

# 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	2001-02	2002-03	2003-04
Pre-K	15	29	31
Kindergarten	120	119	108
First	126	125	120
Second	131	119	115
Third	118	132	113
Fourth	154	126	130
Fifth	153	158	128
Sixth	154	159	170
Ungraded Elementary	11	5	0
Seventh	155	156	164
Eighth	153	158	156
Ninth	164	171	166
Tenth	150	153	159
Eleventh	176	145	149
Twelfth	162	170	148
Ungraded Secondary	10	0	0
Total K-12 Enrollment	1937	1896	1826

## 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	36	1.9%	35	1.8%	33	1.8%
Black (Not Hispanic)	26	1.3%	25	1.3%	24	1.3%
Hispanic	62	3.2%	57	3.0%	71	3.9%
White (Not Hispanic)	1813	93.6%	1779	93.8%	1698	93.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	15	16
Common Branch	19	18	17
English Grade 8	19	20	19
Mathematics Grade 8	17	17	17
Science Grade 8	19	20	19
Social Studies Grade 8	18	20	19
English Grade 10	20	18	16
Mathematics Grade 10	19	15	20
Science Grade 10	23	19	21
Social Studies Grade 10	21	18	17

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	31	1.6%	42	2.2%	39	2.1%
Eligible for Free Lunch	231	11.9%	253	13.3%	329	18.0%

### 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		95.7%		95.9%		95.8%
Student Suspensions	30	1.5%	21	1.1%	68	3.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.1%	7.2%	7.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	164
Total Other Professional Staff	13
Total Paraprofessionals	51
Teaching Out of Certification*	5

\*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	145	87	60%	152	102	67%	130	97	75%
Students with Disabilities	7	0	0%	3	0	0%	7	3	43%
All Students	152	87	57%	155	102	66%	137	100	73%

\*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	79	44	1	5	6	2
Percent	58%	32%	1%	4%	4%	1%

## 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)
7	3	0	7

\*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	4		11		7	1.2%
	Entered GED Program*	2		3		1	0.2%
	Total Noncompleters	6		14		8	1.4%
Students with Disabilities	Dropped Out	8		1		8	14.8%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	9		1		8	14.8%
All Students	Dropped Out	12	1.8%	12	1.9%	15	2.4%
	Entered GED Program*	3	0.5%	3	0.5%	1	0.2%
	Total Noncompleters	15	2.3%	15	2.3%	16	2.6%

\*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	0	0	157
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	157
	Percent of Enrollment	0%	0%	32%
9-12	Number of General-Education Students	0	19	19
	Number of Students with Disabilities	0	1	1
	Number of All Students	0	20	20
	Percent of Enrollment	0%	3%	3%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	17		
Completed and Passed Regents Exams	16	94%	77%
Completed and had Course Average of 75% or More	16	94%	81%
Completed and Attained a HS Diploma or Equivalent	16	94%	96%
Completed and Whose Status is Known	17		
Completed and Were Successfully Placed	17	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

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	40	93%	55	91%	17	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	121	93%	177	98%	128	79%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	7	57%	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	7	71%	2	#	1	#
Science	7	29%	1	#	0	0%
Reading	5	60%	1	#	0	0%
Writing	5	80%	1	#	0	0%
Global Studies	4	#	1	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	16	69%	16	63%
Science	1	#	6	50%	13	54%
Reading	1	#	6	33%	5	60%
Writing	1	#	0	0%	5	60%
Global Studies	0	0%	8	50%	3	#
U.S. Hist & Gov't	0	0%	7	29%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	175	153	147	1	12	5
Number Scoring 55-100	164	147	141	#	9	2
Number Scoring 65-100	149	137	135	#	8	1
Number Scoring 85-100	69	76	71	#	1	0
Percentage of Tested Scoring 55-100	94%	96%	96%	#	75%	40%
Percentage of Tested Scoring 65-100	85%	90%	92%	#	67%	20%
Percentage of Tested Scoring 85-100	39%	50%	48%	#	8%	0%
<b>Mathematics A</b>						
Number Tested	5	168	158	0	2	7
Number Scoring 55-100	2	159	154	0	#	3
Number Scoring 65-100	1	151	151	0	#	3
Number Scoring 85-100	0	66	76	0	#	0
Percentage of Tested Scoring 55-100	40%	95%	97%	0%	#	43%
Percentage of Tested Scoring 65-100	20%	90%	96%	0%	#	43%
Percentage of Tested Scoring 85-100	0%	39%	48%	0%	#	0%
<b>Mathematics B</b>						
Number Tested	0	0	89	0	0	0
Number Scoring 55-100	0	0	81	0	0	0
Number Scoring 65-100	0	0	76	0	0	0
Number Scoring 85-100	0	0	22	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	25%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	160	163	172	1	6	10
Number Scoring 55-100	150	149	156	#	3	6
Number Scoring 65-100	138	130	142	#	1	2
Number Scoring 85-100	42	70	72	#	0	1
Percentage of Tested Scoring 55-100	94%	91%	91%	#	50%	60%
Percentage of Tested Scoring 65-100	86%	80%	83%	#	17%	20%
Percentage of Tested Scoring 85-100	26%	43%	42%	#	0%	10%
<b>U.S. History and Government</b>						
Number Tested	176	172	144	2	11	5
Number Scoring 55-100	166	163	141	#	9	3
Number Scoring 65-100	138	149	134	#	8	2
Number Scoring 85-100	57	77	90	#	4	0
Percentage of Tested Scoring 55-100	94%	95%	98%	#	82%	60%
Percentage of Tested Scoring 65-100	78%	87%	93%	#	73%	40%
Percentage of Tested Scoring 85-100	32%	45%	62%	#	36%	0%

(Form - F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	135	129	137	1	2	3
Number Scoring 55-100	134	129	137	#	#	#
Number Scoring 65-100	134	129	137	#	#	#
Number Scoring 85-100	61	58	59	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	45%	45%	43%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	136	138	159	0	2	14
Number Scoring 55-100	133	136	151	0	#	12
Number Scoring 65-100	129	131	140	0	#	10
Number Scoring 85-100	77	69	52	0	#	2
Percentage of Tested Scoring 55-100	98%	99%	95%	0%	#	86%
Percentage of Tested Scoring 65-100	95%	95%	88%	0%	#	71%
Percentage of Tested Scoring 85-100	57%	50%	33%	0%	#	14%
<b>Physical Setting/Chemistry</b>						
Number Tested	105	105	125	0	2	1
Number Scoring 55-100	102	102	113	0	#	#
Number Scoring 65-100	83	90	82	0	#	#
Number Scoring 85-100	16	24	16	0	#	#
Percentage of Tested Scoring 55-100	97%	97%	90%	0%	#	#
Percentage of Tested Scoring 65-100	79%	86%	66%	0%	#	#
Percentage of Tested Scoring 85-100	15%	23%	13%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			42			1
Number Scoring 55-100			38			#
Number Scoring 65-100			29			#
Number Scoring 85-100			3			#
Percentage of Tested Scoring 55-100			90%			#
Percentage of Tested Scoring 65-100			69%			#
Percentage of Tested Scoring 85-100			7%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	31	25	25	0	0	0
Number Scoring 55-100	31	25	25	0	0	0
Number Scoring 65-100	31	25	25	0	0	0
Number Scoring 85-100	14	20	21	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	45%	80%	84%	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	58	62	65	0	2	0
Number Scoring 55-100	58	62	65	0	#	0
Number Scoring 65-100	57	62	65	0	#	0
Number Scoring 85-100	43	48	49	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	98%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	74%	77%	75%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	98	110	20	0	2	0
Number Scoring 55-100	97	106	20	0	#	0
Number Scoring 65-100	92	104	20	0	#	0
Number Scoring 85-100	62	59	18	0	#	0
Percentage of Tested Scoring 55-100	99%	96%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	94%	95%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	63%	54%	90%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	70	93%	54	100%	45	100%
Students with Disabilities	2	#	5	80%	6	50%

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
<b>Nov 2003</b>	General-Education Students	107	1%	2%	41%	56%
	Students with Disabilities	19	16%	21%	53%	11%
	All Students	126	3%	5%	43%	49%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	135	1%	33%	61%	5%
	Students with Disabilities	15	13%	67%	20%	0%
	All Students	150	2%	36%	57%	5%

(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
<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

## 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	134	134	134	10	10	10	144	144	144
Number Scoring 55–64	5	4	0	2	2	0	7	6	0
Number Scoring 65–84	86	54	64	5	3	7	91	57	71
Number Scoring 85–100	42	73	67	1	4	2	43	77	69
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			6			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			6			2
Beginning (0-14)			1			#
Intermediate (15-24)			2			#
Advanced (25-32)			2			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

\*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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			6			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			6			2
Beginning (0-14)			1			#
Intermediate (15-24)			1			#
Advanced (25-32)			4			#
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)