

New York State District Report Card Comprehensive Information Report

BEDS Code: 27-07-01-04-0000
 Name: Fort Plain Central School District
 Superintendent: Douglas C. Burton

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	26
Kindergarten	64	60	73
First	63	71	67
Second	56	64	68
Third	62	61	60
Fourth	63	68	65
Fifth	69	68	72
Sixth	83	76	68
Ungraded Elementary	0	0	0
Seventh	81	90	81
Eighth	70	73	83
Ninth	71	74	84
Tenth	72	68	78
Eleventh	85	71	59
Twelfth	54	87	75
Ungraded Secondary	0	0	0
Total K-12 Enrollment	893	931	933

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	11	1.2%	15	1.6%	11	1.2%
Black (Not Hispanic)	4	0.4%	7	0.8%	7	0.8%
Hispanic	3	0.3%	2	0.2%	14	1.5%
White (Not Hispanic)	875	98.0%	907	97.4%	901	96.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	13	16
Common Branch	14	17	18
English Grade 8	20	16	18
Mathematics Grade 8	15	16	18
Science Grade 8	20	19	23
Social Studies Grade 8	20	20	24
English Grade 10	23	21	22
Mathematics Grade 10	15	18	13
Science Grade 10	19	25	28
Social Studies Grade 10	18	20	17

(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
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%	2	0.2%	2	0.2%
Eligible for Free Lunch	227	25.4%	226	24.3%	283	30.3%

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		95.0%		95.0%		95.2%
Student Suspensions	25	2.7%	27	3.0%	54	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	12.5%	11.7%	12.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	86
Total Other Professional Staff	11
Total Paraprofessionals	41
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 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	46	26	57%	58	39	67%	54	32	59%
Students with Disabilities	2	0	0%	7	2	29%	3	0	0%
All Students	48	26	54%	65	41	63%	57	32	56%

*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	18	26	2	3	5	3
Percent	32%	46%	4%	5%	9%	5%

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)
3	0	1	4

*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	0		0		3	1.1%
	Entered GED Program*	0		10		2	0.8%
	Total Noncompleters	0		10		5	1.9%
Students with Disabilities	Dropped Out	0		0		5	8.1%
	Entered GED Program*	0		0		1	1.6%
	Total Noncompleters	0		0		6	9.7%
All Students	Dropped Out	0	0.0%	0	0.0%	8	2.5%
	Entered GED Program*	0	0.0%	10	3.3%	3	0.9%
	Total Noncompleters	0	0.0%	10	3.3%	11	3.4%

*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	70	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	70	0	0
	Percent of Enrollment	30%	0%	0%
9-12	Number of General-Education Students	200	14	9
	Number of Students with Disabilities	0	8	3
	Number of All Students	200	22	12
	Percent of Enrollment	71%	7%	4%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	9		
Completed and Passed Regents Exams	9	100%	77%
Completed and had Course Average of 75% or More	9	100%	81%
Completed and Attained a HS Diploma or Equivalent	9	100%	96%
Completed and Whose Status is Known	9		
Completed and Were Successfully Placed	7	78%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	5	56%	30%
Underrepresented Gender Members Who Completed	2	67%	19%

Enrollment data are for the 2003-2004 school year; completer 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	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	61	97%	5	100%	69	97%

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	2	#	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	0	0%	5	100%	7	86%
Science	1	#	7	57%	6	33%
Reading	1	#	1	#	6	83%
Writing	1	#	1	#	6	100%
Global Studies	1	#	6	17%	4	#
U.S. Hist & Gov't	1	#	3	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	75%	12	83%	14	64%
Science	20	95%	6	17%	17	59%
Reading	7	100%	6	67%	9	89%
Writing	6	67%	7	29%	8	50%
Global Studies	10	90%	18	11%	13	46%
U.S. Hist & Gov't	7	86%	10	10%	4	#

(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	81	84	66	7	10	8
Number Scoring 55-100	65	65	59	2	1	4
Number Scoring 65-100	51	64	53	1	1	3
Number Scoring 85-100	24	21	28	0	0	1
Percentage of Tested Scoring 55-100	80%	77%	89%	29%	10%	50%
Percentage of Tested Scoring 65-100	63%	76%	80%	14%	10%	38%
Percentage of Tested Scoring 85-100	30%	25%	42%	0%	0%	12%
Mathematics A						
Number Tested	54	68	69	1	4	3
Number Scoring 55-100	34	54	67	#	#	#
Number Scoring 65-100	22	44	67	#	#	#
Number Scoring 85-100	5	11	24	#	#	#
Percentage of Tested Scoring 55-100	63%	79%	97%	#	#	#
Percentage of Tested Scoring 65-100	41%	65%	97%	#	#	#
Percentage of Tested Scoring 85-100	9%	16%	35%	#	#	#
Mathematics B						
Number Tested	0	0	27	0	0	0
Number Scoring 55-100	0	0	22	0	0	0
Number Scoring 65-100	0	0	18	0	0	0
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	15%	0%	0%	0%
Global History and Geography						
Number Tested	58	78	72	11	14	11
Number Scoring 55-100	46	63	63	4	3	4
Number Scoring 65-100	29	59	56	0	3	4
Number Scoring 85-100	8	15	20	0	0	0
Percentage of Tested Scoring 55-100	79%	81%	88%	36%	21%	36%
Percentage of Tested Scoring 65-100	50%	76%	78%	0%	21%	36%
Percentage of Tested Scoring 85-100	14%	19%	28%	0%	0%	0%
U.S. History and Government						
Number Tested	80	82	55	7	14	5
Number Scoring 55-100	69	70	49	2	7	3
Number Scoring 65-100	52	60	43	2	4	2
Number Scoring 85-100	15	23	24	0	0	0
Percentage of Tested Scoring 55-100	86%	85%	89%	29%	50%	60%
Percentage of Tested Scoring 65-100	65%	73%	78%	29%	29%	40%
Percentage of Tested Scoring 85-100	19%	28%	44%	0%	0%	0%

(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	61	55	64	6	5	12
Number Scoring 55-100	58	55	63	5	5	11
Number Scoring 65-100	53	51	62	4	3	11
Number Scoring 85-100	22	19	25	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	98%	83%	100%	92%
Percentage of Tested Scoring 65-100	87%	93%	97%	67%	60%	92%
Percentage of Tested Scoring 85-100	36%	35%	39%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	61	73	65	6	2	8
Number Scoring 55-100	55	68	56	4	#	4
Number Scoring 65-100	45	58	48	0	#	3
Number Scoring 85-100	14	20	12	0	#	0
Percentage of Tested Scoring 55-100	90%	93%	86%	67%	#	50%
Percentage of Tested Scoring 65-100	74%	79%	74%	0%	#	38%
Percentage of Tested Scoring 85-100	23%	27%	18%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	65	18	37	1	0	1
Number Scoring 55-100	54	17	35	#	0	#
Number Scoring 65-100	27	16	22	#	0	#
Number Scoring 85-100	4	5	2	#	0	#
Percentage of Tested Scoring 55-100	83%	94%	95%	#	0%	#
Percentage of Tested Scoring 65-100	42%	89%	59%	#	0%	#
Percentage of Tested Scoring 85-100	6%	28%	5%	#	0%	#
Physical Setting/Physics						
Number Tested			7			0
Number Scoring 55-100			7			0
Number Scoring 65-100			6			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			86%			0%
Percentage of Tested Scoring 85-100			43%			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	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 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	51	69	62	0	0	2
Number Scoring 55-100	51	69	62	0	0	#
Number Scoring 65-100	51	69	62	0	0	#
Number Scoring 85-100	33	63	55	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	65%	91%	89%	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	35	24	1	0	0	0
Number Scoring 55-100	29	21	#	0	0	0
Number Scoring 65-100	26	20	#	0	0	0
Number Scoring 85-100	7	6	#	0	0	0
Percentage of Tested Scoring 55-100	83%	88%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	74%	83%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	25%	#	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	10	100%	24	100%	15	87%
Students with Disabilities	12	92%	5	20%	9	22%

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	51	0%	0%	59%	41%
	Students with Disabilities	18	28%	28%	44%	0%
	All Students	69	7%	7%	55%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	70	1%	40%	53%	6%
	Students with Disabilities	11	9%	73%	18%	0%
	All Students	81	2%	44%	48%	5%

(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	1	1	#	#	#	#
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	59	59	59	10	10	10	69	69	69
Number Scoring 55–64	13	0	2	2	0	1	15	0	3
Number Scoring 65–84	16	3	26	0	0	2	16	3	28
Number Scoring 85–100	8	0	19	0	0	0	8	0	19
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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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			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 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)