

# New York State School Report Card Comprehensive Information Report

BEDS Code: 27-07-01-04-0003  
 Name: Fort Plain Jshs  
 Principal: Deborah Larrabee

Grade Range : 7-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
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	463	460	442

## 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	8	1.7%	6	1.3%	8	1.8%
Black (Not Hispanic)	0	0.0%	3	0.7%	3	0.7%
Hispanic	2	0.4%	3	0.7%	1	0.2%
White (Not Hispanic)	453	97.8%	448	97.4%	430	97.3%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	83	17.9%	109	23.7%	122	27.6%

### 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		96.0%		95.8%		94.9%
Student Suspensions	5	1.2%	38	8.2%	27	5.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	11.5%	13.3%	17.0%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	90%	96%	93%

### Staff Counts

Staff	2004-05
Total Teachers	40
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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
<b>General-Education Students</b>	Total Graduates*	58	41	53
	Regents Diplomas	39	26	40
	% Regents Diplomas	67%	63%	75%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	7	2	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
<b>All Students</b>	Total Graduates*	65	43	53
	Regents Diplomas	41	26	40
	% Regents Diplomas	63%	60%	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
<b>General-Education Students</b>	<b>Number</b>	5	42	1	3	2	0	0	0
	<b>Percent</b>	9%	79%	2%	6%	4%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	0	0	0	0	0	0	0
	<b>Percent</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	5	42	1	3	2	0	0	0
	<b>Percent</b>	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.
<b>General-Education Students</b>	Dropped Out	0		3	1.3%	13	5.4%
	Entered GED Program*	10		2	0.8%	3	1.2%
	Total Noncompleters	10		5	2.1%	16	6.6%
<b>Students with Disabilities</b>	Dropped Out	0		5	9.1%	5	12.2%
	Entered GED Program*	0		1	1.8%	0	0.0%
	Total Noncompleters	0		6	10.9%	5	12.2%
<b>All Students</b>	Dropped Out	0	0.0%	8	2.7%	18	6.3%
	Entered GED Program*	10	3.3%	3	1.0%	3	1.1%
	Total Noncompleters	10	3.3%	11	3.7%	21	7.4%

\*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%	50%
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%

(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%	5	80%	2	#
Science	7	57%	5	40%	1	#
Reading	1	#	3	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	6	17%	3	#	1	#
U.S. Hist & Gov't	3	#	3	#	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	83%	13	62%	15	67%
Science	6	17%	15	60%	12	25%
Reading	6	67%	8	88%	4	#
Writing	7	29%	7	57%	5	100%
Global Studies	18	11%	12	50%	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
<b>Comprehensive English</b>						
Number Tested	84	57	70	10	7	10
Number Scoring 55-100	65	51	65	1	4	6
Number Scoring 65-100	64	45	59	1	3	4
Number Scoring 85-100	21	23	23	0	1	0
Percentage of Tested Scoring 55-100	77%	89%	93%	10%	57%	60%
Percentage of Tested Scoring 65-100	76%	79%	84%	10%	43%	40%
Percentage of Tested Scoring 85-100	25%	40%	33%	0%	14%	0%
<b>Mathematics A</b>						
Number Tested	68	67	64	4	3	8
Number Scoring 55-100	54	66	64	#	#	8
Number Scoring 65-100	44	66	60	#	#	5
Number Scoring 85-100	11	24	24	#	#	2
Percentage of Tested Scoring 55-100	79%	99%	100%	#	#	100%
Percentage of Tested Scoring 65-100	65%	99%	94%	#	#	62%
Percentage of Tested Scoring 85-100	16%	36%	38%	#	#	25%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	78	71	64	14	11	13
Number Scoring 55-100	63	62	57	3	4	8
Number Scoring 65-100	59	55	45	3	4	2
Number Scoring 85-100	15	20	16	0	0	0
Percentage of Tested Scoring 55-100	81%	87%	89%	21%	36%	62%
Percentage of Tested Scoring 65-100	76%	77%	70%	21%	36%	15%
Percentage of Tested Scoring 85-100	19%	28%	25%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	82	47	64	14	4	10
Number Scoring 55-100	70	42	59	7	#	8
Number Scoring 65-100	60	39	54	4	#	6
Number Scoring 85-100	23	21	28	0	#	1
Percentage of Tested Scoring 55-100	85%	89%	92%	50%	#	80%
Percentage of Tested Scoring 65-100	73%	83%	84%	29%	#	60%
Percentage of Tested Scoring 85-100	28%	45%	44%	0%	#	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
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%
<b>Physical Setting/Earth Science</b>						
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%
<b>Physical Setting/Chemistry</b>						
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%	#	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<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	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%
<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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	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
<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

### 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)