

# New York State School Report Card Comprehensive Information Report

BEDS Code: 27-07-01-04-0003

Grade Range : 7-12

Name: Fort Plain Jshs

Principal: David J. Fyfe

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	70	81	90
Eighth	68	70	73
Ninth	80	71	74
Tenth	98	72	68
Eleventh	63	85	71
Twelfth	52	54	87
Ungraded Secondary	0	0	0
Total K-12 Enrollment	431	433	463

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	1.2%	6	1.4%	8	1.7%
Black (Not Hispanic)	0	0.0%	2	0.5%	0	0.0%
Hispanic	2	0.5%	1	0.2%	2	0.4%
White (Not Hispanic)	424	98.4%	424	97.9%	453	97.8%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	20	16
Mathematics Grade 8	23	15	16
Science Grade 8	0	20	19
Social Studies Grade 8	18	20	20
English Grade 10	17	23	21
Mathematics Grade 10	17	15	18
Science Grade 10	15	19	25
Social Studies Grade 10	17	18	20

(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
46	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 lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	117	27.2%	98	22.6%	83	17.9%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.3%		98.3%		96.0%
Student Suspensions	8	2.5%	4	0.9%	5	1.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.4%	10.2%	11.5%
Public Assistance	51-60%	51-60%	41-50%
Student Stability	96%	98%	90%

### Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	44	30	68%	46	26	57%	58	39	67%
Students with Disabilities	5	0	0%	2	0	0%	7	2	29%
All Students	49	30	61%	48	26	54%	65	41	63%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	21	24	1	1	0	18
Percent	32%	37%	2%	2%	0%	28%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
7	2	4	11

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			0		10	
	Total Noncompleters			0		10	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	11	3.8%	0	0.0%	0	0.0%
	Entered GED Program*	2	0.7%	0	0.0%	10	3.3%
	Total Noncompleters	13	4.4%	0	0.0%	10	3.3%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		70	0
	Number of Students with Disabilities		0	0
	Number of All Students		70	0
	Percent of Enrollment		46%	0%
9-12	Number of General-Education Students		200	14
	Number of Students with Disabilities		0	8
	Number of All Students		200	22
	Percent of Enrollment		71%	7%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	49	0%	61	97%	5	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	1	#	2	#	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	54%	0	0%	5	100%
Science	0	0%	1	#	7	57%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	1	#	6	17%
U.S. Hist & Gov't	0	0%	1	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	8	75%	12	83%
Science	18	39%	19	100%	6	17%
Reading	7	100%	7	100%	6	67%
Writing	7	100%	6	67%	7	29%
Global Studies	13	8%	10	90%	18	11%
U.S. Hist & Gov't	6	33%	7	86%	10	10%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	48	80	84	3	7	10
Number Scoring 55–100	46	64	65	#	2	1
Number Scoring 65–100	41	50	64	#	1	1
Number Scoring 85–100	7	24	21	#	0	0
Percentage of Tested Scoring 55–100	96%	80%	77%	#	29%	10%
Percentage of Tested Scoring 65–100	85%	62%	76%	#	14%	10%
Percentage of Tested Scoring 85–100	15%	30%	25%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	32	53	68	0	1	4
Number Scoring 55–100	32	33	54	0	#	#
Number Scoring 65–100	32	22	44	0	#	#
Number Scoring 85–100	4	5	11	0	#	#
Percentage of Tested Scoring 55–100	100%	62%	79%	0%	#	#
Percentage of Tested Scoring 65–100	100%	42%	65%	0%	#	#
Percentage of Tested Scoring 85–100	12%	9%	16%	0%	#	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	88	58	78	8	11	14
Number Scoring 55–100	80	46	63	4	4	3
Number Scoring 65–100	67	29	59	3	0	3
Number Scoring 85–100	19	8	15	0	0	0
Percentage of Tested Scoring 55–100	91%	79%	81%	50%	36%	21%
Percentage of Tested Scoring 65–100	76%	50%	76%	38%	0%	21%
Percentage of Tested Scoring 85–100	22%	14%	19%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	43	79	82	0	7	14
Number Scoring 55–100	41	68	70	0	2	7
Number Scoring 65–100	35	51	60	0	2	4
Number Scoring 85–100	14	15	23	0	0	0
Percentage of Tested Scoring 55–100	95%	86%	85%	0%	29%	50%
Percentage of Tested Scoring 65–100	81%	65%	73%	0%	29%	29%
Percentage of Tested Scoring 85–100	33%	19%	28%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	69	61	55	1	6	5
Number Scoring 55–100	67	58	55	#	5	5
Number Scoring 65–100	64	53	51	#	4	3
Number Scoring 85–100	22	22	19	#	0	0
Percentage of Tested Scoring 55–100	97%	95%	100%	#	83%	100%
Percentage of Tested Scoring 65–100	93%	87%	93%	#	67%	60%
Percentage of Tested Scoring 85–100	32%	36%	35%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	59	73	0	6	2
Number Scoring 55–100	0	53	68	0	4	#
Number Scoring 65–100	0	43	58	0	0	#
Number Scoring 85–100	0	13	20	0	0	#
Percentage of Tested Scoring 55–100	0%	90%	93%	0%	67%	#
Percentage of Tested Scoring 65–100	0%	73%	79%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	22%	27%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		65	18		1	0
Number Scoring 55–100		54	17		#	0
Number Scoring 65–100		27	16		#	0
Number Scoring 85–100		4	5		#	0
Percentage of Tested Scoring 55–100		83%	94%		#	0%
Percentage of Tested Scoring 65–100		42%	89%		#	0%
Percentage of Tested Scoring 85–100		6%	28%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</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 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	71	51	69	0	0	0
Number Scoring 55–100	71	51	69	0	0	0
Number Scoring 65–100	71	51	69	0	0	0
Number Scoring 85–100	58	33	63	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	82%	65%	91%	0%	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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	57	48	18	0	0	1
Number Scoring 55–100	43	36	15	0	0	#
Number Scoring 65–100	34	31	12	0	0	#
Number Scoring 85–100	12	7	3	0	0	#
Percentage of Tested Scoring 55–100	75%	75%	83%	0%	0%	#
Percentage of Tested Scoring 65–100	60%	65%	67%	0%	0%	#
Percentage of Tested Scoring 85–100	21%	15%	17%	0%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	28	35	24	0	0	0
Number Scoring 55–100	22	29	21	0	0	0
Number Scoring 65–100	20	26	20	0	0	0
Number Scoring 85–100	9	7	6	0	0	0
Percentage of Tested Scoring 55–100	79%	83%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	74%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	32%	20%	25%	0%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	97%	10	100%	24	100%
Students with Disabilities	12	42%	11	91%	5	20%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</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 2003</b>	General-Education Students	54	2%	33%	61%	4%
	Students with Disabilities	16	13%	75%	13%	0%
	All Students	70	4%	43%	50%	3%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	66	66	66	14	14	14	80	80	80
Number Scoring 55–64	5	2	2	2	2	1	7	4	3
Number Scoring 65–84	34	38	35	2	2	3	36	40	38
Number Scoring 85–100	17	16	25	0	0	0	17	16	25
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)