

New York State School Report Card Comprehensive Information Report

BEDS Code: 27-06-01-04-0002

Grade Range : 9-12

Name: Fonda-Fultonville Senior High School

Principal: Jay Detraglia

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	130	135	168
Tenth	122	123	126
Eleventh	142	103	114
Twelfth	115	136	97
Ungraded Secondary	0	0	0
Total K-12 Enrollment	509	497	505

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	1	0.2%	1	0.2%	2	0.4%
Black (Not Hispanic)	2	0.4%	4	0.8%	2	0.4%
Hispanic	2	0.4%	3	0.6%	4	0.8%
White (Not Hispanic)	504	99.0%	489	98.4%	497	98.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	12	16
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	21	17
Mathematics Grade 10	24	25	25
Science Grade 10	20	20	17
Social Studies Grade 10	17	0	19

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	58	11.4%	54	10.9%	54	10.7%

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		93.7%		94.3%		94.1%
Student Suspensions	29	5.2%	25	4.9%	7	1.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.7%	8.8%	6.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	97%	99%

Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*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	90	64	71%	113	84	74%	90	61	68%
Students with Disabilities	8	1	12%	8	0	0%	5	0	0%
All Students	98	65	66%	121	84	69%	95	61	64%

*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	45	35	0	2	11	2
Percent	47%	37%	0%	2%	12%	2%

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)
5	0	2	7

*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			4		6	
	Entered GED Program*			1		2	
	Total Noncompleters			5		8	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	18	3.5%	5	1.0%	6	1.2%
	Entered GED Program*	22	4.3%	1	0.2%	2	0.4%
	Total Noncompleters	40	7.9%	6	1.2%	8	1.6%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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%	7	57%	3	#
Science	2	#	4	#	2	#
Reading	0	0%	4	#	1	#
Writing	0	0%	3	#	1	#
Global Studies	2	#	4	#	0	0%
U.S. Hist & Gov't	1	#	2	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	61%	19	37%	25	60%
Science	17	47%	17	65%	21	48%
Reading	13	69%	7	86%	15	80%
Writing	11	91%	6	67%	14	86%
Global Studies	15	13%	9	67%	15	27%
U.S. Hist & Gov't	6	33%	4	#	13	92%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	128	94	100	13	2	14
Number Scoring 55–100	120	91	85	8	#	3
Number Scoring 65–100	113	86	82	4	#	3
Number Scoring 85–100	62	49	28	0	#	0
Percentage of Tested Scoring 55–100	94%	97%	85%	62%	#	21%
Percentage of Tested Scoring 65–100	88%	91%	82%	31%	#	21%
Percentage of Tested Scoring 85–100	48%	52%	28%	0%	#	0%
Mathematics A						
Number Tested	115	81	105	6	4	7
Number Scoring 55–100	95	77	98	5	#	4
Number Scoring 65–100	79	65	93	3	#	4
Number Scoring 85–100	29	20	29	0	#	0
Percentage of Tested Scoring 55–100	83%	95%	93%	83%	#	57%
Percentage of Tested Scoring 65–100	69%	80%	89%	50%	#	57%
Percentage of Tested Scoring 85–100	25%	25%	28%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	118	105	99	18	4	4
Number Scoring 55–100	108	95	92	9	#	#
Number Scoring 65–100	97	89	87	4	#	#
Number Scoring 85–100	44	40	59	0	#	#
Percentage of Tested Scoring 55–100	92%	90%	93%	50%	#	#
Percentage of Tested Scoring 65–100	82%	85%	88%	22%	#	#
Percentage of Tested Scoring 85–100	37%	38%	60%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	127	95	98	13	4	9
Number Scoring 55–100	118	94	95	7	#	8
Number Scoring 65–100	108	85	93	4	#	7
Number Scoring 85–100	69	31	56	1	#	2
Percentage of Tested Scoring 55–100	93%	99%	97%	54%	#	89%
Percentage of Tested Scoring 65–100	85%	89%	95%	31%	#	78%
Percentage of Tested Scoring 85–100	54%	33%	57%	8%	#	22%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	104	96	95	5	3	2
Number Scoring 55–100	104	94	95	5	#	#
Number Scoring 65–100	100	92	93	5	#	#
Number Scoring 85–100	23	38	39	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	#	#
Percentage of Tested Scoring 65–100	96%	96%	98%	100%	#	#
Percentage of Tested Scoring 85–100	22%	40%	41%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	91	123	144	4	7	8
Number Scoring 55–100	81	109	142	#	5	8
Number Scoring 65–100	71	98	132	#	2	6
Number Scoring 85–100	27	39	44	#	1	0
Percentage of Tested Scoring 55–100	89%	89%	99%	#	71%	100%
Percentage of Tested Scoring 65–100	78%	80%	92%	#	29%	75%
Percentage of Tested Scoring 85–100	30%	32%	31%	#	14%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		45	47		1	1
Number Scoring 55–100		44	46		#	#
Number Scoring 65–100		33	39		#	#
Number Scoring 85–100		9	12		#	#
Percentage of Tested Scoring 55–100		98%	98%		#	#
Percentage of Tested Scoring 65–100		73%	83%		#	#
Percentage of Tested Scoring 85–100		20%	26%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	16	11	13	0	0	0
Number Scoring 55–100	16	11	13	0	0	0
Number Scoring 65–100	15	9	12	0	0	0
Number Scoring 85–100	12	4	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	82%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	36%	31%	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	52	54	40	0	0	0
Number Scoring 55–100	51	53	40	0	0	0
Number Scoring 65–100	50	50	40	0	0	0
Number Scoring 85–100	27	28	27	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	52%	68%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	1	0	0	1	0	0
Number Scoring 55–100	#	0	0	#	0	0
Number Scoring 65–100	#	0	0	#	0	0
Number Scoring 85–100	#	0	0	#	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	67	52	32	0	0	1
Number Scoring 55–100	63	49	25	0	0	#
Number Scoring 65–100	58	48	25	0	0	#
Number Scoring 85–100	25	26	15	0	0	#
Percentage of Tested Scoring 55–100	94%	94%	78%	0%	0%	#
Percentage of Tested Scoring 65–100	87%	92%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	37%	50%	47%	0%	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	48	100%	48	98%	69	51%
Students with Disabilities	18	78%	19	100%	12	50%

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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	91	91	91	7	7	7	98	98	98
Number Scoring 55–64	1	8	2	0	0	1	1	8	3
Number Scoring 65–84	39	44	49	3	4	3	42	48	52
Number Scoring 85–100	36	32	34	0	0	0	36	32	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)