

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-05-02-04-0001
 Name: Fort Ann Central School
 Principal: Glenn Remington

Grade Range : PK-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	25	22	32
Kindergarten	42	36	32
First	45	42	38
Second	42	41	38
Third	40	48	50
Fourth	41	38	44
Fifth	43	41	40
Sixth	47	43	41
Ungraded Elementary	19	20	18
Seventh	64	54	43
Eighth	66	63	48
Ninth	66	64	62
Tenth	59	53	52
Eleventh	35	52	51
Twelfth	44	29	51
Ungraded Secondary	0	0	6
Total K-12 Enrollment	653	624	614

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	4	0.6%	2	0.3%	2	0.3%
Black (Not Hispanic)	3	0.5%	4	0.6%	2	0.3%
Hispanic	7	1.1%	9	1.4%	14	2.3%
White (Not Hispanic)	639	97.9%	609	97.6%	596	97.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	18	16
Common Branch	21	21	21
English Grade 8	21	21	8
Mathematics Grade 8	20	21	16
Science Grade 8	21	21	16
Social Studies Grade 8	21	20	16
English Grade 10	19	18	18
Mathematics Grade 10	17	0	17
Science Grade 10	17	18	17
Social Studies Grade 10	20	17	17

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	2	0.3%	5	0.8%	6	0.9%
Eligible for Free Lunch	108	16.5%	97	15.5%	89	14.5%

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		96.0%		96.1%		96.3%
Student Suspensions	22	3.5%	16	2.5%	7	1.1%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	10.7%	8.2%	4.9%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	52
Total Other Professional Staff	10
Total Paraprofessionals	NA
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	40	22	55%	23	7	30%	44	21	48%
Students with Disabilities	2	0	0%	5	0	0%	5	3	60%
All Students	42	22	52%	28	7	25%	49	24	49%

*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	15	21	1	2	9	1
Percent	31%	43%	2%	4%	18%	2%

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)
5	3	0	5

*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	9		3		3	1.6%
	Entered GED Program*	0		0		2	1.1%
	Total Noncompleters	9		3		5	2.6%
Students with Disabilities	Dropped Out	0		4		0	0.0%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	0		6		0	0.0%
All Students	Dropped Out	9	4.4%	7	3.5%	3	1.3%
	Entered GED Program*	0	0.0%	2	1.0%	2	0.9%
	Total Noncompleters	9	4.4%	9	4.5%	5	2.2%

*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	11%	12%	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	0	0	0
	Number of Students with Disabilities	22	24	22
	Number of All Students	22	24	22
	Percent of Enrollment	12%	15%	16%
9-12	Number of General-Education Students	169	169	165
	Number of Students with Disabilities	28	29	32
	Number of All Students	197	198	197
	Percent of Enrollment	97%	100%	89%

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	27	78%	27	59%	20	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	33	91%	32	97%	20	50%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
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%	2	#

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%	0	0%
Science	0	0%	3	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	5	80%
Reading	0	0%	2	#	1	#
Writing	1	#	1	#	1	#
Global Studies	0	0%	4	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(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	31	53	52	4	7	5
Number Scoring 55-100	29	53	50	#	7	4
Number Scoring 65-100	26	46	43	#	5	1
Number Scoring 85-100	8	16	23	#	0	0
Percentage of Tested Scoring 55-100	94%	100%	96%	#	100%	80%
Percentage of Tested Scoring 65-100	84%	87%	83%	#	71%	20%
Percentage of Tested Scoring 85-100	26%	30%	44%	#	0%	0%
Mathematics A						
Number Tested	6	70	63	0	7	10
Number Scoring 55-100	1	54	63	0	2	10
Number Scoring 65-100	0	43	56	0	2	8
Number Scoring 85-100	0	20	20	0	0	0
Percentage of Tested Scoring 55-100	17%	77%	100%	0%	29%	100%
Percentage of Tested Scoring 65-100	0%	61%	89%	0%	29%	80%
Percentage of Tested Scoring 85-100	0%	29%	32%	0%	0%	0%
Mathematics B						
Number Tested	0	0	2	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%
Global History and Geography						
Number Tested	56	58	56	6	7	9
Number Scoring 55-100	54	52	49	6	5	7
Number Scoring 65-100	45	48	40	4	3	5
Number Scoring 85-100	11	18	15	0	0	0
Percentage of Tested Scoring 55-100	96%	90%	88%	100%	71%	78%
Percentage of Tested Scoring 65-100	80%	83%	71%	67%	43%	56%
Percentage of Tested Scoring 85-100	20%	31%	27%	0%	0%	0%
U.S. History and Government						
Number Tested	41	55	51	5	7	6
Number Scoring 55-100	40	54	50	5	7	5
Number Scoring 65-100	27	51	40	2	5	1
Number Scoring 85-100	4	16	17	0	1	0
Percentage of Tested Scoring 55-100	98%	98%	98%	100%	100%	83%
Percentage of Tested Scoring 65-100	66%	93%	78%	40%	71%	17%
Percentage of Tested Scoring 85-100	10%	29%	33%	0%	14%	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	63	59	56	7	2	6
Number Scoring 55-100	62	56	49	6	#	3
Number Scoring 65-100	58	49	44	6	#	3
Number Scoring 85-100	3	5	6	0	#	0
Percentage of Tested Scoring 55-100	98%	95%	88%	86%	#	50%
Percentage of Tested Scoring 65-100	92%	83%	79%	86%	#	50%
Percentage of Tested Scoring 85-100	5%	8%	11%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	49	53	47	4	5	8
Number Scoring 55-100	47	45	41	#	4	7
Number Scoring 65-100	41	39	32	#	3	2
Number Scoring 85-100	6	18	8	#	0	0
Percentage of Tested Scoring 55-100	96%	85%	87%	#	80%	88%
Percentage of Tested Scoring 65-100	84%	74%	68%	#	60%	25%
Percentage of Tested Scoring 85-100	12%	34%	17%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	12	17	19	0	1	0
Number Scoring 55-100	11	14	18	0	#	0
Number Scoring 65-100	5	11	15	0	#	0
Number Scoring 85-100	1	1	4	0	#	0
Percentage of Tested Scoring 55-100	92%	82%	95%	0%	#	0%
Percentage of Tested Scoring 65-100	42%	65%	79%	0%	#	0%
Percentage of Tested Scoring 85-100	8%	6%	21%	0%	#	0%
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55-100			6			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			100%			0%
Percentage of Tested Scoring 85-100			50%			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	32	8	0	0	0
Number Scoring 55-100	0	32	7	0	0	0
Number Scoring 65-100	0	32	7	0	0	0
Number Scoring 85-100	0	15	4	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	47%	50%	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	0	0	20	0	0	0
Number Scoring 55-100	0	0	19	0	0	0
Number Scoring 65-100	0	0	18	0	0	0
Number Scoring 85-100	0	0	6	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	30%	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	13	17	19	0	0	0
Number Scoring 55-100	12	17	18	0	0	0
Number Scoring 65-100	10	17	18	0	0	0
Number Scoring 85-100	4	12	13	0	0	0
Percentage of Tested Scoring 55-100	92%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	77%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	71%	68%	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	19	100%	21	100%	6	100%
Students with Disabilities	6	100%	0	0%	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	34	0%	0%	62%	38%
	Students with Disabilities	7	0%	0%	100%	0%
	All Students	41	0%	0%	68%	32%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	39	0%	46%	46%	8%
	Students with Disabilities	10	10%	90%	0%	0%
	All Students	49	2%	55%	37%	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	48	48	48	7	7	7	55	55	55
Number Scoring 55–64	3	3	1	0	0	0	3	3	1
Number Scoring 65–84	29	27	37	4	3	4	33	30	41
Number Scoring 85–100	12	16	9	0	1	0	12	17	9
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			1			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			1			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			4			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			4			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)