

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	2002-03	2003-04	2004-05
Pre-K	27	24	24
Kindergarten	37	35	46
First	40	44	31
Second	46	36	46
Third	47	42	33
Fourth	32	49	36
Fifth	37	27	40
Sixth	37	34	30
Ungraded Elementary	16	27	23
Seventh	55	53	43
Eighth	45	42	39
Ninth	67	57	61
Tenth	38	49	44
Eleventh	33	34	39
Twelfth	31	37	40
Ungraded Secondary	0	0	0
Total K-12 Enrollment	561	566	551

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)	3	0.5%	2	0.4%	0	0.0%
Hispanic	3	0.5%	7	1.2%	1	0.2%
White (Not Hispanic)	555	98.9%	557	98.4%	550	99.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	17	15
Common Branch	17	17	17
English Grade 8	19	15	17
Mathematics Grade 8	13	14	12
Science Grade 8	37	14	13
Social Studies Grade 8	12	13	15
English Grade 10	37	18	36
Mathematics Grade 10	9	11	15
Science Grade 10	18	15	0
Social Studies Grade 10	18	15	13

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.9%	7	1.2%	0	0.0%
Eligible for Free Lunch	162	28.9%	144	25.4%	108	19.6%

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		95.0%		96.0%		95.0%
Student Suspensions	41	7.1%	35	6.2%	33	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.5%	10.8%	9.8%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	97%	100%	90%

Staff Counts

Staff	2004-05
Total Teachers	57
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	26	33	30
	Regents Diplomas	14	22	24
	% Regents Diplomas	54%	67%	80%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			53%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	5	4
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	1	1
All Students	Total Graduates*	28	38	34
	Regents Diplomas	14	22	25
	% Regents Diplomas	50%	58%	74%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates	0	1	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	12	14	0	1	3	0	0	0
	Percent	40%	47%	0%	3%	10%	0%	0%	0%
Students with Disabilities	Number	0	3	0	0	1	0	0	0
	Percent	0%	75%	0%	0%	25%	0%	0%	0%
All Students	Number	12	17	0	1	4	0	0	0
	Percent	35%	50%	0%	3%	12%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		5	3.3%	0	0.0%
	Entered GED Program*	1		1	0.7%	1	0.6%
	Total Noncompleters	3		6	3.9%	1	0.6%
Students with Disabilities	Dropped Out	0		1	3.3%	2	6.7%
	Entered GED Program*	0		0	0.0%	1	3.3%
	Total Noncompleters	0		1	3.3%	3	10.0%
All Students	Dropped Out	2	1.2%	6	3.3%	2	1.1%
	Entered GED Program*	1	0.6%	1	0.5%	2	1.1%
	Total Noncompleters	3	1.8%	7	3.8%	4	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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	16	81%	36	64%	48	71%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	1	#
Science	0	0%	1	#	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	13	69%	12	75%
Science	7	71%	9	56%	10	0%
Reading	2	#	7	71%	1	#
Writing	2	#	6	100%	0	0%
Global Studies	0	0%	0	0%	8	38%
U.S. Hist & Gov't	1	#	0	0%	5	60%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	40	39	46	3	4	6
Number Scoring 55-100	38	36	42	#	#	6
Number Scoring 65-100	33	28	33	#	#	4
Number Scoring 85-100	13	5	14	#	#	0
Percentage of Tested Scoring 55-100	95%	92%	91%	#	#	100%
Percentage of Tested Scoring 65-100	82%	72%	72%	#	#	67%
Percentage of Tested Scoring 85-100	33%	13%	30%	#	#	0%
Mathematics A						
Number Tested	43	49	38	3	10	1
Number Scoring 55-100	38	49	38	#	10	#
Number Scoring 65-100	32	48	35	#	10	#
Number Scoring 85-100	13	16	17	#	0	#
Percentage of Tested Scoring 55-100	88%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	74%	98%	92%	#	100%	#
Percentage of Tested Scoring 85-100	30%	33%	45%	#	0%	#
Mathematics B						
Number Tested	0	11	16	0	0	0
Number Scoring 55-100	0	8	16	0	0	0
Number Scoring 65-100	0	6	16	0	0	0
Number Scoring 85-100	0	2	3	0	0	0
Percentage of Tested Scoring 55-100	0%	73%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	55%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	18%	19%	0%	0%	0%
Global History and Geography						
Number Tested	37	52	41	4	8	3
Number Scoring 55-100	36	48	37	#	7	#
Number Scoring 65-100	31	36	27	#	3	#
Number Scoring 85-100	8	11	7	#	0	#
Percentage of Tested Scoring 55-100	97%	92%	90%	#	88%	#
Percentage of Tested Scoring 65-100	84%	69%	66%	#	38%	#
Percentage of Tested Scoring 85-100	22%	21%	17%	#	0%	#
U.S. History and Government						
Number Tested	40	37	48	4	4	7
Number Scoring 55-100	39	32	45	#	#	7
Number Scoring 65-100	37	30	37	#	#	7
Number Scoring 85-100	18	11	13	#	#	1
Percentage of Tested Scoring 55-100	97%	86%	94%	#	#	100%
Percentage of Tested Scoring 65-100	93%	81%	77%	#	#	100%
Percentage of Tested Scoring 85-100	45%	30%	27%	#	#	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	36	47	32	5	8	1
Number Scoring 55-100	36	46	32	5	8	#
Number Scoring 65-100	36	44	32	5	7	#
Number Scoring 85-100	10	9	10	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	100%	94%	100%	100%	88%	#
Percentage of Tested Scoring 85-100	28%	19%	31%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	52	38	48	7	2	6
Number Scoring 55-100	46	34	42	4	#	5
Number Scoring 65-100	42	32	34	3	#	0
Number Scoring 85-100	15	9	10	0	#	0
Percentage of Tested Scoring 55-100	88%	89%	88%	57%	#	83%
Percentage of Tested Scoring 65-100	81%	84%	71%	43%	#	0%
Percentage of Tested Scoring 85-100	29%	24%	21%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	22	19	19	0	0	0
Number Scoring 55-100	22	19	19	0	0	0
Number Scoring 65-100	19	18	17	0	0	0
Number Scoring 85-100	1	3	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	95%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	5%	16%	16%	0%	0%	0%
Physical Setting/Physics						
Number Tested		11	10		0	0
Number Scoring 55-100		11	10		0	0
Number Scoring 65-100		11	10		0	0
Number Scoring 85-100		3	7		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		27%	70%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
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	34	32	28	1	0	0
Number Scoring 55-100	33	31	24	#	0	0
Number Scoring 65-100	32	31	19	#	0	0
Number Scoring 85-100	12	15	10	#	0	0
Percentage of Tested Scoring 55-100	97%	97%	86%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	97%	68%	#	0%	0%
Percentage of Tested Scoring 85-100	35%	47%	36%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	38	3%	3%	53%	42%
	Students with Disabilities	5	20%	20%	60%	0%
	All Students	43	5%	5%	53%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	28	0%	29%	64%	7%
	Students with Disabilities	8	50%	38%	13%	0%
	All Students	36	11%	31%	53%	6%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	34	34	34	7	7	7	41	41	41
Number Scoring 55–64	2	1	1	2	0	0	4	1	1
Number Scoring 65–84	19	20	16	3	3	5	22	23	21
Number Scoring 85–100	7	9	14	0	1	1	7	10	15
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)