

New York State School Report Card Comprehensive Information Report

BEDS Code: 09-02-01-04-0004
 Name: Ausable Forks Primary School
 Principal: Dean Lincoln

Grade Range : K-6

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	22	34	35
First	30	23	38
Second	29	36	26
Third	45	30	34
Fourth	43	43	30
Fifth	37	45	45
Sixth	38	36	47
Ungraded Elementary	7	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	251	247	255

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.8%	0	0.0%	2	0.8%
Hispanic	0	0.0%	3	1.2%	0	0.0%
White (Not Hispanic)	249	99.2%	244	98.8%	253	99.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	17	18
Common Branch	18	18	18
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(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
10	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for elementary 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	60	23.9%	59	23.9%	52	20.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		94.9%		95.1%
Student Suspensions	1	0.4%	1	0.4%	9	3.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.4%	13.8%	13.7%
Public Assistance	41-50%	31-40%	31-40%
Student Stability	89%	94%	89%

Staff Counts

Staff	2004-05
Total Teachers	23
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	60
	Number of Students with Disabilities	0	0	15
	Number of All Students	0	0	75
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	0	39
	Number of Students with Disabilities	0	0	8
	Number of All Students	0	0	47
	Percent of Enrollment	0%	0%	100%
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%

(Form - D)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	34	0%	6%	47%	47%
	Students with Disabilities	9	22%	22%	56%	0%
	All Students	43	5%	9%	49%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)