

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	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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	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		95.5%		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	31-40%	31-40%	41-50%
Student Stability	98%	98%	100%

Staff Counts

Staff	2003-04
Total Teachers	57
Total Other Professional Staff	5
Total Paraprofessionals	NA
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			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	9	11%	11%	67%	11%
	All Students	63	5%	6%	70%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	50	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	54	7%	37%	41%	15%

(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)