

New York State District Report Card Comprehensive Information Report

BEDS Code: 09-12-00-01-0000
 Name: Plattsburgh City School District
 Superintendent: Michelle M. Kavanaugh

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	30	29	32
Kindergarten	140	127	109
First	136	127	124
Second	111	122	129
Third	128	111	131
Fourth	137	135	109
Fifth	140	128	135
Sixth	156	154	138
Ungraded Elementary	67	93	78
Seventh	166	165	157
Eighth	181	164	165
Ninth	159	176	150
Tenth	168	171	170
Eleventh	153	181	178
Twelfth	175	156	173
Ungraded Secondary	59	62	77
Total K-12 Enrollment	2076	2072	2023

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	51	2.5%	48	2.3%	53	2.6%
Black (Not Hispanic)	104	5.0%	109	5.3%	116	5.7%
Hispanic	35	1.7%	38	1.8%	32	1.6%
White (Not Hispanic)	1886	90.8%	1877	90.6%	1822	90.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	15	15
Common Branch	19	19	19
English Grade 8	22	20	21
Mathematics Grade 8	19	15	17
Science Grade 8	19	17	16
Social Studies Grade 8	21	19	18
English Grade 10	18	22	21
Mathematics Grade 10	23	24	17
Science Grade 10	22	22	19
Social Studies Grade 10	17	23	16

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.3%	8	0.4%	11	0.5%
Eligible for Free Lunch	524	25.2%	512	24.7%	507	25.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.8%		94.4%		94.2%
Student Suspensions	66	3.1%	63	3.0%	84	4.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.7%	6.1%	6.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	204
Total Other Professional Staff	35
Total Paraprofessionals	46
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	138	82	59%	122	61	50%	129	75	58%
Students with Disabilities	17	0	0%	14	1	7%	17	3	18%
All Students	155	82	53%	136	62	46%	146	78	53%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	79	53	1	2	6	5
Percent	54%	36%	1%	1%	4%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
17	3	2	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	34		25		11	1.7%
	Entered GED Program*	2		1		15	2.3%
	Total Noncompleters	36		26		26	4.0%
Students with Disabilities	Dropped Out	7		3		3	2.9%
	Entered GED Program*	0		2		4	3.8%
	Total Noncompleters	7		5		7	6.7%
All Students	Dropped Out	41	5.8%	28	3.8%	14	1.9%
	Entered GED Program*	2	0.3%	3	0.4%	19	2.5%
	Total Noncompleters	43	6.1%	31	4.2%	33	4.4%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	187	396	388
	Number of Students with Disabilities	0	87	97
	Number of All Students	187	483	485
	Percent of Enrollment	35%	93%	98%
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 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	83	92%	61	85%	51	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	60	93%	60	93%	80	89%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	3	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	11	82%
Science	0	0%	1	#	20	90%
Reading	2	#	1	#	3	#
Writing	1	#	1	#	3	#
Global Studies	0	0%	2	#	6	50%
U.S. Hist & Gov't	1	#	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	86%	18	94%	28	79%
Science	16	13%	3	#	8	88%
Reading	0	0%	8	100%	26	96%
Writing	13	100%	9	78%	28	89%
Global Studies	8	75%	9	56%	6	50%
U.S. Hist & Gov't	5	40%	6	50%	8	25%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	151	170	168	20	24	5
Number Scoring 55-100	134	146	156	13	11	2
Number Scoring 65-100	114	132	142	7	6	2
Number Scoring 85-100	31	37	48	0	0	0
Percentage of Tested Scoring 55-100	89%	86%	93%	65%	46%	40%
Percentage of Tested Scoring 65-100	75%	78%	85%	35%	25%	40%
Percentage of Tested Scoring 85-100	21%	22%	29%	0%	0%	0%
Mathematics A						
Number Tested	71	194	174	15	17	19
Number Scoring 55-100	28	170	169	5	12	15
Number Scoring 65-100	12	150	156	1	11	12
Number Scoring 85-100	2	39	34	0	2	2
Percentage of Tested Scoring 55-100	39%	88%	97%	33%	71%	79%
Percentage of Tested Scoring 65-100	17%	77%	90%	7%	65%	63%
Percentage of Tested Scoring 85-100	3%	20%	20%	0%	12%	11%
Mathematics B						
Number Tested	0	0	110	0	0	2
Number Scoring 55-100	0	0	64	0	0	#
Number Scoring 65-100	0	0	44	0	0	#
Number Scoring 85-100	0	0	9	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	58%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	40%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	8%	0%	0%	#
Global History and Geography						
Number Tested	180	191	187	24	21	25
Number Scoring 55-100	166	168	177	20	16	23
Number Scoring 65-100	150	155	163	17	11	19
Number Scoring 85-100	35	56	74	1	0	4
Percentage of Tested Scoring 55-100	92%	88%	95%	83%	76%	92%
Percentage of Tested Scoring 65-100	83%	81%	87%	71%	52%	76%
Percentage of Tested Scoring 85-100	19%	29%	40%	4%	0%	16%
U.S. History and Government						
Number Tested	157	169	159	21	27	4
Number Scoring 55-100	147	163	156	17	24	#
Number Scoring 65-100	129	157	153	14	21	#
Number Scoring 85-100	46	73	97	0	4	#
Percentage of Tested Scoring 55-100	94%	96%	98%	81%	89%	#
Percentage of Tested Scoring 65-100	82%	93%	96%	67%	78%	#
Percentage of Tested Scoring 85-100	29%	43%	61%	0%	15%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	165	183	159	20	18	21
Number Scoring 55-100	163	180	156	19	16	19
Number Scoring 65-100	154	172	148	19	14	17
Number Scoring 85-100	51	67	59	2	2	3
Percentage of Tested Scoring 55-100	99%	98%	98%	95%	89%	90%
Percentage of Tested Scoring 65-100	93%	94%	93%	95%	78%	81%
Percentage of Tested Scoring 85-100	31%	37%	37%	10%	11%	14%
Physical Setting/Earth Science						
Number Tested	177	206	158	2	30	5
Number Scoring 55-100	171	200	156	#	28	5
Number Scoring 65-100	166	195	146	#	26	4
Number Scoring 85-100	86	117	65	#	8	1
Percentage of Tested Scoring 55-100	97%	97%	99%	#	93%	100%
Percentage of Tested Scoring 65-100	94%	95%	92%	#	87%	80%
Percentage of Tested Scoring 85-100	49%	57%	41%	#	27%	20%
Physical Setting/Chemistry						
Number Tested	102	121	138	2	6	6
Number Scoring 55-100	96	120	132	#	6	5
Number Scoring 65-100	72	80	98	#	5	2
Number Scoring 85-100	13	15	17	#	0	0
Percentage of Tested Scoring 55-100	94%	99%	96%	#	100%	83%
Percentage of Tested Scoring 65-100	71%	66%	71%	#	83%	33%
Percentage of Tested Scoring 85-100	13%	12%	12%	#	0%	0%
Physical Setting/Physics						
Number Tested			25			1
Number Scoring 55-100			18			#
Number Scoring 65-100			9			#
Number Scoring 85-100			1			#
Percentage of Tested Scoring 55-100			72%			#
Percentage of Tested Scoring 65-100			36%			#
Percentage of Tested Scoring 85-100			4%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	68	63	64	0	1	3
Number Scoring 55-100	67	63	63	0	#	#
Number Scoring 65-100	62	63	63	0	#	#
Number Scoring 85-100	27	51	39	0	#	#
Percentage of Tested Scoring 55-100	99%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	91%	100%	98%	0%	#	#
Percentage of Tested Scoring 85-100	40%	81%	61%	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	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%
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	59	71	57	1	3	4
Number Scoring 55-100	59	66	57	#	#	#
Number Scoring 65-100	59	64	56	#	#	#
Number Scoring 85-100	31	36	38	#	#	#
Percentage of Tested Scoring 55-100	100%	93%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	90%	98%	#	#	#
Percentage of Tested Scoring 85-100	53%	51%	67%	#	#	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	97	106	12	5	1	0
Number Scoring 55-100	82	85	8	3	#	0
Number Scoring 65-100	71	74	5	2	#	0
Number Scoring 85-100	37	27	1	0	#	0
Percentage of Tested Scoring 55-100	85%	80%	67%	60%	#	0%
Percentage of Tested Scoring 65-100	73%	70%	42%	40%	#	0%
Percentage of Tested Scoring 85-100	38%	25%	8%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	95%	18	100%	12	100%
Students with Disabilities	11	91%	9	56%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	110	0%	4%	69%	27%
	Students with Disabilities	34	38%	21%	38%	3%
	All Students	144	9%	8%	62%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	141	1%	30%	50%	19%
	Students with Disabilities	37	16%	76%	8%	0%
	All Students	178	4%	39%	42%	15%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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

2000 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	141	141	141	27	27	27	168	168	168
Number Scoring 55–64	3	0	5	2	3	1	5	3	6
Number Scoring 65–84	89	57	59	18	14	19	107	71	78
Number Scoring 85–100	36	69	70	1	3	2	37	72	72
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)