

New York State District Report Card Comprehensive Information Report

BEDS Code: 27-06-01-04-0000
 Name: Fonda-Fultonville Central School District
 Superintendent: Glenn G. Goodale

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	119	94	100
First	126	120	88
Second	110	130	119
Third	98	113	127
Fourth	131	99	108
Fifth	131	137	109
Sixth	138	130	136
Ungraded Elementary	0	0	0
Seventh	137	143	143
Eighth	152	131	148
Ninth	135	168	145
Tenth	123	126	157
Eleventh	103	114	119
Twelfth	136	97	105
Ungraded Secondary	0	0	2
Total K-12 Enrollment	1639	1602	1606

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	10	0.6%	18	1.1%	22	1.4%
Black (Not Hispanic)	6	0.4%	10	0.6%	6	0.4%
Hispanic	15	0.9%	19	1.2%	23	1.4%
White (Not Hispanic)	1608	98.1%	1555	97.1%	1555	96.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	16	20
Common Branch	20	20	20
English Grade 8	21	22	23
Mathematics Grade 8	21	19	22
Science Grade 8	21	20	22
Social Studies Grade 8	26	22	23
English Grade 10	21	17	20
Mathematics Grade 10	25	25	22
Science Grade 10	20	17	19
Social Studies Grade 10	21	18	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	3	0.2%
Eligible for Free Lunch	321	19.6%	299	18.7%	299	18.6%

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		95.4%		95.1%		95.3%
Student Suspensions	64	3.9%	38	2.3%	49	3.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.7%	9.4%	10.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	117
Total Other Professional Staff	10
Total Paraprofessionals	34
Teaching Out of Certification*	1

*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	113	84	74%	90	61	68%	81	68	84%
Students with Disabilities	8	0	0%	5	0	0%	10	2	20%
All Students	121	84	69%	95	61	64%	91	70	77%

*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	25	54	1	3	8	0
Percent	27%	59%	1%	3%	9%	0%

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)
10	2	8	18

*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	4		6		6	1.3%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	5		8		6	1.3%
Students with Disabilities	Dropped Out	1		0		2	3.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		2	3.8%
All Students	Dropped Out	5	1.0%	6	1.2%	8	1.5%
	Entered GED Program*	1	0.2%	2	0.4%	0	0.0%
	Total Noncompleters	6	1.2%	8	1.6%	8	1.5%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	24	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	0	0%	88	91%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	0	0%	0	0%	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	7	57%	3	#	20	75%
Science	4	#	2	#	16	69%
Reading	4	#	1	#	3	#
Writing	3	#	1	#	4	#
Global Studies	4	#	0	0%	1	#
U.S. Hist & Gov't	2	#	2	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	37%	25	60%	6	67%
Science	17	65%	21	48%	5	40%
Reading	7	86%	15	80%	12	8%
Writing	6	67%	14	86%	12	0%
Global Studies	9	67%	15	27%	12	17%
U.S. Hist & Gov't	4	#	13	92%	9	22%

(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	94	100	96	2	14	9
Number Scoring 55-100	91	85	86	#	3	3
Number Scoring 65-100	86	82	81	#	3	1
Number Scoring 85-100	49	28	39	#	0	0
Percentage of Tested Scoring 55-100	97%	85%	90%	#	21%	33%
Percentage of Tested Scoring 65-100	91%	82%	84%	#	21%	11%
Percentage of Tested Scoring 85-100	52%	28%	41%	#	0%	0%
Mathematics A						
Number Tested	81	105	123	4	7	5
Number Scoring 55-100	77	98	121	#	4	3
Number Scoring 65-100	65	93	120	#	4	3
Number Scoring 85-100	20	29	75	#	0	0
Percentage of Tested Scoring 55-100	95%	93%	98%	#	57%	60%
Percentage of Tested Scoring 65-100	80%	89%	98%	#	57%	60%
Percentage of Tested Scoring 85-100	25%	28%	61%	#	0%	0%
Mathematics B						
Number Tested	0	0	33	0	0	1
Number Scoring 55-100	0	0	33	0	0	#
Number Scoring 65-100	0	0	33	0	0	#
Number Scoring 85-100	0	0	8	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	24%	0%	0%	#
Global History and Geography						
Number Tested	105	99	152	4	4	11
Number Scoring 55-100	95	92	142	#	#	6
Number Scoring 65-100	89	87	123	#	#	3
Number Scoring 85-100	40	59	50	#	#	1
Percentage of Tested Scoring 55-100	90%	93%	93%	#	#	55%
Percentage of Tested Scoring 65-100	85%	88%	81%	#	#	27%
Percentage of Tested Scoring 85-100	38%	60%	33%	#	#	9%
U.S. History and Government						
Number Tested	95	98	100	4	9	9
Number Scoring 55-100	94	95	93	#	8	3
Number Scoring 65-100	85	93	87	#	7	2
Number Scoring 85-100	31	56	48	#	2	1
Percentage of Tested Scoring 55-100	99%	97%	93%	#	89%	33%
Percentage of Tested Scoring 65-100	89%	95%	87%	#	78%	22%
Percentage of Tested Scoring 85-100	33%	57%	48%	#	22%	11%

(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	96	95	131	3	2	5
Number Scoring 55-100	94	95	131	#	#	5
Number Scoring 65-100	92	93	129	#	#	4
Number Scoring 85-100	38	39	57	#	#	1
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	96%	98%	98%	#	#	80%
Percentage of Tested Scoring 85-100	40%	41%	44%	#	#	20%
Physical Setting/Earth Science						
Number Tested	127	144	129	7	8	6
Number Scoring 55-100	113	142	116	5	8	3
Number Scoring 65-100	102	132	108	2	6	2
Number Scoring 85-100	42	44	34	1	0	0
Percentage of Tested Scoring 55-100	89%	99%	90%	71%	100%	50%
Percentage of Tested Scoring 65-100	80%	92%	84%	29%	75%	33%
Percentage of Tested Scoring 85-100	33%	31%	26%	14%	0%	0%
Physical Setting/Chemistry						
Number Tested	45	47	46	1	1	1
Number Scoring 55-100	44	46	45	#	#	#
Number Scoring 65-100	33	39	43	#	#	#
Number Scoring 85-100	9	12	13	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	73%	83%	93%	#	#	#
Percentage of Tested Scoring 85-100	20%	26%	28%	#	#	#
Physical Setting/Physics						
Number Tested			11			0
Number Scoring 55-100			11			0
Number Scoring 65-100			8			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			73%			0%
Percentage of Tested Scoring 85-100			9%			0%

* 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	11	13	16	0	0	0
Number Scoring 55-100	11	13	16	0	0	0
Number Scoring 65-100	9	12	15	0	0	0
Number Scoring 85-100	4	4	10	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	82%	92%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	31%	62%	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	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	54	40	67	0	0	0
Number Scoring 55-100	53	40	67	0	0	0
Number Scoring 65-100	50	40	67	0	0	0
Number Scoring 85-100	28	27	44	0	0	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	68%	66%	0%	0%	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)

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	52	32	0	0	1	0
Number Scoring 55-100	49	25	0	0	#	0
Number Scoring 65-100	48	25	0	0	#	0
Number Scoring 85-100	26	15	0	0	#	0
Percentage of Tested Scoring 55-100	94%	78%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	92%	78%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	50%	47%	0%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	48	98%	69	51%	0	0%
Students with Disabilities	19	100%	12	50%	0	0%

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	100	13%	16%	63%	8%
	Students with Disabilities	7	14%	29%	57%	0%
	All Students	107	13%	17%	63%	7%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	129	2%	40%	52%	6%
	Students with Disabilities	15	20%	47%	33%	0%
	All Students	144	4%	40%	50%	6%

(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	86	86	86	19	19	19	105	105	105
Number Scoring 55–64	6	1	4	0	2	2	6	3	6
Number Scoring 65–84	34	30	41	5	3	5	39	33	46
Number Scoring 85–100	39	48	38	0	2	0	39	50	38
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			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 2-4)						
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 5-6)						
Number Tested			1			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			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 – 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			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 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)