

New York State District Report Card Comprehensive Information Report

BEDS Code: 02-20-01-04-0000
 Name: Fillmore Central School District
 Superintendent: David Hanks

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	35	33	32
Kindergarten	57	47	48
First	63	69	58
Second	51	56	60
Third	56	48	59
Fourth	53	57	47
Fifth	48	56	64
Sixth	44	47	58
Ungraded Elementary	0	0	0
Seventh	59	55	50
Eighth	59	58	58
Ninth	65	57	58
Tenth	61	59	58
Eleventh	56	53	57
Twelfth	61	59	54
Ungraded Secondary	0	0	0
Total K-12 Enrollment	733	721	729

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.5%	4	0.6%	5	0.7%
Black (Not Hispanic)	5	0.7%	6	0.8%	6	0.8%
Hispanic	3	0.4%	3	0.4%	1	0.1%
White (Not Hispanic)	721	98.4%	708	98.2%	717	98.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	16	16
Common Branch	17	18	18
English Grade 8	19	20	19
Mathematics Grade 8	18	20	15
Science Grade 8	20	20	19
Social Studies Grade 8	19	20	19
English Grade 10	19	14	16
Mathematics Grade 10	17	15	14
Science Grade 10	21	20	18
Social Studies Grade 10	20	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.5%	6	0.8%	6	0.8%
Eligible for Free Lunch	204	27.8%	233	32.3%	234	32.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.6%		95.7%		95.5%
Student Suspensions	12	1.6%	11	1.5%	15	2.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.6%	12.1%	14.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	57
Total Other Professional Staff	6
Total Paraprofessionals	9
Teaching Out of Certification*	3

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	55	33	60%	48	29	60%	45	28	62%
Students with Disabilities	2	0	0%	7	0	0%	11	1	9%
All Students	57	33	58%	55	29	53%	56	29	52%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	20	26	1	5	4	0
Percent	36%	46%	2%	9%	7%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
11	1	1	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		1		1	0.5%
	Entered GED Program*	2		2		1	0.5%
	Total Noncompleters	4		3		2	1.0%
Students with Disabilities	Dropped Out	1		1		2	6.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		2	6.3%
All Students	Dropped Out	3	1.2%	2	0.9%	3	1.3%
	Entered GED Program*	2	0.8%	2	0.9%	1	0.4%
	Total Noncompleters	5	2.1%	4	1.8%	4	1.7%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	100%	100%
2-3	0%	100%	100%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	94
	Number of Students with Disabilities	0	0	17
	Number of All Students	0	0	111
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	0	141
	Number of Students with Disabilities	0	0	25
	Number of All Students	0	0	166
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	160	188
	Number of Students with Disabilities	0	34	39
	Number of All Students	0	194	227
	Percent of Enrollment	0%	85%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	22		
Completed and Passed Regents Exams	22	100%	77%
Completed and had Course Average of 75% or More	21	95%	81%
Completed and Attained a HS Diploma or Equivalent	22	100%	96%
Completed and Whose Status is Known	22		
Completed and Were Successfully Placed	22	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	28	54%	30%
Underrepresented Gender Members Who Completed	1	17%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	50	54%	34	79%	43	79%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	4	#	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	100%	0	0%
Science	3	#	4	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	56	59	57	7	12	11
Number Scoring 55-100	55	53	57	7	12	11
Number Scoring 65-100	51	47	54	7	12	11
Number Scoring 85-100	18	17	19	1	3	2
Percentage of Tested Scoring 55-100	98%	90%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	91%	80%	95%	100%	100%	100%
Percentage of Tested Scoring 85-100	32%	29%	33%	14%	25%	18%
Mathematics A						
Number Tested	51	70	52	9	11	5
Number Scoring 55-100	44	59	52	7	11	5
Number Scoring 65-100	36	54	46	4	11	2
Number Scoring 85-100	18	16	15	0	1	0
Percentage of Tested Scoring 55-100	86%	84%	100%	78%	100%	100%
Percentage of Tested Scoring 65-100	71%	77%	88%	44%	100%	40%
Percentage of Tested Scoring 85-100	35%	23%	29%	0%	9%	0%
Mathematics B						
Number Tested	0	25	29	0	0	1
Number Scoring 55-100	0	21	28	0	0	#
Number Scoring 65-100	0	20	27	0	0	#
Number Scoring 85-100	0	3	17	0	0	#
Percentage of Tested Scoring 55-100	0%	84%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	80%	93%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	12%	59%	0%	0%	#
Global History and Geography						
Number Tested	56	64	57	11	10	4
Number Scoring 55-100	52	56	52	10	10	#
Number Scoring 65-100	46	54	46	10	10	#
Number Scoring 85-100	8	22	17	0	5	#
Percentage of Tested Scoring 55-100	93%	88%	91%	91%	100%	#
Percentage of Tested Scoring 65-100	82%	84%	81%	91%	100%	#
Percentage of Tested Scoring 85-100	14%	34%	30%	0%	50%	#
U.S. History and Government						
Number Tested	61	55	55	8	11	10
Number Scoring 55-100	61	55	55	8	11	10
Number Scoring 65-100	53	53	53	8	11	8
Number Scoring 85-100	18	32	29	3	11	2
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	87%	96%	96%	100%	100%	80%
Percentage of Tested Scoring 85-100	30%	58%	53%	38%	100%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	36	37	33	2	5	1
Number Scoring 55-100	36	37	32	#	5	#
Number Scoring 65-100	36	37	30	#	5	#
Number Scoring 85-100	14	9	8	#	2	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	100%	#
Percentage of Tested Scoring 65-100	100%	100%	91%	#	100%	#
Percentage of Tested Scoring 85-100	39%	24%	24%	#	40%	#
Physical Setting/Earth Science						
Number Tested	52	63	58	7	6	0
Number Scoring 55-100	49	59	50	6	4	0
Number Scoring 65-100	41	50	44	3	2	0
Number Scoring 85-100	11	18	21	1	1	0
Percentage of Tested Scoring 55-100	94%	94%	86%	86%	67%	0%
Percentage of Tested Scoring 65-100	79%	79%	76%	43%	33%	0%
Percentage of Tested Scoring 85-100	21%	29%	36%	14%	17%	0%
Physical Setting/Chemistry						
Number Tested	17	32	26	0	0	3
Number Scoring 55-100	16	31	23	0	0	#
Number Scoring 65-100	13	22	19	0	0	#
Number Scoring 85-100	1	3	2	0	0	#
Percentage of Tested Scoring 55-100	94%	97%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	76%	69%	73%	0%	0%	#
Percentage of Tested Scoring 85-100	6%	9%	8%	0%	0%	#
Physical Setting/Physics						
Number Tested			5			0
Number Scoring 55-100			5			0
Number Scoring 65-100			5			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			20%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	0	1	0	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	18	15	20	0	0	1
Number Scoring 55-100	18	15	19	0	0	#
Number Scoring 65-100	18	15	19	0	0	#
Number Scoring 85-100	18	9	10	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	100%	60%	50%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	30	1	0	1	0	0
Number Scoring 55-100	30	#	0	#	0	0
Number Scoring 65-100	30	#	0	#	0	0
Number Scoring 85-100	23	#	0	#	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	77%	#	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	26	96%	17	100%
Students with Disabilities	0	0%	8	100%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	54	4%	6%	70%	20%
	Students with Disabilities	12	25%	8%	58%	8%
	All Students	66	8%	6%	68%	18%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	50	4%	40%	40%	16%
	Students with Disabilities	7	57%	14%	29%	0%
	All Students	57	11%	37%	39%	14%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	41	41	41	13	13	13	54	54	54
Number Scoring 55–64	0	1	1	0	0	1	0	1	2
Number Scoring 65–84	29	16	19	12	1	8	41	17	27
Number Scoring 85–100	9	21	20	0	11	1	9	32	21
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)