

New York State District Report Card

Comprehensive Information Report

BEDS Code: 43-13-01-06-0000
 Name: Phelps-Clifton Springs Central School District
 Superintendent: Michael J. Ford

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	128	102	114
First	138	140	103
Second	130	133	140
Third	150	132	138
Fourth	162	147	141
Fifth	162	169	145
Sixth	153	171	172
Ungraded Elementary	41	14	16
Seventh	167	150	173
Eighth	170	176	161
Ninth	191	205	213
Tenth	192	168	166
Eleventh	172	166	143
Twelfth	156	171	167
Ungraded Secondary	8	0	0
Total K-12 Enrollment	2120	2044	1992

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	22	1.0%	19	0.9%	17	0.9%
Black (Not Hispanic)	19	0.9%	14	0.7%	16	0.8%
Hispanic	21	1.0%	30	1.5%	40	2.0%
White (Not Hispanic)	2058	97.1%	1981	96.9%	1919	96.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	13	19
Common Branch	19	22	20
English Grade 8	23	24	22
Mathematics Grade 8	23	24	19
Science Grade 8	24	25	23
Social Studies Grade 8	26	24	22
English Grade 10	23	23	22
Mathematics Grade 10	17	21	17
Science Grade 10	24	21	18
Social Studies Grade 10	24	20	22

(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	0	0.0%	2	0.1%	0	0.0%
Eligible for Free Lunch	329	16.5%	280	14.4%	297	15.8%

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		95.9%		95.7%		95.8%
Student Suspensions	84	4.0%	86	4.1%	58	2.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	11.5%	10.8%	11.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	163
Total Other Professional Staff	21
Total Paraprofessionals	37
Teaching Out of Certification*	2

*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*	137	149	141
	Regents Diplomas	109	127	131
	% Regents Diplomas	80%	85%	93%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			1%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	10	14	21
	Regents Diplomas	3	6	8
	% Regents Diplomas	30%	43%	38%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	5	3
All Students	Total Graduates*	147	163	162
	Regents Diplomas	112	133	139
	% Regents Diplomas	76%	82%	86%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			1%
	IEP Diplomas or Local Certificates	3	5	3

* 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	60	52	0	4	2	0	0	23
	Percent	43%	37%	0%	3%	1%	0%	0%	16%
Students with Disabilities	Number	3	6	1	2	3	0	0	6
	Percent	14%	29%	5%	10%	14%	0%	0%	29%
All Students	Number	63	58	1	6	5	0	0	29
	Percent	39%	36%	1%	4%	3%	0%	0%	18%

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	24		17	2.7%	8	1.3%
	Entered GED Program*	4		5	0.8%	3	0.5%
	Total Noncompleters	28		22	3.5%	11	1.8%
Students with Disabilities	Dropped Out	9		4	4.4%	5	5.6%
	Entered GED Program*	1		2	2.2%	2	2.2%
	Total Noncompleters	10		6	6.7%	7	7.8%
All Students	Dropped Out	33	4.6%	21	2.9%	13	1.9%
	Entered GED Program*	5	0.7%	7	1.0%	5	0.7%
	Total Noncompleters	38	5.3%	28	3.9%	18	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	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	165	150
	Number of Students with Disabilities	0	13	23
	Number of All Students	0	178	173
	Percent of Enrollment	0%	36%	34%
9-12	Number of General-Education Students	641	626	614
	Number of Students with Disabilities	70	90	75
	Number of All Students	711	716	689
	Percent of Enrollment	99%	101%	100%

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	33	97%	23	87%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	103	92%	75	79%	3	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	4	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	53%	4	#	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	4	#	6	83%
Science	0	0%	1	#	4	#
Reading	0	0%	0	0%	2	#
Writing	1	#	0	0%	2	#
Global Studies	3	#	1	#	7	57%
U.S. Hist & Gov't	1	#	0	0%	3	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	67%	11	45%	18	72%
Science	2	#	2	#	10	50%
Reading	11	91%	7	57%	7	86%
Writing	8	88%	5	60%	5	100%
Global Studies	15	73%	9	44%	12	58%
U.S. Hist & Gov't	3	#	6	50%	8	50%

(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	183	165	149	21	23	14
Number Scoring 55-100	167	149	144	13	15	13
Number Scoring 65-100	149	138	139	9	11	10
Number Scoring 85-100	51	49	45	0	1	0
Percentage of Tested Scoring 55-100	91%	90%	97%	62%	65%	93%
Percentage of Tested Scoring 65-100	81%	84%	93%	43%	48%	71%
Percentage of Tested Scoring 85-100	28%	30%	30%	0%	4%	0%
Mathematics A						
Number Tested	196	166	153	17	21	16
Number Scoring 55-100	172	160	144	11	18	11
Number Scoring 65-100	156	154	136	10	15	7
Number Scoring 85-100	30	59	32	0	2	1
Percentage of Tested Scoring 55-100	88%	96%	94%	65%	86%	69%
Percentage of Tested Scoring 65-100	80%	93%	89%	59%	71%	44%
Percentage of Tested Scoring 85-100	15%	36%	21%	0%	10%	6%
Mathematics B						
Number Tested	0	0	82	0	0	1
Number Scoring 55-100	0	0	75	0	0	#
Number Scoring 65-100	0	0	65	0	0	#
Number Scoring 85-100	0	0	10	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	79%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	200	184	180	22	21	19
Number Scoring 55-100	167	157	152	16	11	13
Number Scoring 65-100	144	147	143	8	10	10
Number Scoring 85-100	38	68	56	1	2	2
Percentage of Tested Scoring 55-100	83%	85%	84%	73%	52%	68%
Percentage of Tested Scoring 65-100	72%	80%	79%	36%	48%	53%
Percentage of Tested Scoring 85-100	19%	37%	31%	5%	10%	11%
U.S. History and Government						
Number Tested	168	158	147	15	22	11
Number Scoring 55-100	167	152	138	14	19	10
Number Scoring 65-100	162	147	135	12	17	9
Number Scoring 85-100	86	68	71	3	2	2
Percentage of Tested Scoring 55-100	99%	96%	94%	93%	86%	91%
Percentage of Tested Scoring 65-100	96%	93%	92%	80%	77%	82%
Percentage of Tested Scoring 85-100	51%	43%	48%	20%	9%	18%

(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	157	163	137	14	16	10
Number Scoring 55-100	146	157	134	12	12	8
Number Scoring 65-100	142	154	132	10	11	8
Number Scoring 85-100	41	74	65	0	0	3
Percentage of Tested Scoring 55-100	93%	96%	98%	86%	75%	80%
Percentage of Tested Scoring 65-100	90%	94%	96%	71%	69%	80%
Percentage of Tested Scoring 85-100	26%	45%	47%	0%	0%	30%
Physical Setting/Earth Science						
Number Tested	208	174	157	24	18	11
Number Scoring 55-100	187	154	149	17	13	11
Number Scoring 65-100	171	134	132	12	8	7
Number Scoring 85-100	81	43	42	0	2	1
Percentage of Tested Scoring 55-100	90%	89%	95%	71%	72%	100%
Percentage of Tested Scoring 65-100	82%	77%	84%	50%	44%	64%
Percentage of Tested Scoring 85-100	39%	25%	27%	0%	11%	9%
Physical Setting/Chemistry						
Number Tested	102	101	104	2	3	1
Number Scoring 55-100	97	96	103	#	#	#
Number Scoring 65-100	82	81	96	#	#	#
Number Scoring 85-100	19	19	28	#	#	#
Percentage of Tested Scoring 55-100	95%	95%	99%	#	#	#
Percentage of Tested Scoring 65-100	80%	80%	92%	#	#	#
Percentage of Tested Scoring 85-100	19%	19%	27%	#	#	#
Physical Setting/Physics						
Number Tested		8	30		0	1
Number Scoring 55-100		8	28		0	#
Number Scoring 65-100		8	24		0	#
Number Scoring 85-100		4	13		0	#
Percentage of Tested Scoring 55-100		100%	93%		0%	#
Percentage of Tested Scoring 65-100		100%	80%		0%	#
Percentage of Tested Scoring 85-100		50%	43%		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	39	39	24	2	0	0
Number Scoring 55-100	37	37	24	#	0	0
Number Scoring 65-100	37	36	24	#	0	0
Number Scoring 85-100	27	18	11	#	0	0
Percentage of Tested Scoring 55-100	95%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	95%	92%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	69%	46%	46%	#	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	86	67	64	3	3	0
Number Scoring 55-100	83	65	64	#	#	0
Number Scoring 65-100	80	62	63	#	#	0
Number Scoring 85-100	42	29	38	#	#	0
Percentage of Tested Scoring 55-100	97%	97%	100%	#	#	0%
Percentage of Tested Scoring 65-100	93%	93%	98%	#	#	0%
Percentage of Tested Scoring 85-100	49%	43%	59%	#	#	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	120	3%	7%	62%	29%
	Students with Disabilities	21	24%	10%	62%	5%
	All Students	141	6%	7%	62%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	130	0%	14%	70%	16%
	Students with Disabilities	28	11%	43%	43%	4%
	All Students	158	2%	19%	65%	14%

(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	2	1	#	#	#	#
Middle Level						
Social Studies	2	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	147	147	147	22	22	22	169	169	169
Number Scoring 55–64	2	1	1	4	2	3	6	3	4
Number Scoring 65–84	104	67	78	10	12	11	114	79	89
Number Scoring 85–100	33	65	61	0	1	1	33	66	62
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	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 K-1)						
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 2-4)						
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 2-4)						
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 5-6)						
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 5-6)						
Number Tested		0	1		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 – K)