80%
Percentage of Tested Scoring 85–100	57%	48%	59%	15%	20%	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	648	499	556	50	44	46
Number Scoring 55–100	646	488	540	50	44	41
Number Scoring 65–100	640	484	527	48	42	35
Number Scoring 85–100	275	234	273	7	10	9
Percentage of Tested Scoring 55–100	100%	98%	97%	100%	100%	89%
Percentage of Tested Scoring 65–100	99%	97%	95%	96%	95%	76%
Percentage of Tested Scoring 85–100	42%	47%	49%	14%	23%	20%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	499	431	564	63	3	51
Number Scoring 55–100	470	417	546	41	#	44
Number Scoring 65–100	447	402	528	34	#	35
Number Scoring 85–100	229	237	357	8	#	10
Percentage of Tested Scoring 55–100	94%	97%	97%	65%	#	86%
Percentage of Tested Scoring 65–100	90%	93%	94%	54%	#	69%
Percentage of Tested Scoring 85–100	46%	55%	63%	13%	#	20%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		522	417		15	16
Number Scoring 55–100		508	406		12	15
Number Scoring 65–100		416	331		8	7
Number Scoring 85–100		96	90		0	1
Percentage of Tested Scoring 55–100		97%	97%		80%	94%
Percentage of Tested Scoring 65–100		80%	79%		53%	44%
Percentage of Tested Scoring 85–100		18%	22%		0%	6%
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	96	107	107	4	2	1
Number Scoring 55–100	96	107	107	#	#	#
Number Scoring 65–100	95	101	107	#	#	#
Number Scoring 85–100	73	48	85	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	94%	100%	#	#	#
Percentage of Tested Scoring 85–100	76%	45%	79%	#	#	#
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	35	36	26	1	1	1
Number Scoring 55–100	35	35	26	#	#	#
Number Scoring 65–100	35	33	26	#	#	#
Number Scoring 85–100	21	13	14	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	92%	100%	#	#	#
Percentage of Tested Scoring 85–100	60%	36%	54%	#	#	#
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	302	234	272	12	9	6
Number Scoring 55–100	297	231	269	11	9	6
Number Scoring 65–100	296	227	268	11	7	6
Number Scoring 85–100	181	127	191	3	3	2
Percentage of Tested Scoring 55–100	98%	99%	99%	92%	100%	100%
Percentage of Tested Scoring 65–100	98%	97%	99%	92%	78%	100%
Percentage of Tested Scoring 85–100	60%	54%	70%	25%	33%	33%
Comprehensive Latin						
Number Tested	0	40	21	0	1	0
Number Scoring 55–100	0	39	20	0	#	0
Number Scoring 65–100	0	38	20	0	#	0
Number Scoring 85–100	0	24	10	0	#	0
Percentage of Tested Scoring 55–100	0%	97%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	95%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	60%	48%	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	551	587	62	43	54	12
Number Scoring 55–100	497	506	45	26	34	6
Number Scoring 65–100	442	460	36	19	28	5
Number Scoring 85–100	193	203	3	3	6	0
Percentage of Tested Scoring 55–100	90%	86%	73%	60%	63%	50%
Percentage of Tested Scoring 65–100	80%	78%	58%	44%	52%	42%
Percentage of Tested Scoring 85–100	35%	35%	5%	7%	11%	0%
Sequential Mathematics, Course III						
Number Tested	396	537	419	16	30	14
Number Scoring 55–100	378	512	364	15	25	8
Number Scoring 65–100	358	481	331	13	19	7
Number Scoring 85–100	204	255	170	4	8	1
Percentage of Tested Scoring 55–100	95%	95%	87%	94%	83%	57%
Percentage of Tested Scoring 65–100	90%	90%	79%	81%	63%	50%
Percentage of Tested Scoring 85–100	52%	47%	41%	25%	27%	7%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	47	98%	59	100%	72	99%
Students with Disabilities	38	100%	19	100%	18	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	508	1%	5%	64%	30%
	Students with Disabilities	67	12%	22%	60%	6%
	All Students	575	2%	7%	63%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	506	0%	13%	68%	19%
	Students with Disabilities	69	1%	51%	45%	3%
	All Students	575	0%	18%	65%	17%

(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	2	1	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	493	493	493	49	49	49	542	542	542
Number Scoring 55–64	8	9	7	2	4	3	10	13	10
Number Scoring 65–84	210	211	230	40	31	31	250	242	261
Number Scoring 85–100	264	256	247	3	8	7	267	264	254
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)