

New York State District Report Card Comprehensive Information Report

BEDS Code: 46-05-00-01-0000
 Name: Fulton City School District
 Superintendent: Michael J. Egan

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	263	287	293
First	329	285	309
Second	280	314	257
Third	312	258	299
Fourth	290	306	261
Fifth	281	305	299
Sixth	323	303	313
Ungraded Elementary	19	0	0
Seventh	325	325	322
Eighth	306	334	315
Ninth	299	300	314
Tenth	271	297	284
Eleventh	272	275	272
Twelfth	279	286	276
Ungraded Secondary	7	0	12
Total K-12 Enrollment	3856	3875	3826

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	0.5%	20	0.5%	24	0.6%
Black (Not Hispanic)	55	1.4%	55	1.4%	51	1.3%
Hispanic	83	2.2%	91	2.3%	85	2.2%
White (Not Hispanic)	3700	96.0%	3709	95.7%	3666	95.8%

Average Class Size

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

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban 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	24	0.6%	4	0.1%	2	0.1%
Eligible for Free Lunch	1301	33.7%	1239	32.0%	1451	37.9%

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		94.2%		94.1%		93.8%
Student Suspensions	112	2.8%	181	4.7%	234	6.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.7%	9.5%	10.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	301
Total Other Professional Staff	39
Total Paraprofessionals	142
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*	215	190	195
	Regents Diplomas	130	134	163
	% Regents Diplomas	60%	71%	84%
	Regents Diplomas with Advanced Designation**			65
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	16	11
	Regents Diplomas	1	6	6
	% Regents Diplomas	12%	38%	55%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	9	12	15
All Students	Total Graduates*	223	206	206
	Regents Diplomas	131	140	169
	% Regents Diplomas	59%	68%	82%
	Regents Diplomas with Advanced Designation**			65
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	9	12	15

* 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	96	60	3	5	15	0	15	1
	Percent	49%	31%	2%	3%	8%	0%	8%	1%
Students with Disabilities	Number	3	3	0	3	1	0	1	0
	Percent	27%	27%	0%	27%	9%	0%	9%	0%
All Students	Number	99	63	3	8	16	0	16	1
	Percent	48%	31%	1%	4%	8%	0%	8%	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	4		50	4.7%	43	4.2%
	Entered GED Program*	2		25	2.3%	28	2.8%
	Total Noncompleters	6		75	7.0%	71	7.0%
Students with Disabilities	Dropped Out	2		11	6.8%	18	10.3%
	Entered GED Program*	1		6	3.7%	6	3.4%
	Total Noncompleters	3		17	10.6%	24	13.7%
All Students	Dropped Out	6	0.5%	61	4.9%	61	5.1%
	Entered GED Program*	3	0.3%	31	2.5%	34	2.9%
	Total Noncompleters	9	0.8%	92	7.4%	95	8.0%

*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	269	571	315
	Number of Students with Disabilities	37	88	0
	Number of All Students	306	659	315
	Percent of Enrollment	32%	69%	33%
9-12	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%

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	68	82%	92	72%	94	95%
German	37	89%	30	93%	38	95%
Italian	0	0%	0	0%	0	0%
Latin	20	65%	20	15%	17	59%
Spanish	115	88%	124	67%	117	92%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	33%	5	100%
German	0	0%	5	40%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	10	20%	7	57%

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%	2	#	1	#
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	4	#	4	#
Science	14	50%	3	#	5	60%
Reading	3	#	1	#	1	#
Writing	2	#	1	#	2	#
Global Studies	4	#	8	63%	6	17%
U.S. Hist & Gov't	1	#	0	0%	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	246	250	231	19	18	21
Number Scoring 55-100	229	236	211	16	13	16
Number Scoring 65-100	220	214	187	15	8	11
Number Scoring 85-100	96	98	77	2	1	0
Percentage of Tested Scoring 55-100	93%	94%	91%	84%	72%	76%
Percentage of Tested Scoring 65-100	89%	86%	81%	79%	44%	52%
Percentage of Tested Scoring 85-100	39%	39%	33%	11%	6%	0%
Mathematics A						
Number Tested	260	286	276	17	20	17
Number Scoring 55-100	210	278	270	10	17	16
Number Scoring 65-100	164	256	248	5	10	11
Number Scoring 85-100	24	50	38	0	0	0
Percentage of Tested Scoring 55-100	81%	97%	98%	59%	85%	94%
Percentage of Tested Scoring 65-100	63%	90%	90%	29%	50%	65%
Percentage of Tested Scoring 85-100	9%	17%	14%	0%	0%	0%
Mathematics B						
Number Tested	11	61	141	0	1	2
Number Scoring 55-100	9	59	95	0	#	#
Number Scoring 65-100	2	51	69	0	#	#
Number Scoring 85-100	0	19	12	0	#	#
Percentage of Tested Scoring 55-100	82%	97%	67%	0%	#	#
Percentage of Tested Scoring 65-100	18%	84%	49%	0%	#	#
Percentage of Tested Scoring 85-100	0%	31%	9%	0%	#	#
Global History and Geography						
Number Tested	262	273	268	17	25	14
Number Scoring 55-100	230	240	241	12	16	12
Number Scoring 65-100	207	202	215	10	10	9
Number Scoring 85-100	93	78	65	1	1	2
Percentage of Tested Scoring 55-100	88%	88%	90%	71%	64%	86%
Percentage of Tested Scoring 65-100	79%	74%	80%	59%	40%	64%
Percentage of Tested Scoring 85-100	35%	29%	24%	6%	4%	14%
U.S. History and Government						
Number Tested	240	237	215	20	14	20
Number Scoring 55-100	238	221	195	19	14	16
Number Scoring 65-100	223	205	174	16	9	13
Number Scoring 85-100	122	103	96	6	2	5
Percentage of Tested Scoring 55-100	99%	93%	91%	95%	100%	80%
Percentage of Tested Scoring 65-100	93%	86%	81%	80%	64%	65%
Percentage of Tested Scoring 85-100	51%	43%	45%	30%	14%	25%

(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	239	226	260	19	17	15
Number Scoring 55-100	225	211	250	12	16	11
Number Scoring 65-100	222	203	238	12	13	10
Number Scoring 85-100	77	67	84	2	2	2
Percentage of Tested Scoring 55-100	94%	93%	96%	63%	94%	73%
Percentage of Tested Scoring 65-100	93%	90%	92%	63%	76%	67%
Percentage of Tested Scoring 85-100	32%	30%	32%	11%	12%	13%
Physical Setting/Earth Science						
Number Tested	312	357	289	34	24	31
Number Scoring 55-100	253	277	245	18	13	23
Number Scoring 65-100	220	229	196	12	7	14
Number Scoring 85-100	65	66	43	0	0	1
Percentage of Tested Scoring 55-100	81%	78%	85%	53%	54%	74%
Percentage of Tested Scoring 65-100	71%	64%	68%	35%	29%	45%
Percentage of Tested Scoring 85-100	21%	18%	15%	0%	0%	3%
Physical Setting/Chemistry						
Number Tested	189	178	130	5	9	2
Number Scoring 55-100	168	141	120	4	5	#
Number Scoring 65-100	129	97	92	4	2	#
Number Scoring 85-100	29	19	16	0	0	#
Percentage of Tested Scoring 55-100	89%	79%	92%	80%	56%	#
Percentage of Tested Scoring 65-100	68%	54%	71%	80%	22%	#
Percentage of Tested Scoring 85-100	15%	11%	12%	0%	0%	#
Physical Setting/Physics						
Number Tested		34	27		1	1
Number Scoring 55-100		33	27		#	#
Number Scoring 65-100		32	24		#	#
Number Scoring 85-100		8	8		#	#
Percentage of Tested Scoring 55-100		97%	100%		#	#
Percentage of Tested Scoring 65-100		94%	89%		#	#
Percentage of Tested Scoring 85-100		24%	30%		#	#

* 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	75	37	52	0	0	0
Number Scoring 55-100	74	36	51	0	0	0
Number Scoring 65-100	71	36	48	0	0	0
Number Scoring 85-100	41	20	25	0	0	0
Percentage of Tested Scoring 55-100	99%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	97%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	54%	48%	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	41	15	27	0	0	0
Number Scoring 55-100	40	14	25	0	0	0
Number Scoring 65-100	40	14	25	0	0	0
Number Scoring 85-100	23	8	12	0	0	0
Percentage of Tested Scoring 55-100	98%	93%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	93%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	53%	44%	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	104	66	67	0	0	2
Number Scoring 55-100	104	64	67	0	0	#
Number Scoring 65-100	102	64	66	0	0	#
Number Scoring 85-100	73	37	34	0	0	#
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	98%	97%	99%	0%	0%	#
Percentage of Tested Scoring 85-100	70%	56%	51%	0%	0%	#
Comprehensive Latin						
Number Tested	19	11	9	0	0	0
Number Scoring 55-100	19	10	9	0	0	0
Number Scoring 65-100	17	9	7	0	0	0
Number Scoring 85-100	4	1	2	0	0	0
Percentage of Tested Scoring 55-100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	82%	78%	0%	0%	0%
Percentage of Tested Scoring 85-100	21%	9%	22%	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	258	7%	6%	57%	31%
	Students with Disabilities	49	33%	18%	47%	2%
	All Students	307	11%	8%	55%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	282	2%	24%	56%	17%
	Students with Disabilities	47	32%	47%	17%	4%
	All Students	329	6%	28%	51%	16%

(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	1	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	217	217	217	30	30	30	247	247	247
Number Scoring 55–64	7	9	6	0	2	2	7	11	8
Number Scoring 65–84	105	84	111	9	5	8	114	89	119
Number Scoring 85–100	84	93	90	1	2	3	85	95	93
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 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	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 9-12)						
Number Tested		1	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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)