

New York State District Report Card Comprehensive Information Report

BEDS Code: 27-07-01-04-0000
 Name: Fort Plain Central School District
 Superintendent: Douglas C. Burton

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	26	27
Kindergarten	60	73	62
First	71	67	81
Second	64	68	57
Third	61	60	63
Fourth	68	65	60
Fifth	68	72	57
Sixth	76	68	70
Ungraded Elementary	0	0	0
Seventh	90	81	75
Eighth	73	83	74
Ninth	74	84	80
Tenth	68	78	72
Eleventh	71	59	80
Twelfth	87	75	61
Ungraded Secondary	0	0	0
Total K-12 Enrollment	931	933	892

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	15	1.6%	11	1.2%	13	1.5%
Black (Not Hispanic)	7	0.8%	7	0.8%	7	0.8%
Hispanic	2	0.2%	14	1.5%	9	1.0%
White (Not Hispanic)	907	97.4%	901	96.6%	863	96.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	13	16	18
Common Branch	17	18	17
English Grade 8	16	18	14
Mathematics Grade 8	16	18	14
Science Grade 8	19	23	11
Social Studies Grade 8	20	24	20
English Grade 10	21	22	17
Mathematics Grade 10	18	13	13
Science Grade 10	25	28	25
Social Studies Grade 10	20	17	23

(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
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	2	0.2%	2	0.2%	2	0.2%
Eligible for Free Lunch	226	24.3%	283	30.3%	286	32.1%

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		95.0%		95.2%		95.4%
Student Suspensions	27	3.0%	54	5.8%	40	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.7%	12.8%	17.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	83
Total Other Professional Staff	9
Total Paraprofessionals	40
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*	58	54	53
	Regents Diplomas	39	32	40
	% Regents Diplomas	67%	59%	75%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	3	0
	Regents Diplomas	2	0	0
	% Regents Diplomas	29%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	1	2
All Students	Total Graduates*	65	57	53
	Regents Diplomas	41	32	40
	% Regents Diplomas	63%	56%	75%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	4	1	2

* 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	5	42	1	3	2	0	0	0
	Percent	9%	79%	2%	6%	4%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	5	42	1	3	2	0	0	0
	Percent	9%	79%	2%	6%	4%	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	0		3	1.1%	13	5.3%
	Entered GED Program*	10		2	0.8%	3	1.2%
	Total Noncompleters	10		5	1.9%	16	6.5%
Students with Disabilities	Dropped Out	0		5	8.1%	5	10.0%
	Entered GED Program*	0		1	1.6%	0	0.0%
	Total Noncompleters	0		6	9.7%	5	10.0%
All Students	Dropped Out	0	0.0%	8	2.5%	18	6.1%
	Entered GED Program*	10	3.3%	3	0.9%	3	1.0%
	Total Noncompleters	10	3.3%	11	3.4%	21	7.1%

*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	65
	Number of Students with Disabilities	0	0	10
	Number of All Students	0	0	75
	Percent of Enrollment	0%	0%	34%
9-12	Number of General-Education Students	14	9	0
	Number of Students with Disabilities	8	3	0
	Number of All Students	22	12	0
	Percent of Enrollment	7%	4%	0%

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; 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	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	5	100%	69	97%	48	100%

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	5	100%	7	86%	2	#
Science	7	57%	6	33%	1	#
Reading	1	#	6	83%	0	0%
Writing	1	#	6	100%	0	0%
Global Studies	6	17%	4	#	1	#
U.S. Hist & Gov't	3	#	4	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	83%	14	64%	16	69%
Science	6	17%	17	59%	13	23%
Reading	6	67%	9	89%	4	#
Writing	7	29%	8	50%	5	100%
Global Studies	18	11%	13	46%	11	9%
U.S. Hist & Gov't	10	10%	4	#	3	#

(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	84	66	70	10	8	10
Number Scoring 55-100	65	59	65	1	4	6
Number Scoring 65-100	64	53	59	1	3	4
Number Scoring 85-100	21	28	23	0	1	0
Percentage of Tested Scoring 55-100	77%	89%	93%	10%	50%	60%
Percentage of Tested Scoring 65-100	76%	80%	84%	10%	38%	40%
Percentage of Tested Scoring 85-100	25%	42%	33%	0%	12%	0%
Mathematics A						
Number Tested	68	69	66	4	3	10
Number Scoring 55-100	54	67	65	#	#	9
Number Scoring 65-100	44	67	60	#	#	5
Number Scoring 85-100	11	24	24	#	#	2
Percentage of Tested Scoring 55-100	79%	97%	98%	#	#	90%
Percentage of Tested Scoring 65-100	65%	97%	91%	#	#	50%
Percentage of Tested Scoring 85-100	16%	35%	36%	#	#	20%
Mathematics B						
Number Tested	0	27	42	0	0	0
Number Scoring 55-100	0	22	36	0	0	0
Number Scoring 65-100	0	18	31	0	0	0
Number Scoring 85-100	0	4	5	0	0	0
Percentage of Tested Scoring 55-100	0%	81%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	67%	74%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	15%	12%	0%	0%	0%
Global History and Geography						
Number Tested	78	72	64	14	11	13
Number Scoring 55-100	63	63	57	3	4	8
Number Scoring 65-100	59	56	45	3	4	2
Number Scoring 85-100	15	20	16	0	0	0
Percentage of Tested Scoring 55-100	81%	88%	89%	21%	36%	62%
Percentage of Tested Scoring 65-100	76%	78%	70%	21%	36%	15%
Percentage of Tested Scoring 85-100	19%	28%	25%	0%	0%	0%
U.S. History and Government						
Number Tested	82	55	64	14	5	10
Number Scoring 55-100	70	49	59	7	3	8
Number Scoring 65-100	60	43	54	4	2	6
Number Scoring 85-100	23	24	28	0	0	1
Percentage of Tested Scoring 55-100	85%	89%	92%	50%	60%	80%
Percentage of Tested Scoring 65-100	73%	78%	84%	29%	40%	60%
Percentage of Tested Scoring 85-100	28%	44%	44%	0%	0%	10%

(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	55	64	57	5	12	6
Number Scoring 55-100	55	63	54	5	11	4
Number Scoring 65-100	51	62	53	3	11	4
Number Scoring 85-100	19	25	20	0	0	1
Percentage of Tested Scoring 55-100	100%	98%	95%	100%	92%	67%
Percentage of Tested Scoring 65-100	93%	97%	93%	60%	92%	67%
Percentage of Tested Scoring 85-100	35%	39%	35%	0%	0%	17%
Physical Setting/Earth Science						
Number Tested	73	65	73	2	8	8
Number Scoring 55-100	68	56	67	#	4	7
Number Scoring 65-100	58	48	56	#	3	3
Number Scoring 85-100	20	12	20	#	0	0
Percentage of Tested Scoring 55-100	93%	86%	92%	#	50%	88%
Percentage of Tested Scoring 65-100	79%	74%	77%	#	38%	38%
Percentage of Tested Scoring 85-100	27%	18%	27%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	18	37	25	0	1	1
Number Scoring 55-100	17	35	21	0	#	#
Number Scoring 65-100	16	22	12	0	#	#
Number Scoring 85-100	5	2	0	0	#	#
Percentage of Tested Scoring 55-100	94%	95%	84%	0%	#	#
Percentage of Tested Scoring 65-100	89%	59%	48%	0%	#	#
Percentage of Tested Scoring 85-100	28%	5%	0%	0%	#	#
Physical Setting/Physics						
Number Tested		7	3		0	0
Number Scoring 55-100		7	#		0	0
Number Scoring 65-100		6	#		0	0
Number Scoring 85-100		3	#		0	0
Percentage of Tested Scoring 55-100		100%	#		0%	0%
Percentage of Tested Scoring 65-100		86%	#		0%	0%
Percentage of Tested Scoring 85-100		43%	#		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	0	0	1	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	69	62	28	0	2	0
Number Scoring 55-100	69	62	28	0	#	0
Number Scoring 65-100	69	62	28	0	#	0
Number Scoring 85-100	63	55	22	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	91%	89%	79%	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	5%	7%	45%	43%
	Students with Disabilities	9	78%	11%	11%	0%
	All Students	53	17%	8%	40%	36%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	47	0%	19%	74%	6%
	Students with Disabilities	20	15%	50%	35%	0%
	All Students	67	4%	28%	63%	4%

(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	1	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	54	54	54	3	3	3	57	57	57
Number Scoring 55–64	#	#	#	#	#	#	3	8	2
Number Scoring 65–84	#	#	#	#	#	#	32	18	28
Number Scoring 85–100	#	#	#	#	#	#	15	24	24
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		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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		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 5-6)						
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

*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)