

New York State District Report Card Comprehensive Information Report

BEDS Code: 06-22-01-06-0000
 Name: Fredonia Central School District
 Superintendent: Paul Di Fonzo

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	29	31	30
Kindergarten	119	108	103
First	125	120	109
Second	119	115	122
Third	132	113	117
Fourth	126	130	116
Fifth	158	128	127
Sixth	159	170	126
Ungraded Elementary	5	0	0
Seventh	156	164	166
Eighth	158	156	164
Ninth	171	166	158
Tenth	153	159	160
Eleventh	145	149	153
Twelfth	170	148	146
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1896	1826	1767

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	35	1.8%	33	1.8%	33	1.9%
Black (Not Hispanic)	25	1.3%	24	1.3%	24	1.4%
Hispanic	57	3.0%	71	3.9%	61	3.5%
White (Not Hispanic)	1779	93.8%	1698	93.0%	1649	93.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	16	15
Common Branch	18	17	19
English Grade 8	20	19	20
Mathematics Grade 8	17	17	18
Science Grade 8	20	19	21
Social Studies Grade 8	20	19	20
English Grade 10	18	16	18
Mathematics Grade 10	15	20	17
Science Grade 10	19	21	22
Social Studies Grade 10	18	17	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	42	2.2%	39	2.1%	45	2.5%
Eligible for Free Lunch	253	13.3%	329	18.0%	258	14.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		95.8%		96.5%
Student Suspensions	21	1.1%	68	3.6%	43	2.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.2%	7.3%	6.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	158
Total Other Professional Staff	19
Total Paraprofessionals	48
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	152	130	134
	Regents Diplomas	102	97	125
	% Regents Diplomas	67%	75%	93%
	Regents Diplomas with Advanced Designation**			84
	% Regents Diplomas with Advanced Designation			63%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	7	5
	Regents Diplomas	0	3	3
	% Regents Diplomas	0%	43%	60%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	1
All Students	Total Graduates*	155	137	139
	Regents Diplomas	102	100	128
	% Regents Diplomas	66%	73%	92%
	Regents Diplomas with Advanced Designation**			84
	% Regents Diplomas with Advanced Designation			60%
	IEP Diplomas or Local Certificates	1	0	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	79	45	0	2	7	0	0	1
	Percent	59%	34%	0%	1%	5%	0%	0%	1%
Students with Disabilities	Number	0	4	0	0	1	0	0	0
	Percent	0%	80%	0%	0%	20%	0%	0%	0%
All Students	Number	79	49	0	2	8	0	0	1
	Percent	57%	35%	0%	1%	6%	0%	0%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		7	1.2%	16	2.7%
	Entered GED Program*	3		1	0.2%	3	0.5%
	Total Noncompleters	14		8	1.4%	19	3.3%
Students with Disabilities	Dropped Out	1		8	14.8%	4	8.7%
	Entered GED Program*	0		0	0.0%	1	2.2%
	Total Noncompleters	1		8	14.8%	5	10.9%
All Students	Dropped Out	12	1.9%	15	2.4%	20	3.2%
	Entered GED Program*	3	0.5%	1	0.2%	4	0.6%
	Total Noncompleters	15	2.3%	16	2.6%	24	3.8%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	157	394
	Number of Students with Disabilities	0	0	62
	Number of All Students	0	157	456
	Percent of Enrollment	0%	32%	100%
9-12	Number of General-Education Students	19	19	23
	Number of Students with Disabilities	1	1	2
	Number of All Students	20	20	25
	Percent of Enrollment	3%	3%	4%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	52		
Completed and Passed Regents Exams	47	90%	80%
Completed and had Course Average of 75% or More	48	92%	82%
Completed and Attained a HS Diploma or Equivalent	52	100%	96%
Completed and Whose Status is Known	52		
Completed and Were Successfully Placed	52	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	11	9%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	55	91%	17	100%	21	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	177	98%	128	79%	143	85%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	7	57%	0	0%	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	4	#
Science	1	#	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	69%	16	63%	7	57%
Science	6	50%	13	54%	6	67%
Reading	6	33%	5	60%	4	#
Writing	0	0%	5	60%	5	80%
Global Studies	8	50%	3	#	4	#
U.S. Hist & Gov't	7	29%	3	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	153	147	149	12	5	8
Number Scoring 55-100	147	141	145	9	2	5
Number Scoring 65-100	137	135	134	8	1	3
Number Scoring 85-100	76	71	73	1	0	1
Percentage of Tested Scoring 55-100	96%	96%	97%	75%	40%	62%
Percentage of Tested Scoring 65-100	90%	92%	90%	67%	20%	38%
Percentage of Tested Scoring 85-100	50%	48%	49%	8%	0%	12%
Mathematics A						
Number Tested	168	158	156	2	7	14
Number Scoring 55-100	159	154	154	#	3	12
Number Scoring 65-100	151	151	146	#	3	10
Number Scoring 85-100	66	76	69	#	0	0
Percentage of Tested Scoring 55-100	95%	97%	99%	#	43%	86%
Percentage of Tested Scoring 65-100	90%	96%	94%	#	43%	71%
Percentage of Tested Scoring 85-100	39%	48%	44%	#	0%	0%
Mathematics B						
Number Tested	0	89	101	0	0	0
Number Scoring 55-100	0	81	99	0	0	0
Number Scoring 65-100	0	76	93	0	0	0
Number Scoring 85-100	0	22	18	0	0	0
Percentage of Tested Scoring 55-100	0%	91%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	85%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	25%	18%	0%	0%	0%
Global History and Geography						
Number Tested	163	172	158	6	10	13
Number Scoring 55-100	149	156	147	3	6	8
Number Scoring 65-100	130	142	133	1	2	7
Number Scoring 85-100	70	72	58	0	1	1
Percentage of Tested Scoring 55-100	91%	91%	93%	50%	60%	62%
Percentage of Tested Scoring 65-100	80%	83%	84%	17%	20%	54%
Percentage of Tested Scoring 85-100	43%	42%	37%	0%	10%	8%
U.S. History and Government						
Number Tested	172	144	141	11	5	5
Number Scoring 55-100	163	141	134	9	3	4
Number Scoring 65-100	149	134	120	8	2	4
Number Scoring 85-100	77	90	77	4	0	1
Percentage of Tested Scoring 55-100	95%	98%	95%	82%	60%	80%
Percentage of Tested Scoring 65-100	87%	93%	85%	73%	40%	80%
Percentage of Tested Scoring 85-100	45%	62%	55%	36%	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	129	137	143	2	3	6
Number Scoring 55-100	129	137	143	#	#	6
Number Scoring 65-100	129	137	140	#	#	6
Number Scoring 85-100	58	59	73	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	98%	#	#	100%
Percentage of Tested Scoring 85-100	45%	43%	51%	#	#	17%
Physical Setting/Earth Science						
Number Tested	138	159	151	2	14	11
Number Scoring 55-100	136	151	145	#	12	9
Number Scoring 65-100	131	140	129	#	10	4
Number Scoring 85-100	69	52	62	#	2	0
Percentage of Tested Scoring 55-100	99%	95%	96%	#	86%	82%
Percentage of Tested Scoring 65-100	95%	88%	85%	#	71%	36%
Percentage of Tested Scoring 85-100	50%	33%	41%	#	14%	0%
Physical Setting/Chemistry						
Number Tested	105	125	117	2	1	1
Number Scoring 55-100	102	113	110	#	#	#
Number Scoring 65-100	90	82	85	#	#	#
Number Scoring 85-100	24	16	20	#	#	#
Percentage of Tested Scoring 55-100	97%	90%	94%	#	#	#
Percentage of Tested Scoring 65-100	86%	66%	73%	#	#	#
Percentage of Tested Scoring 85-100	23%	13%	17%	#	#	#
Physical Setting/Physics						
Number Tested		42	27		1	0
Number Scoring 55-100		38	27		#	0
Number Scoring 65-100		29	25		#	0
Number Scoring 85-100		3	16		#	0
Percentage of Tested Scoring 55-100		90%	100%		#	0%
Percentage of Tested Scoring 65-100		69%	93%		#	0%
Percentage of Tested Scoring 85-100		7%	59%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	25	25	41	0	0	0
Number Scoring 55-100	25	25	41	0	0	0
Number Scoring 65-100	25	25	41	0	0	0
Number Scoring 85-100	20	21	23	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	80%	84%	56%	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	62	65	143	2	0	1
Number Scoring 55-100	62	65	140	#	0	#
Number Scoring 65-100	62	65	136	#	0	#
Number Scoring 85-100	48	49	79	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	95%	#	0%	#
Percentage of Tested Scoring 85-100	77%	75%	55%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	109	5%	4%	49%	43%
	Students with Disabilities	18	17%	22%	50%	11%
	All Students	127	6%	6%	49%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	144	1%	20%	72%	8%
	Students with Disabilities	20	0%	70%	25%	5%
	All Students	164	1%	26%	66%	7%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	138	138	138	9	9	9	147	147	147
Number Scoring 55–64	6	3	0	0	0	0	6	3	0
Number Scoring 65–84	57	39	52	2	2	4	59	41	56
Number Scoring 85–100	70	89	80	0	0	0	70	89	80
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	7		0	1
Beginning		0	0		0	#
Intermediate		0	1		0	#
Advanced		0	6		0	#
Proficient		0	0		0	#
Reading and Writing (Grade K-1)						
Number Tested		0	7		0	1
Beginning		0	2		0	#
Intermediate		0	1		0	#
Advanced		0	3		0	#
Proficient		0	1		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		6	4		2	0
Beginning		0	#		#	0
Intermediate		0	#		#	0
Advanced		3	#		#	0
Proficient		3	#		#	0
Reading and Writing (Grade 2-4)						
Number Tested		6	4		2	0
Beginning		1	#		#	0
Intermediate		2	#		#	0
Advanced		2	#		#	0
Proficient		1	#		#	0
Listening and Speaking (Grade 5-6)						
Number Tested		2	5		1	1
Beginning		#	0		#	#
Intermediate		#	1		#	#
Advanced		#	3		#	#
Proficient		#	1		#	#
Reading and Writing (Grade 5-6)						
Number Tested		2	5		1	1
Beginning		#	1		#	#
Intermediate		#	1		#	#
Advanced		#	2		#	#
Proficient		#	1		#	#

*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		3	4		1	2
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Reading and Writing (Grade 7-8)						
Number Tested		3	4		1	2
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Listening and Speaking (Grade 9-12)						
Number Tested		6	6		2	1
Beginning		0	0		#	#
Intermediate		0	0		#	#
Advanced		2	3		#	#
Proficient		4	3		#	#
Reading and Writing (Grade 9-12)						
Number Tested		6	6		2	1
Beginning		1	0		#	#
Intermediate		1	0		#	#
Advanced		4	2		#	#
Proficient		0	4		#	#

*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)