

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	461	463	467
First	508	494	500
Second	547	488	491
Third	549	538	494
Fourth	562	541	535
Fifth	615	557	561
Sixth	587	607	555
Ungraded Elementary	39	90	77
Seventh	571	577	608
Eighth	559	552	571
Ninth	544	562	580
Tenth	550	545	546
Eleventh	560	540	531
Twelfth	512	546	561
Ungraded Secondary	20	26	38
Total K-12 Enrollment	7184	7126	7115

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	282	3.9%	271	3.8%	284	4.0%
Black (Not Hispanic)	158	2.2%	171	2.4%	171	2.4%
Hispanic	97	1.4%	99	1.4%	102	1.4%
White (Not Hispanic)	6647	92.5%	6585	92.4%	6558	92.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	18
Common Branch	22	22	22
English Grade 8	21	21	23
Mathematics Grade 8	22	20	22
Science Grade 8	23	22	24
Social Studies Grade 8	22	22	24
English Grade 10	25	24	25
Mathematics Grade 10	21	23	19
Science Grade 10	22	24	24
Social Studies Grade 10	24	25	26

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	54	0.8%	57	0.8%	61	0.9%
Eligible for Free Lunch	397	5.9%	288	4.3%	375	5.6%

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		95.3%		95.1%		95.4%
Student Suspensions	90	1.3%	84	1.2%	96	1.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.2%	2.3%	3.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	539
Total Other Professional Staff	75
Total Paraprofessionals	92
Teaching Out of Certification*	1

*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	445	359	81%	505	433	86%	463	456	98%
Students with Disabilities	44	12	27%	43	15	35%	65	63	97%
All Students	489	371	76%	548	448	82%	528	519	98%

*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	291	143	4	10	22	58
Percent	55%	27%	1%	2%	4%	11%

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)
65	63	1	66

*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	23		6		13	0.7%
	Entered GED Program*	7		2		8	0.4%
	Total Noncompleters	30		8		21	1.1%
Students with Disabilities	Dropped Out	1		3		7	2.6%
	Entered GED Program*	2		0		1	0.4%
	Total Noncompleters	3		3		8	3.0%
All Students	Dropped Out	24	1.1%	9	0.4%	20	0.9%
	Entered GED Program*	9	0.4%	2	0.1%	9	0.4%
	Total Noncompleters	33	1.5%	11	0.5%	29	1.3%

*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%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	832	1266	1289
	Number of Students with Disabilities	90	155	138
	Number of All Students	922	1421	1427
	Percent of Enrollment	53%	81%	81%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	180	160
	Number of All Students	0	180	160
	Percent of Enrollment	0%	8%	7%

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%	125	99%	150	100%
German	0	0%	32	100%	32	97%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	24	100%	0	0%
Spanish	0	0%	344	98%	344	98%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	2	#
German	0	0%	2	#	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	0	0%
Spanish	0	0%	23	100%	15	87%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	6	83%	2	#
Science	7	71%	2	#	4	#
Reading	1	#	3	#	3	#
Writing	1	#	3	#	3	#
Global Studies	4	#	4	#	4	#
U.S. Hist & Gov't	1	#	4	#	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	77%	21	81%	15	80%
Science	13	69%	24	58%	22	50%
Reading	0	0%	16	63%	15	73%
Writing	0	0%	12	100%	11	91%
Global Studies	9	44%	26	62%	19	47%
U.S. Hist & Gov't	2	#	10	70%	8	63%

(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	448	419	418	50	59	34
Number Scoring 55-100	428	401	411	45	51	31
Number Scoring 65-100	379	382	387	28	42	23
Number Scoring 85-100	172	131	168	3	3	6
Percentage of Tested Scoring 55-100	96%	96%	98%	90%	86%	91%
Percentage of Tested Scoring 65-100	85%	91%	93%	56%	71%	68%
Percentage of Tested Scoring 85-100	38%	31%	40%	6%	5%	18%
Mathematics A						
Number Tested	31	557	583	6	59	49
Number Scoring 55-100	24	525	576	6	47	44
Number Scoring 65-100	19	496	556	5	38	35
Number Scoring 85-100	1	191	279	0	12	3
Percentage of Tested Scoring 55-100	77%	94%	99%	100%	80%	90%
Percentage of Tested Scoring 65-100	61%	89%	95%	83%	64%	71%
Percentage of Tested Scoring 85-100	3%	34%	48%	0%	20%	6%
Mathematics B						
Number Tested	0	0	309	0	0	14
Number Scoring 55-100	0	0	273	0	0	12
Number Scoring 65-100	0	0	247	0	0	11
Number Scoring 85-100	0	0	104	0	0	5
Percentage of Tested Scoring 55-100	0%	0%	88%	0%	0%	86%
Percentage of Tested Scoring 65-100	0%	0%	80%	0%	0%	79%
Percentage of Tested Scoring 85-100	0%	0%	34%	0%	0%	36%
Global History and Geography						
Number Tested	552	557	582	65	49	56
Number Scoring 55-100	521	519	558	53	31	43
Number Scoring 65-100	486	487	539	37	25	35
Number Scoring 85-100	194	247	280	5	5	3
Percentage of Tested Scoring 55-100	94%	93%	96%	82%	63%	77%
Percentage of Tested Scoring 65-100	88%	87%	93%	57%	51%	62%
Percentage of Tested Scoring 85-100	35%	44%	48%	8%	10%	5%
U.S. History and Government						
Number Tested	562	538	520	59	55	32
Number Scoring 55-100	552	527	511	55	50	29
Number Scoring 65-100	523	509	498	48	44	25
Number Scoring 85-100	270	316	312	12	9	10
Percentage of Tested Scoring 55-100	98%	98%	98%	93%	91%	91%
Percentage of Tested Scoring 65-100	93%	95%	96%	81%	80%	78%
Percentage of Tested Scoring 85-100	48%	59%	60%	20%	16%	31%

(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	499	556	538	44	46	37
Number Scoring 55-100	488	540	533	44	41	36
Number Scoring 65-100	484	527	526	42	35	33
Number Scoring 85-100	234	273	255	10	9	7
Percentage of Tested Scoring 55-100	98%	97%	99%	100%	89%	97%
Percentage of Tested Scoring 65-100	97%	95%	98%	95%	76%	89%
Percentage of Tested Scoring 85-100	47%	49%	47%	23%	20%	19%
Physical Setting/Earth Science						
Number Tested	431	564	571	3	51	56
Number Scoring 55-100	417	546	558	#	44	51
Number Scoring 65-100	402	528	526	#	35	40
Number Scoring 85-100	237	357	284	#	10	6
Percentage of Tested Scoring 55-100	97%	97%	98%	#	86%	91%
Percentage of Tested Scoring 65-100	93%	94%	92%	#	69%	71%
Percentage of Tested Scoring 85-100	55%	63%	50%	#	20%	11%
Physical Setting/Chemistry						
Number Tested	522	417	363	15	16	12
Number Scoring 55-100	508	406	360	12	15	12
Number Scoring 65-100	416	331	321	8	7	7
Number Scoring 85-100	96	90	64	0	1	2
Percentage of Tested Scoring 55-100	97%	97%	99%	80%	94%	100%
Percentage of Tested Scoring 65-100	80%	79%	88%	53%	44%	58%
Percentage of Tested Scoring 85-100	18%	22%	18%	0%	6%	17%
Physical Setting/Physics						
Number Tested			53			1
Number Scoring 55-100			53			#
Number Scoring 65-100			48			#
Number Scoring 85-100			19			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			91%			#
Percentage of Tested Scoring 85-100			36%			#

* 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	107	107	98	2	1	2
Number Scoring 55-100	107	107	98	#	#	#
Number Scoring 65-100	101	107	98	#	#	#
Number Scoring 85-100	48	85	68	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	94%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	45%	79%	69%	#	#	#
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	36	26	20	1	1	1
Number Scoring 55-100	35	26	20	#	#	#
Number Scoring 65-100	33	26	20	#	#	#
Number Scoring 85-100	13	14	11	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	92%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	36%	54%	55%	#	#	#
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	234	272	291	9	6	6
Number Scoring 55-100	231	269	291	9	6	6
Number Scoring 65-100	227	268	284	7	6	3
Number Scoring 85-100	127	191	200	3	2	2
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	99%	98%	78%	100%	50%
Percentage of Tested Scoring 85-100	54%	70%	69%	33%	33%	33%
Comprehensive Latin						
Number Tested	40	21	21	1	0	0
Number Scoring 55-100	39	20	21	#	0	0
Number Scoring 65-100	38	20	21	#	0	0
Number Scoring 85-100	24	10	14	#	0	0
Percentage of Tested Scoring 55-100	97%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	95%	95%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	60%	48%	67%	#	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	537	419	43	30	14	5
Number Scoring 55-100	512	364	38	25	8	4
Number Scoring 65-100	481	331	33	19	7	4
Number Scoring 85-100	255	170	7	8	1	0
Percentage of Tested Scoring 55-100	95%	87%	88%	83%	57%	80%
Percentage of Tested Scoring 65-100	90%	79%	77%	63%	50%	80%
Percentage of Tested Scoring 85-100	47%	41%	16%	27%	7%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	100%	72	99%	30	100%
Students with Disabilities	19	100%	18	100%	8	100%

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	511	1%	2%	49%	49%
	Students with Disabilities	57	18%	12%	56%	14%
	All Students	568	2%	3%	49%	46%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	524	0%	19%	58%	22%
	Students with Disabilities	73	10%	59%	29%	3%
	All Students	597	1%	24%	55%	20%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	448	448	448	60	60	60	508	508	508
Number Scoring 55–64	5	4	3	14	6	3	19	10	6
Number Scoring 65–84	244	143	158	27	32	33	271	175	191
Number Scoring 85–100	181	295	277	3	8	9	184	303	286
Approved Alternatives	0	0	2	0	0	0	0	0	2

(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			29			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			13			0
Proficient (37-39)			12			0
Reading and Writing (Grade K-1)						
Number Tested			30			0
Beginning (0-14)			13			0
Intermediate (15-24)			9			0
Advanced (25-32)			4			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 2-4)						
Number Tested			15			1
Beginning (0-18)			1			#
Intermediate (19-31)			4			#
Advanced (32-36)			3			#
Proficient (37-39)			7			#
Reading and Writing (Grade 2-4)						
Number Tested			16			1
Beginning (0-14)			4			#
Intermediate (15-24)			7			#
Advanced (25-32)			3			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 5-6)						
Number Tested			9			1
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			2			#
Proficient (37-39)			4			#
Reading and Writing (Grade 5-6)						
Number Tested			9			1
Beginning (0-14)			0			#
Intermediate (15-24)			7			#
Advanced (25-32)			2			#
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)

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 7-8)						
Number Tested			9			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			4			#
Proficient (37-39)			3			#
Reading and Writing (Grade 7-8)						
Number Tested			9			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			3			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 9-12)						
Number Tested			11			1
Beginning (0-18)			1			#
Intermediate (19-31)			1			#
Advanced (32-36)			5			#
Proficient (37-39)			4			#
Reading and Writing (Grade 9-12)						
Number Tested			11			1
Beginning (0-14)			3			#
Intermediate (15-24)			1			#
Advanced (25-32)			7			#
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 - L)