

# 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	2000–2001	2001–2002	2002–2003
Pre-K	19	23	0
Kindergarten	137	132	128
First	158	128	138
Second	158	152	130
Third	164	160	150
Fourth	150	157	162
Fifth	157	143	162
Sixth	173	164	153
Ungraded Elementary	27	37	41
Seventh	158	163	167
Eighth	192	169	170
Ninth	214	203	191
Tenth	179	180	192
Eleventh	165	160	172
Twelfth	152	165	156
Ungraded Secondary	6	6	8
Total K-12 Enrollment	2190	2119	2120

## 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	13	0.6%	20	0.9%	22	1.0%
Black (Not Hispanic)	18	0.8%	16	0.8%	19	0.9%
Hispanic	18	0.8%	18	0.8%	21	1.0%
White (Not Hispanic)	2141	97.8%	2065	97.5%	2058	97.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	17
Common Branch	19	21	19
English Grade 8	24	24	23
Mathematics Grade 8	20	21	23
Science Grade 8	22	24	24
Social Studies Grade 8	22	24	26
English Grade 10	25	23	23
Mathematics Grade 10	18	23	17
Science Grade 10	20	22	24
Social Studies Grade 10	19	20	24

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	405	18.5%	411	19.4%	329	16.5%

### 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		95.8%		96.0%		95.9%
Student Suspensions	70	3.1%	80	3.6%	84	4.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.6%	11.6%	11.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	164
Total Other Professional Staff	24
Total Paraprofessionals	38
Teaching Out of Certification*	5
Teachers with Temporary Licenses	1

\*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	122	81	66%	122	100	82%	137	109	80%
Students with Disabilities	11	2	18%	13	5	38%	10	3	30%
All Students	133	83	62%	135	105	78%	147	112	76%

\*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	60	41	3	8	7	28
Percent	41%	28%	2%	5%	5%	19%

## 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)
10	3	3	13

\*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			3		24	
	Entered GED Program*			1		4	
	Total Noncompleters			4		28	
Students with Disabilities	Dropped Out			0		9	
	Entered GED Program*			1		1	
	Total Noncompleters			1		10	
All Students	Dropped Out	36	5.1%	3	0.4%	33	4.6%
	Entered GED Program*	18	2.5%	2	0.3%	5	0.7%
	Total Noncompleters	54	7.6%	5	0.7%	38	5.3%

\*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		170	0
	Number of Students with Disabilities		0	0
	Number of All Students		170	0
	Percent of Enrollment		34%	0%
9-12	Number of General-Education Students		156	641
	Number of Students with Disabilities		4	70
	Number of All Students		160	711
	Percent of Enrollment		22%	99%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	45	98%	54	94%	33	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	108	86%	104	83%	103	92%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	3	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	56%	22	36%	15	53%

(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	0	0%	0	0%	5	80%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	4	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	67%	4	#	9	67%
Science	8	62%	2	#	2	#
Reading	2	#	2	#	11	91%
Writing	1	#	2	#	8	88%
Global Studies	8	38%	5	20%	15	73%
U.S. Hist & Gov't	6	67%	1	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	153	154	183	18	12	21
Number Scoring 55–100	147	144	167	15	6	13
Number Scoring 65–100	139	125	149	11	3	9
Number Scoring 85–100	56	55	51	0	0	0
Percentage of Tested Scoring 55–100	96%	94%	91%	83%	50%	62%
Percentage of Tested Scoring 65–100	91%	81%	81%	61%	25%	43%
Percentage of Tested Scoring 85–100	37%	36%	28%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	162	196	0	5	17
Number Scoring 55–100	0	134	172	0	2	11
Number Scoring 65–100	0	120	156	0	1	10
Number Scoring 85–100	0	66	30	0	0	0
Percentage of Tested Scoring 55–100	0%	83%	88%	0%	40%	65%
Percentage of Tested Scoring 65–100	0%	74%	80%	0%	20%	59%
Percentage of Tested Scoring 85–100	0%	41%	15%	0%	0%	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	210	184	200	15	21	22
Number Scoring 55–100	206	168	167	12	18	16
Number Scoring 65–100	185	151	144	8	12	8
Number Scoring 85–100	74	54	38	1	0	1
Percentage of Tested Scoring 55–100	98%	91%	83%	80%	86%	73%
Percentage of Tested Scoring 65–100	88%	82%	72%	53%	57%	36%
Percentage of Tested Scoring 85–100	35%	29%	19%	7%	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	142	175	168	12	15	15
Number Scoring 55–100	127	164	167	6	12	14
Number Scoring 65–100	117	150	162	4	8	12
Number Scoring 85–100	53	35	86	1	0	3
Percentage of Tested Scoring 55–100	89%	94%	99%	50%	80%	93%
Percentage of Tested Scoring 65–100	82%	86%	96%	33%	53%	80%
Percentage of Tested Scoring 85–100	37%	20%	51%	8%	0%	20%

(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	145	162	157	5	9	14
Number Scoring 55–100	145	162	146	5	9	12
Number Scoring 65–100	141	150	142	3	7	10
Number Scoring 85–100	42	60	41	1	0	0
Percentage of Tested Scoring 55–100	100%	100%	93%	100%	100%	86%
Percentage of Tested Scoring 65–100	97%	93%	90%	60%	78%	71%
Percentage of Tested Scoring 85–100	29%	37%	26%	20%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	154	199	208	8	30	24
Number Scoring 55–100	151	190	187	7	27	17
Number Scoring 65–100	147	164	171	6	20	12
Number Scoring 85–100	72	65	81	2	4	0
Percentage of Tested Scoring 55–100	98%	95%	90%	88%	90%	71%
Percentage of Tested Scoring 65–100	95%	82%	82%	75%	67%	50%
Percentage of Tested Scoring 85–100	47%	33%	39%	25%	13%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		88	102		0	2
Number Scoring 55–100		88	97		0	#
Number Scoring 65–100		71	82		0	#
Number Scoring 85–100		18	19		0	#
Percentage of Tested Scoring 55–100		100%	95%		0%	#
Percentage of Tested Scoring 65–100		81%	80%		0%	#
Percentage of Tested Scoring 85–100		20%	19%		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	30	43	39	0	1	2
Number Scoring 55–100	30	42	37	0	#	#
Number Scoring 65–100	29	41	37	0	#	#
Number Scoring 85–100	11	16	27	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	95%	0%	#	#
Percentage of Tested Scoring 65–100	97%	95%	95%	0%	#	#
Percentage of Tested Scoring 85–100	37%	37%	69%	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	95	68	86	3	1	3
Number Scoring 55–100	95	65	83	#	#	#
Number Scoring 65–100	92	62	80	#	#	#
Number Scoring 85–100	38	20	42	#	#	#
Percentage of Tested Scoring 55–100	100%	96%	97%	#	#	#
Percentage of Tested Scoring 65–100	97%	91%	93%	#	#	#
Percentage of Tested Scoring 85–100	40%	29%	49%	#	#	#
<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	192	30	0	16	0	0
Number Scoring 55–100	148	20	0	7	0	0
Number Scoring 65–100	127	16	0	6	0	0
Number Scoring 85–100	46	2	0	2	0	0
Percentage of Tested Scoring 55–100	77%	67%	0%	44%	0%	0%
Percentage of Tested Scoring 65–100	66%	53%	0%	38%	0%	0%
Percentage of Tested Scoring 85–100	24%	7%	0%	12%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	125	111	0	1	5	0
Number Scoring 55–100	111	93	0	#	3	0
Number Scoring 65–100	104	88	0	#	2	0
Number Scoring 85–100	60	55	0	#	1	0
Percentage of Tested Scoring 55–100	89%	84%	0%	#	60%	0%
Percentage of Tested Scoring 65–100	83%	79%	0%	#	40%	0%
Percentage of Tested Scoring 85–100	48%	50%	0%	#	20%	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	59	100%	36	0%	25	92%
Students with Disabilities	6	100%	11	0%	4	#

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	142	6%	6%	80%	9%
	Students with Disabilities	29	21%	17%	62%	0%
	All Students	171	8%	8%	77%	8%

### 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	153	1%	21%	66%	12%
	Students with Disabilities	15	20%	53%	27%	0%
	All Students	168	2%	24%	63%	11%

(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	147	147	147	18	18	18	165	165	165
Number Scoring 55–64	7	5	5	4	2	1	11	7	6
Number Scoring 65–84	84	98	81	3	4	5	87	102	86
Number Scoring 85–100	52	34	58	2	0	1	54	34	59
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)