

# New York State District Report Card Comprehensive Information Report

BEDS Code: 46-05-00-01-0000  
 Name: Fulton City School District  
 Superintendent: Michael J. Egan

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	314	263	287
First	335	329	285
Second	305	280	314
Third	283	312	258
Fourth	298	290	306
Fifth	327	281	305
Sixth	316	323	303
Ungraded Elementary	24	19	0
Seventh	303	325	325
Eighth	283	306	334
Ninth	304	299	300
Tenth	294	271	297
Eleventh	302	272	275
Twelfth	285	279	286
Ungraded Secondary	32	7	0
Total K-12 Enrollment	4005	3856	3875

## 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	23	0.6%	18	0.5%	20	0.5%
Black (Not Hispanic)	51	1.3%	55	1.4%	55	1.4%
Hispanic	62	1.5%	83	2.2%	91	2.3%
White (Not Hispanic)	3869	96.6%	3700	96.0%	3709	95.7%

## Average Class Size

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

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	18	0.5%	24	0.6%	4	0.1%
<b>Eligible for Free Lunch</b>	1173	29.3%	1301	33.7%	1239	32.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.2%		94.2%		94.1%
<b>Student Suspensions</b>	177	4.3%	112	2.8%	181	4.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	10.3%	11.7%	9.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	299
Total Other Professional Staff	28
Total Paraprofessionals	74
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	201	124	62%	215	130	60%	190	134	71%
Students with Disabilities	12	2	17%	8	1	12%	16	6	38%
All Students	213	126	59%	223	131	59%	206	140	68%

\*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	96	64	0	11	16	19
Percent	47%	31%	0%	5%	8%	9%

## 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)
16	6	12	28

\*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	65		4		50	4.7%
	Entered GED Program*	0		2		25	2.3%
	Total Noncompleters	65		6		75	7.0%
Students with Disabilities	Dropped Out	19		2		11	6.8%
	Entered GED Program*	0		1		6	3.7%
	Total Noncompleters	19		3		17	10.6%
All Students	Dropped Out	84	7.1%	6	0.5%	61	4.9%
	Entered GED Program*	0	0.0%	3	0.3%	31	2.5%
	Total Noncompleters	84	7.1%	9	0.8%	92	7.4%

\*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	283	269	571
	Number of Students with Disabilities	0	37	88
	Number of All Students	283	306	659
	Percent of Enrollment	31%	32%	69%
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; 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	85	67%	68	82%	92	72%
German	25	92%	37	89%	30	93%
Italian	0	0%	0	0%	0	0%
Latin	25	44%	20	65%	20	15%
Spanish	105	74%	115	88%	124	67%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	6	40%
German	0	0%	0	0%	5	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	2	#	10	20%

# 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%	0	0%	2	#
Science	2	#	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	11	82%	4	#
Science	2	#	14	50%	3	#
Reading	0	0%	3	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	1	#	4	#	8	63%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	256	246	250	10	19	18
Number Scoring 55-100	252	229	236	10	16	13
Number Scoring 65-100	217	220	214	7	15	8
Number Scoring 85-100	100	96	98	1	2	1
Percentage of Tested Scoring 55-100	98%	93%	94%	100%	84%	72%
Percentage of Tested Scoring 65-100	85%	89%	86%	70%	79%	44%
Percentage of Tested Scoring 85-100	39%	39%	39%	10%	11%	6%
<b>Mathematics A</b>						
Number Tested	303	260	286	22	17	20
Number Scoring 55-100	243	210	278	13	10	17
Number Scoring 65-100	192	164	256	9	5	10
Number Scoring 85-100	67	24	50	3	0	0
Percentage of Tested Scoring 55-100	80%	81%	97%	59%	59%	85%
Percentage of Tested Scoring 65-100	63%	63%	90%	41%	29%	50%
Percentage of Tested Scoring 85-100	22%	9%	17%	14%	0%	0%
<b>Mathematics B</b>						
Number Tested	22	11	61	1	0	1
Number Scoring 55-100	22	9	59	#	0	#
Number Scoring 65-100	20	2	51	#	0	#
Number Scoring 85-100	0	0	19	#	0	#
Percentage of Tested Scoring 55-100	100%	82%	97%	#	0%	#
Percentage of Tested Scoring 65-100	91%	18%	84%	#	0%	#
Percentage of Tested Scoring 85-100	0%	0%	31%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	253	262	273	22	17	25
Number Scoring 55-100	240	230	240	21	12	16
Number Scoring 65-100	218	207	202	20	10	10
Number Scoring 85-100	79	93	78	2	1	1
Percentage of Tested Scoring 55-100	95%	88%	88%	95%	71%	64%
Percentage of Tested Scoring 65-100	86%	79%	74%	91%	59%	40%
Percentage of Tested Scoring 85-100	31%	35%	29%	9%	6%	4%
<b>U.S. History and Government</b>						
Number Tested	288	240	237	12	20	14
Number Scoring 55-100	282	238	221	11	19	14
Number Scoring 65-100	236	223	205	7	16	9
Number Scoring 85-100	81	122	103	0	6	2
Percentage of Tested Scoring 55-100	98%	99%	93%	92%	95%	100%
Percentage of Tested Scoring 65-100	82%	93%	86%	58%	80%	64%
Percentage of Tested Scoring 85-100	28%	51%	43%	0%	30%	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	250	239	226	17	19	17
Number Scoring 55-100	246	225	211	17	12	16
Number Scoring 65-100	244	222	203	16	12	13
Number Scoring 85-100	114	77	67	4	2	2
Percentage of Tested Scoring 55-100	98%	94%	93%	100%	63%	94%
Percentage of Tested Scoring 65-100	98%	93%	90%	94%	63%	76%
Percentage of Tested Scoring 85-100	46%	32%	30%	24%	11%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	277	312	357	21	34	24
Number Scoring 55-100	256	253	277	18	18	13
Number Scoring 65-100	223	220	229	13	12	7
Number Scoring 85-100	70	65	66	2	0	0
Percentage of Tested Scoring 55-100	92%	81%	78%	86%	53%	54%
Percentage of Tested Scoring 65-100	81%	71%	64%	62%	35%	29%
Percentage of Tested Scoring 85-100	25%	21%	18%	10%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	191	189	178	4	5	9
Number Scoring 55-100	163	168	141	#	4	5
Number Scoring 65-100	111	129	97	#	4	2
Number Scoring 85-100	14	29	19	#	0	0
Percentage of Tested Scoring 55-100	85%	89%	79%	#	80%	56%
Percentage of Tested Scoring 65-100	58%	68%	54%	#	80%	22%
Percentage of Tested Scoring 85-100	7%	15%	11%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			34			1
Number Scoring 55-100			33			#
Number Scoring 65-100			32			#
Number Scoring 85-100			8			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			94%			#
Percentage of Tested Scoring 85-100			24%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	43	75	37	0	0	0
Number Scoring 55-100	43	74	36	0	0	0
Number Scoring 65-100	43	71	36	0	0	0
Number Scoring 85-100	17	41	20	0	0	0
Percentage of Tested Scoring 55-100	100%	99%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	95%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	55%	54%	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	22	41	15	0	0	0
Number Scoring 55-100	22	40	14	0	0	0
Number Scoring 65-100	22	40	14	0	0	0
Number Scoring 85-100	6	23	8	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	98%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	56%	53%	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	73	104	66	0	0	0
Number Scoring 55-100	73	104	64	0	0	0
Number Scoring 65-100	73	102	64	0	0	0
Number Scoring 85-100	54	73	37	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	98%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	74%	70%	56%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	9	19	11	0	0	0
Number Scoring 55-100	7	19	10	0	0	0
Number Scoring 65-100	6	17	9	0	0	0
Number Scoring 85-100	3	4	1	0	0	0
Percentage of Tested Scoring 55-100	78%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	89%	82%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	21%	9%	0%	0%	0%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	191	138	7	2	3	0
Number Scoring 55-100	161	93	4	#	#	0
Number Scoring 65-100	145	82	2	#	#	0
Number Scoring 85-100	51	7	0	#	#	0
Percentage of Tested Scoring 55-100	84%	67%	57%	#	#	0%
Percentage of Tested Scoring 65-100	76%	59%	29%	#	#	0%
Percentage of Tested Scoring 85-100	27%	5%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	120	95%	95	84%	117	78%
Students with Disabilities	16	100%	19	53%	8	75%

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
<b>Nov 2003</b>	General-Education Students	263	8%	5%	60%	28%
	Students with Disabilities	34	29%	21%	41%	9%
	All Students	297	10%	7%	58%	26%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	279	2%	40%	49%	9%
	Students with Disabilities	43	19%	72%	9%	0%
	All Students	322	4%	44%	44%	8%

(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
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	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

## 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	226	226	226	26	26	26	252	252	252
Number Scoring 55–64	9	5	3	0	1	0	9	6	3
Number Scoring 65–84	122	78	126	17	10	15	139	88	141
Number Scoring 85–100	77	113	87	2	7	4	79	120	91
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
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)