

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	2002-03	2003-04	2004-05
Pre-K	33	32	37
Kindergarten	47	48	43
First	69	58	58
Second	56	60	48
Third	48	59	59
Fourth	57	47	48
Fifth	56	64	48
Sixth	47	58	56
Ungraded Elementary	0	0	8
Seventh	55	50	57
Eighth	58	58	47
Ninth	57	58	64
Tenth	59	58	57
Eleventh	53	57	57
Twelfth	59	54	61
Ungraded Secondary	0	0	0
Total K-12 Enrollment	721	729	711

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	4	0.6%	5	0.7%	2	0.3%
Black (Not Hispanic)	6	0.8%	6	0.8%	5	0.7%
Hispanic	3	0.4%	1	0.1%	2	0.3%
White (Not Hispanic)	708	98.2%	717	98.4%	702	98.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	16	14
Common Branch	18	18	17
English Grade 8	20	19	15
Mathematics Grade 8	20	15	11
Science Grade 8	20	19	16
Social Studies Grade 8	20	19	15
English Grade 10	14	16	14
Mathematics Grade 10	15	14	18
Science Grade 10	20	18	20
Social Studies Grade 10	20	20	16

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.8%	6	0.8%	3	0.4%
Eligible for Free Lunch	233	32.3%	234	32.1%	223	31.4%

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		95.7%		95.5%		94.6%
Student Suspensions	11	1.5%	15	2.1%	24	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	12.1%	14.0%	12.4%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	98%	100%	93%

Staff Counts

Staff	2004-05
Total Teachers	58
Total Other Professional Staff	5
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	48	45	49
	Regents Diplomas	29	28	38
	% Regents Diplomas	60%	62%	78%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	11	2
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	9%	50%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			50%
	IEP Diplomas or Local Certificates	0	1	1
All Students	Total Graduates*	55	56	51
	Regents Diplomas	29	29	39
	% Regents Diplomas	53%	52%	76%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	0	1	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	25	12	1	2	9	0	0	0
	Percent	51%	24%	2%	4%	18%	0%	0%	0%
Students with Disabilities	Number	1	0	0	0	1	0	0	0
	Percent	50%	0%	0%	0%	50%	0%	0%	0%
All Students	Number	26	12	1	2	10	0	0	0
	Percent	51%	24%	2%	4%	20%	0%	0%	0%

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	1		1	0.5%	4	1.9%
	Entered GED Program*	2		1	0.5%	4	1.9%
	Total Noncompleters	3		2	1.0%	8	3.8%
Students with Disabilities	Dropped Out	1		2	6.3%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		2	6.3%	0	0.0%
All Students	Dropped Out	2	0.9%	3	1.3%	4	1.7%
	Entered GED Program*	2	0.9%	1	0.4%	4	1.7%
	Total Noncompleters	4	1.8%	4	1.7%	8	3.3%

*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	2002-03	2003-04	2004-05
K-1	100%	100%	98%
2-3	100%	100%	98%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	94	86
	Number of Students with Disabilities	0	17	10
	Number of All Students	0	111	96
	Percent of Enrollment	0%	100%	98%
6-8	Number of General-Education Students	0	141	138
	Number of Students with Disabilities	0	25	22
	Number of All Students	0	166	160
	Percent of Enrollment	0%	100%	99%
9-12	Number of General-Education Students	160	188	208
	Number of Students with Disabilities	34	39	31
	Number of All Students	194	227	239
	Percent of Enrollment	85%	100%	100%

(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	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	34	79%	43	79%	41	88%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	1	#	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	1	#	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	0	0%	0	0%
Science	4	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(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	59	57	53	12	11	5
Number Scoring 55-100	53	57	52	12	11	5
Number Scoring 65-100	47	54	47	12	11	3
Number Scoring 85-100	17	19	20	3	2	0
Percentage of Tested Scoring 55-100	90%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	80%	95%	89%	100%	100%	60%
Percentage of Tested Scoring 85-100	29%	33%	38%	25%	18%	0%
Mathematics A						
Number Tested	70	52	59	11	5	4
Number Scoring 55-100	59	52	58	11	5	#
Number Scoring 65-100	54	46	58	11	2	#
Number Scoring 85-100	16	15	30	1	0	#
Percentage of Tested Scoring 55-100	84%	100%	98%	100%	100%	#
Percentage of Tested Scoring 65-100	77%	88%	98%	100%	40%	#
Percentage of Tested Scoring 85-100	23%	29%	51%	9%	0%	#
Mathematics B						
Number Tested	25	29	25	0	1	0
Number Scoring 55-100	21	28	24	0	#	0
Number Scoring 65-100	20	27	22	0	#	0
Number Scoring 85-100	3	17	8	0	#	0
Percentage of Tested Scoring 55-100	84%	97%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	80%	93%	88%	0%	#	0%
Percentage of Tested Scoring 85-100	12%	59%	32%	0%	#	0%
Global History and Geography						
Number Tested	64	57	52	10	4	4
Number Scoring 55-100	56	52	49	10	#	#
Number Scoring 65-100	54	46	44	10	#	#
Number Scoring 85-100	22	17	22	5	#	#
Percentage of Tested Scoring 55-100	88%	91%	94%	100%	#	#
Percentage of Tested Scoring 65-100	84%	81%	85%	100%	#	#
Percentage of Tested Scoring 85-100	34%	30%	42%	50%	#	#
U.S. History and Government						
Number Tested	55	55	54	11	10	5
Number Scoring 55-100	55	55	51	11	10	4
Number Scoring 65-100	53	53	48	11	8	3
Number Scoring 85-100	32	29	31	11	2	1
Percentage of Tested Scoring 55-100	100%	100%	94%	100%	100%	80%
Percentage of Tested Scoring 65-100	96%	96%	89%	100%	80%	60%
Percentage of Tested Scoring 85-100	58%	53%	57%	100%	20%	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	37	33	39	5	1	4
Number Scoring 55-100	37	32	39	5	#	#
Number Scoring 65-100	37	30	39	5	#	#
Number Scoring 85-100	9	8	16	2	#	#
Percentage of Tested Scoring 55-100	100%	97%	100%	100%	#	#
Percentage of Tested Scoring 65-100	100%	91%	100%	100%	#	#
Percentage of Tested Scoring 85-100	24%	24%	41%	40%	#	#
Physical Setting/Earth Science						
Number Tested	63	58	46	6	0	3
Number Scoring 55-100	59	50	45	4	0	#
Number Scoring 65-100	50	44	39	2	0	#
Number Scoring 85-100	18	21	15	1	0	#
Percentage of Tested Scoring 55-100	94%	86%	98%	67%	0%	#
Percentage of Tested Scoring 65-100	79%	76%	85%	33%	0%	#
Percentage of Tested Scoring 85-100	29%	36%	33%	17%	0%	#
Physical Setting/Chemistry						
Number Tested	32	26	29	0	3	0
Number Scoring 55-100	31	23	27	0	#	0
Number Scoring 65-100	22	19	19	0	#	0
Number Scoring 85-100	3	2	4	0	#	0
Percentage of Tested Scoring 55-100	97%	88%	93%	0%	#	0%
Percentage of Tested Scoring 65-100	69%	73%	66%	0%	#	0%
Percentage of Tested Scoring 85-100	9%	8%	14%	0%	#	0%
Physical Setting/Physics						
Number Tested		5	12		0	0
Number Scoring 55-100		5	12		0	0
Number Scoring 65-100		5	12		0	0
Number Scoring 85-100		1	4		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		20%	33%		0%	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	1	0	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	15	20	31	0	1	0
Number Scoring 55-100	15	19	31	0	#	0
Number Scoring 65-100	15	19	31	0	#	0
Number Scoring 85-100	9	10	16	0	#	0
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	95%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	60%	50%	52%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	44	0%	7%	66%	27%
	Students with Disabilities	9	56%	11%	33%	0%
	All Students	53	9%	8%	60%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	39	3%	23%	51%	23%
	Students with Disabilities	9	0%	44%	56%	0%
	All Students	48	2%	27%	52%	19%

(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	53	53	53	2	2	2	55	55	55
Number Scoring 55–64	#	#	#	#	#	#	3	2	5
Number Scoring 65–84	#	#	#	#	#	#	22	24	26
Number Scoring 85–100	#	#	#	#	#	#	22	26	17
Approved Alternatives	#	#	#	#	#	#	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		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)