

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-06-01-02-0001
 Name: Fort Edward School
 Principal: J. Godfrey & M. Baker

Grade Range : PK-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	27	24
Kindergarten	44	37	35
First	50	40	44
Second	50	46	36
Third	32	47	42
Fourth	40	32	49
Fifth	37	37	27
Sixth	49	37	34
Ungraded Elementary	8	16	27
Seventh	55	55	53
Eighth	53	45	42
Ninth	57	67	57
Tenth	34	38	49
Eleventh	30	33	34
Twelfth	39	31	37
Ungraded Secondary	0	0	0
Total K-12 Enrollment	578	561	566

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	2	0.3%	0	0.0%	0	0.0%
Black (Not Hispanic)	1	0.2%	3	0.5%	2	0.4%
Hispanic	11	1.9%	3	0.5%	7	1.2%
White (Not Hispanic)	564	97.6%	555	98.9%	557	98.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	19	17
Common Branch	17	17	17
English Grade 8	24	19	15
Mathematics Grade 8	18	13	14
Science Grade 8	18	37	14
Social Studies Grade 8	18	12	13
English Grade 10	34	37	18
Mathematics Grade 10	11	9	11
Science Grade 10	21	18	15
Social Studies Grade 10	18	18	15

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high 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	0	0.0%	5	0.9%	7	1.2%
Eligible for Free Lunch	186	32.2%	162	28.9%	144	25.4%

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%		96.0%
Student Suspensions	38	6.4%	41	7.1%	35	6.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	9.7%	7.5%	10.8%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	97%	97%	100%

Staff Counts

Staff	2003-04
Total Teachers	57
Total Other Professional Staff	6
Total Paraprofessionals	NA
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	29	19	66%	26	14	54%	33	22	67%
Students with Disabilities	3	0	0%	2	0	0%	5	0	0%
All Students	32	19	59%	28	14	50%	38	22	58%

*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	13	14	1	1	8	1
Percent	34%	37%	3%	3%	21%	3%

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	0	1	6

*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	1		2		5	3.3%
	Entered GED Program*	0		1		1	0.7%
	Total Noncompleters	1		3		6	3.9%
Students with Disabilities	Dropped Out	2		0		1	3.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		0		1	3.3%
All Students	Dropped Out	3	1.9%	2	1.2%	6	3.3%
	Entered GED Program*	0	0.0%	1	0.6%	1	0.5%
	Total Noncompleters	3	1.9%	3	1.8%	7	3.8%

*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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	100%	16	81%	36	64%

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	0	0%	0	0%	5	100%
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	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%	7	86%	13	69%
Science	0	0%	7	71%	9	56%
Reading	0	0%	2	#	7	71%
Writing	0	0%	2	#	6	100%
Global Studies	0	0%	0	0%	0	0%
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
Comprehensive English						
Number Tested	33	40	39	4	3	4
Number Scoring 55-100	31	38	36	#	#	#
Number Scoring 65-100	24	33	28	#	#	#
Number Scoring 85-100	5	13	5	#	#	#
Percentage of Tested Scoring 55-100	94%	95%	92%	#	#	#
Percentage of Tested Scoring 65-100	73%	82%	72%	#	#	#
Percentage of Tested Scoring 85-100	15%	33%	13%	#	#	#
Mathematics A						
Number Tested	2	43	49	0	3	10
Number Scoring 55-100	#	38	49	0	#	10
Number Scoring 65-100	#	32	48	0	#	10
Number Scoring 85-100	#	13	16	0	#	0
Percentage of Tested Scoring 55-100	#	88%	100%	0%	#	100%
Percentage of Tested Scoring 65-100	#	74%	98%	0%	#	100%
Percentage of Tested Scoring 85-100	#	30%	33%	0%	#	0%
Mathematics B						
Number Tested	0	0	11	0	0	0
Number Scoring 55-100	0	0	8	0	0	0
Number Scoring 65-100	0	0	6	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	55%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	18%	0%	0%	0%
Global History and Geography						
Number Tested	36	37	52	4	4	8
Number Scoring 55-100	33	36	48	#	#	7
Number Scoring 65-100	32	31	36	#	#	3
Number Scoring 85-100	8	8	11	#	#	0
Percentage of Tested Scoring 55-100	92%	97%	92%	#	#	88%
Percentage of Tested Scoring 65-100	89%	84%	69%	#	#	38%
Percentage of Tested Scoring 85-100	22%	22%	21%	#	#	0%
U.S. History and Government						
Number Tested	32	40	37	3	4	4
Number Scoring 55-100	30	39	32	#	#	#
Number Scoring 65-100	28	37	30	#	#	#
Number Scoring 85-100	4	18	11	#	#	#
Percentage of Tested Scoring 55-100	94%	97%	86%	#	#	#
Percentage of Tested Scoring 65-100	88%	93%	81%	#	#	#
Percentage of Tested Scoring 85-100	12%	45%	30%	#	#	#

(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	36	36	47	4	5	8
Number Scoring 55-100	35	36	46	#	5	8
Number Scoring 65-100	35	36	44	#	5	7
Number Scoring 85-100	12	10	9	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	98%	#	100%	100%
Percentage of Tested Scoring 65-100	97%	100%	94%	#	100%	88%
Percentage of Tested Scoring 85-100	33%	28%	19%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	51	52	38	9	7	2
Number Scoring 55-100	43	46	34	4	4	#
Number Scoring 65-100	36	42	32	3	3	#
Number Scoring 85-100	14	15	9	1	0	#
Percentage of Tested Scoring 55-100	84%	88%	89%	44%	57%	#
Percentage of Tested Scoring 65-100	71%	81%	84%	33%	43%	#
Percentage of Tested Scoring 85-100	27%	29%	24%	11%	0%	#
Physical Setting/Chemistry						
Number Tested	15	22	19	0	0	0
Number Scoring 55-100	14	22	19	0	0	0
Number Scoring 65-100	8	19	18	0	0	0
Number Scoring 85-100	1	1	3	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	53%	86%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	7%	5%	16%	0%	0%	0%
Physical Setting/Physics						
Number Tested			11			0
Number Scoring 55-100			11			0
Number Scoring 65-100			11			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			27%			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	29	34	32	1	1	0
Number Scoring 55-100	29	33	31	#	#	0
Number Scoring 65-100	29	32	31	#	#	0
Number Scoring 85-100	14	12	15	#	#	0
Percentage of Tested Scoring 55-100	100%	97%	97%	#	#	0%
Percentage of Tested Scoring 65-100	100%	94%	97%	#	#	0%
Percentage of Tested Scoring 85-100	48%	35%	47%	#	#	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	0	20	3	0	0	1
Number Scoring 55-100	0	14	#	0	0	#
Number Scoring 65-100	0	13	#	0	0	#
Number Scoring 85-100	0	6	#	0	0	#
Percentage of Tested Scoring 55-100	0%	70%	#	0%	0%	#
Percentage of Tested Scoring 65-100	0%	65%	#	0%	0%	#
Percentage of Tested Scoring 85-100	0%	30%	#	0%	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	100%	22	100%	25	92%
Students with Disabilities	4	#	9	33%	6	67%

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	26	4%	0%	69%	27%
	Students with Disabilities	5	60%	0%	40%	0%
	All Students	31	13%	0%	65%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	38	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	42	0%	48%	50%	2%

(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	1	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	30	30	30	5	5	5	35	35	35
Number Scoring 55–64	0	1	0	0	1	1	0	2	1
Number Scoring 65–84	21	10	13	3	2	1	24	12	14
Number Scoring 85–100	7	17	16	0	1	0	7	18	16
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			1			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			1			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			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)

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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
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 9-12)						
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 - L)