

# New York State District Report Card Comprehensive Information Report

BEDS Code: 42-06-01-04-0000

Name: Fabius-Pompey Central School District

Superintendent: Martin L. Swenson

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	60	65	63
First	67	65	63
Second	62	65	69
Third	84	59	66
Fourth	67	85	56
Fifth	76	66	90
Sixth	73	78	70
Ungraded Elementary	0	0	0
Seventh	75	74	75
Eighth	80	74	81
Ninth	93	86	81
Tenth	76	79	86
Eleventh	73	68	78
Twelfth	50	54	68
Ungraded Secondary	0	0	0
Total K-12 Enrollment	936	918	946

## 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	0	0.0%	1	0.1%	7	0.7%
Black (Not Hispanic)	0	0.0%	2	0.2%	2	0.2%
Hispanic	1	0.1%	2	0.2%	4	0.4%
White (Not Hispanic)	935	99.9%	913	99.5%	933	98.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	16	16
Common Branch	19	18	18
English Grade 8	19	19	20
Mathematics Grade 8	15	16	0
Science Grade 8	15	16	21
Social Studies Grade 8	19	25	20
English Grade 10	25	17	16
Mathematics Grade 10	15	17	15
Science Grade 10	20	24	19
Social Studies Grade 10	16	15	19

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	3	0.3%
Eligible for Free Lunch	121	12.9%	89	9.7%	98	10.4%

### 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		95.9%		96.0%		96.4%
Student Suspensions	29	3.0%	30	3.2%	12	1.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.8%	8.9%	5.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	92
Total Other Professional Staff	11
Total Paraprofessionals	21
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	42	23	55%	52	31	60%	56	36	64%
Students with Disabilities	4	0	0%	4	0	0%	9	0	0%
All Students	46	23	50%	56	31	55%	65	36	55%

\*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	32	25	1	1	2	4
Percent	49%	38%	2%	2%	3%	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)
9	0	0	9

\*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			7		1	
	Entered GED Program*			1		0	
	Total Noncompleters			8		1	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		0	
	Total Noncompleters			2		0	
All Students	Dropped Out	4	1.4%	9	3.1%	1	0.3%
	Entered GED Program*	9	3.1%	1	0.3%	0	0.0%
	Total Noncompleters	13	4.5%	10	3.5%	1	0.3%

\*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		77	201
	Number of Students with Disabilities		0	25
	Number of All Students		77	226
	Percent of Enrollment		34%	100%
9-12	Number of General-Education Students		287	287
	Number of Students with Disabilities		0	26
	Number of All Students		287	313
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	11	100%	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	9	100%	13	100%	11	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	0	0%	0	0%	0	0%

(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	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	1	#	5	100%
Science	6	50%	5	80%	4	#
Reading	9	100%	7	0%	0	0%
Writing	9	100%	7	100%	0	0%
Global Studies	4	#	4	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	60	64	75	8	8	3
Number Scoring 55–100	59	57	69	7	2	#
Number Scoring 65–100	53	56	62	2	1	#
Number Scoring 85–100	18	34	31	0	0	#
Percentage of Tested Scoring 55–100	98%	89%	92%	88%	25%	#
Percentage of Tested Scoring 65–100	88%	88%	83%	25%	12%	#
Percentage of Tested Scoring 85–100	30%	53%	41%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	0	79	87	0	4	5
Number Scoring 55–100	0	71	72	0	#	2
Number Scoring 65–100	0	58	63	0	#	0
Number Scoring 85–100	0	36	23	0	#	0
Percentage of Tested Scoring 55–100	0%	90%	83%	0%	#	40%
Percentage of Tested Scoring 65–100	0%	73%	72%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	46%	26%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	74	78	83	9	5	5
Number Scoring 55–100	68	73	78	8	3	5
Number Scoring 65–100	60	62	72	3	1	4
Number Scoring 85–100	29	21	35	0	0	0
Percentage of Tested Scoring 55–100	92%	94%	94%	89%	60%	100%
Percentage of Tested Scoring 65–100	81%	79%	87%	33%	20%	80%
Percentage of Tested Scoring 85–100	39%	27%	42%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	60	67	78	7	8	2
Number Scoring 55–100	58	66	72	6	8	#
Number Scoring 65–100	53	61	68	3	6	#
Number Scoring 85–100	34	28	42	2	0	#
Percentage of Tested Scoring 55–100	97%	99%	92%	86%	100%	#
Percentage of Tested Scoring 65–100	88%	91%	87%	43%	75%	#
Percentage of Tested Scoring 85–100	57%	42%	54%	29%	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	63	78	69	7	3	3
Number Scoring 55–100	62	77	68	6	#	#
Number Scoring 65–100	58	76	64	4	#	#
Number Scoring 85–100	16	28	21	0	#	#
Percentage of Tested Scoring 55–100	98%	99%	99%	86%	#	#
Percentage of Tested Scoring 65–100	92%	97%	93%	57%	#	#
Percentage of Tested Scoring 85–100	25%	36%	30%	0%	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	68	61	74	5	1	3
Number Scoring 55–100	65	59	68	4	#	#
Number Scoring 65–100	62	52	50	4	#	#
Number Scoring 85–100	21	16	16	1	#	#
Percentage of Tested Scoring 55–100	96%	97%	92%	80%	#	#
Percentage of Tested Scoring 65–100	91%	85%	68%	80%	#	#
Percentage of Tested Scoring 85–100	31%	26%	22%	20%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		45	78		1	3
Number Scoring 55–100		40	64		#	#
Number Scoring 65–100		28	33		#	#
Number Scoring 85–100		5	8		#	#
Percentage of Tested Scoring 55–100		89%	82%		#	#
Percentage of Tested Scoring 65–100		62%	42%		#	#
Percentage of Tested Scoring 85–100		11%	10%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	14	14	16	0	0	0
Number Scoring 55–100	14	14	15	0	0	0
Number Scoring 65–100	14	14	15	0	0	0
Number Scoring 85–100	12	7	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	86%	50%	62%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	50	26	30	1	0	0
Number Scoring 55–100	50	26	30	#	0	0
Number Scoring 65–100	50	26	29	#	0	0
Number Scoring 85–100	28	16	18	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	97%	#	0%	0%
Percentage of Tested Scoring 85–100	56%	62%	60%	#	0%	0%
<b>Comprehensive Latin</b>						
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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	55	13	2	4	4	1
Number Scoring 55–100	50	10	#	#	#	#
Number Scoring 65–100	42	9	#	#	#	#
Number Scoring 85–100	26	2	#	#	#	#
Percentage of Tested Scoring 55–100	91%	77%	#	#	#	#
Percentage of Tested Scoring 65–100	76%	69%	#	#	#	#
Percentage of Tested Scoring 85–100	47%	15%	#	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	56	53	57	1	3	1
Number Scoring 55–100	40	41	45	#	#	#
Number Scoring 65–100	38	40	33	#	#	#
Number Scoring 85–100	16	23	9	#	#	#
Percentage of Tested Scoring 55–100	71%	77%	79%	#	#	#
Percentage of Tested Scoring 65–100	68%	75%	58%	#	#	#
Percentage of Tested Scoring 85–100	29%	43%	16%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	9	100%	0	0%
Students with Disabilities	8	100%	4	#	2	#

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
<b>Nov 2002</b>	General-Education Students	82	1%	11%	74%	13%
	Students with Disabilities	8	0%	25%	63%	13%
	All Students	90	1%	12%	73%	13%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	77	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	81	2%	25%	65%	7%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

## 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	60	60	60	8	8	8	68	68	68
Number Scoring 55–64	2	3	3	4	2	2	6	5	5
Number Scoring 65–84	25	23	28	4	6	5	29	29	33
Number Scoring 85–100	28	28	26	0	0	0	28	28	26
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)