

New York State District Report Card

Comprehensive Information Report

BEDS Code: 27-06-01-04-0000
 Name: Fonda-Fultonville Central School District
 Superintendent: Glenn G. Goodale

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	94	100	94
First	120	88	108
Second	130	119	87
Third	113	127	113
Fourth	99	108	124
Fifth	137	109	111
Sixth	130	136	104
Ungraded Elementary	0	0	0
Seventh	143	143	142
Eighth	131	148	126
Ninth	168	145	156
Tenth	126	157	141
Eleventh	114	119	146
Twelfth	97	105	120
Ungraded Secondary	0	2	0
Total K-12 Enrollment	1602	1606	1572

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	18	1.1%	22	1.4%	18	1.1%
Black (Not Hispanic)	10	0.6%	6	0.4%	13	0.8%
Hispanic	19	1.2%	23	1.4%	25	1.6%
White (Not Hispanic)	1555	97.1%	1555	96.8%	1516	96.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	20	16
Common Branch	20	20	19
English Grade 8	22	23	20
Mathematics Grade 8	19	22	15
Science Grade 8	20	22	17
Social Studies Grade 8	22	23	22
English Grade 10	17	20	22
Mathematics Grade 10	25	22	22
Science Grade 10	17	19	20
Social Studies Grade 10	18	22	21

(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	1	0.1%	3	0.2%	2	0.1%
Eligible for Free Lunch	299	18.7%	299	18.6%	323	20.6%

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		95.1%		95.3%		95.4%
Student Suspensions	38	2.3%	49	3.1%	43	2.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.4%	10.9%	12.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	118
Total Other Professional Staff	10
Total Paraprofessionals	38
Teaching Out of Certification*	3

*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*	90	81	94
	Regents Diplomas	61	68	86
	% Regents Diplomas	68%	84%	91%
	Regents Diplomas with Advanced Designation**			37
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	10	5
	Regents Diplomas	0	2	1
	% Regents Diplomas	0%	20%	20%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	3	8	10
All Students	Total Graduates*	95	91	99
	Regents Diplomas	61	70	87
	% Regents Diplomas	64%	77%	88%
	Regents Diplomas with Advanced Designation**			38
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	3	8	10

* 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	36	47	2	1	7	0	0	1
	Percent	38%	50%	2%	1%	7%	0%	0%	1%
Students with Disabilities	Number	1	1	0	0	3	0	0	0
	Percent	20%	20%	0%	0%	60%	0%	0%	0%
All Students	Number	37	48	2	1	10	0	0	1
	Percent	37%	48%	2%	1%	10%	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	6		6	1.3%	2	0.4%
	Entered GED Program*	2		0	0.0%	0	0.0%
	Total Noncompleters	8		6	1.3%	2	0.4%
Students with Disabilities	Dropped Out	0		2	3.8%	1	3.1%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		2	3.8%	1	3.1%
All Students	Dropped Out	6	1.2%	8	1.5%	3	0.5%
	Entered GED Program*	2	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	8	1.6%	8	1.5%	3	0.5%

*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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	85
	Number of All Students	0	0	85
	Percent of Enrollment	0%	0%	15%

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 2004-2005 school year; completion 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	0	0%	24	100%	27	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	88	91%	77	94%

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	0	0%	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	3	#	20	75%	27	70%
Science	2	#	16	69%	21	71%
Reading	1	#	3	#	5	80%
Writing	1	#	4	#	5	100%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	2	#	1	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	60%	6	67%	0	0%
Science	21	48%	5	40%	1	#
Reading	15	80%	12	8%	9	56%
Writing	14	86%	12	0%	9	89%
Global Studies	15	27%	12	17%	4	#
U.S. Hist & Gov't	13	92%	9	22%	4	#

(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	100	96	140	14	9	4
Number Scoring 55-100	85	86	137	3	3	#
Number Scoring 65-100	82	81	122	3	1	#
Number Scoring 85-100	28	39	39	0	0	#
Percentage of Tested Scoring 55-100	85%	90%	98%	21%	33%	#
Percentage of Tested Scoring 65-100	82%	84%	87%	21%	11%	#
Percentage of Tested Scoring 85-100	28%	41%	28%	0%	0%	#
Mathematics A						
Number Tested	105	123	128	7	5	12
Number Scoring 55-100	98	121	126	4	3	10
Number Scoring 65-100	93	120	122	4	3	9
Number Scoring 85-100	29	75	61	0	0	4
Percentage of Tested Scoring 55-100	93%	98%	98%	57%	60%	83%
Percentage of Tested Scoring 65-100	89%	98%	95%	57%	60%	75%
Percentage of Tested Scoring 85-100	28%	61%	48%	0%	0%	33%
Mathematics B						
Number Tested	0	33	51	0	1	0
Number Scoring 55-100	0	33	47	0	#	0
Number Scoring 65-100	0	33	44	0	#	0
Number Scoring 85-100	0	8	8	0	#	0
Percentage of Tested Scoring 55-100	0%	100%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	100%	86%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	24%	16%	0%	#	0%
Global History and Geography						
Number Tested	99	152	125	4	11	2
Number Scoring 55-100	92	142	116	#	6	#
Number Scoring 65-100	87	123	105	#	3	#
Number Scoring 85-100	59	50	35	#	1	#
Percentage of Tested Scoring 55-100	93%	93%	93%	#	55%	#
Percentage of Tested Scoring 65-100	88%	81%	84%	#	27%	#
Percentage of Tested Scoring 85-100	60%	33%	28%	#	9%	#
U.S. History and Government						
Number Tested	98	100	140	9	9	7
Number Scoring 55-100	95	93	131	8	3	6
Number Scoring 65-100	93	87	120	7	2	4
Number Scoring 85-100	56	48	58	2	1	1
Percentage of Tested Scoring 55-100	97%	93%	94%	89%	33%	86%
Percentage of Tested Scoring 65-100	95%	87%	86%	78%	22%	57%
Percentage of Tested Scoring 85-100	57%	48%	41%	22%	11%	14%

(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	95	131	110	2	5	0
Number Scoring 55-100	95	131	107	#	5	0
Number Scoring 65-100	93	129	105	#	4	0
Number Scoring 85-100	39	57	56	#	1	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	100%	0%
Percentage of Tested Scoring 65-100	98%	98%	95%	#	80%	0%
Percentage of Tested Scoring 85-100	41%	44%	51%	#	20%	0%
Physical Setting/Earth Science						
Number Tested	144	129	128	8	6	0
Number Scoring 55-100	142	116	118	8	3	0
Number Scoring 65-100	132	108	109	6	2	0
Number Scoring 85-100	44	34	48	0	0	0
Percentage of Tested Scoring 55-100	99%	90%	92%	100%	50%	0%
Percentage of Tested Scoring 65-100	92%	84%	85%	75%	33%	0%
Percentage of Tested Scoring 85-100	31%	26%	38%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	47	46	39	1	1	0
Number Scoring 55-100	46	45	39	#	#	0
Number Scoring 65-100	39	43	39	#	#	0
Number Scoring 85-100	12	13	23	#	#	0
Percentage of Tested Scoring 55-100	98%	98%	100%	#	#	0%
Percentage of Tested Scoring 65-100	83%	93%	100%	#	#	0%
Percentage of Tested Scoring 85-100	26%	28%	59%	#	#	0%
Physical Setting/Physics						
Number Tested		11	11		0	0
Number Scoring 55-100		11	11		0	0
Number Scoring 65-100		8	11		0	0
Number Scoring 85-100		1	5		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		73%	100%		0%	0%
Percentage of Tested Scoring 85-100		9%	45%		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	13	16	16	0	0	0
Number Scoring 55-100	13	16	16	0	0	0
Number Scoring 65-100	12	15	16	0	0	0
Number Scoring 85-100	4	10	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	62%	38%	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	40	67	52	0	0	0
Number Scoring 55-100	40	67	52	0	0	0
Number Scoring 65-100	40	67	51	0	0	0
Number Scoring 85-100	27	44	35	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	68%	66%	67%	0%	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	107	9%	12%	64%	15%
	Students with Disabilities	7	86%	0%	14%	0%
	All Students	114	14%	11%	61%	14%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	113	2%	24%	58%	16%
	Students with Disabilities	13	23%	54%	15%	8%
	All Students	126	4%	27%	54%	15%

(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	94	94	94	17	17	17	111	111	111
Number Scoring 55–64	2	4	0	0	1	2	2	5	2
Number Scoring 65–84	34	38	46	1	0	3	35	38	49
Number Scoring 85–100	52	45	43	1	1	1	53	46	44
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	1		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		0	1		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		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5–6)						
Number Tested		1	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)

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		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 7–8)						
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 9–12)						
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 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		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 – L)