

New York State District Report Card Comprehensive Information Report

BEDS Code: 03-13-01-04-0000

Name: Deposit Central School District

Superintendent: Kraig D. Pritts

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	46	38	61
First	57	60	49
Second	53	46	53
Third	44	50	49
Fourth	55	46	52
Fifth	62	55	50
Sixth	58	66	60
Ungraded Elementary	9	10	0
Seventh	69	60	67
Eighth	65	69	55
Ninth	63	67	72
Tenth	56	52	53
Eleventh	37	54	48
Twelfth	56	36	55
Ungraded Secondary	0	0	0
Total K-12 Enrollment	730	709	724

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	4	0.5%	4	0.6%	2	0.3%
Black (Not Hispanic)	9	1.2%	13	1.8%	12	1.7%
Hispanic	8	1.1%	7	1.0%	9	1.2%
White (Not Hispanic)	709	97.1%	685	96.6%	701	96.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	13	20
Common Branch	17	17	16
English Grade 8	19	21	13
Mathematics Grade 8	15	17	10
Science Grade 8	21	24	18
Social Studies Grade 8	21	23	14
English Grade 10	18	17	18
Mathematics Grade 10	16	19	17
Science Grade 10	18	18	12
Social Studies Grade 10	21	18	12

(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
NA	NA

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	5	0.7%	4	0.6%	8	1.1%
Eligible for Free Lunch	171	23.4%	180	25.4%	214	29.6%

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		94.7%		94.4%		94.6%
Student Suspensions	32	4.3%	43	5.9%	37	5.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.6%	12.4%	10.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	69
Total Other Professional Staff	9
Total Paraprofessionals	21
Teaching Out of Certification*	4
Teachers with Temporary Licenses	2

*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	52	24	46%	33	20	61%	52	29	56%
Students with Disabilities	3	0	0%	0	0	0%	0	0	0%
All Students	55	24	44%	33	20	61%	52	29	56%

*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	12	24	1	3	10	2
Percent	23%	46%	2%	6%	19%	4%

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)
0	0	3	3

*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			1		5	
	Entered GED Program*			0		0	
	Total Noncompleters			1		5	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	1.4%	1	0.5%	5	2.2%
	Entered GED Program*	4	1.9%	0	0.0%	0	0.0%
	Total Noncompleters	7	3.3%	1	0.5%	5	2.2%

*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	106
	Number of Students with Disabilities		0	16
	Number of All Students		0	122
	Percent of Enrollment		0%	67%
9-12	Number of General-Education Students		5	201
	Number of Students with Disabilities		4	27
	Number of All Students		9	228
	Percent of Enrollment		4%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	45	89%	0	0%	8	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	71%	0	0%	34	97%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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%	6	83%

(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%	2	#	4	#
Science	0	0%	2	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	2	#	2	#
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	3	#
Science	6	67%	0	0%	4	#
Reading	0	0%	1	#	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	3	#	2	#	4	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	45	49	45	3	1	0
Number Scoring 55–100	43	47	44	#	#	0
Number Scoring 65–100	37	47	43	#	#	0
Number Scoring 85–100	6	14	13	#	#	0
Percentage of Tested Scoring 55–100	96%	96%	98%	#	#	0%
Percentage of Tested Scoring 65–100	82%	96%	96%	#	#	0%
Percentage of Tested Scoring 85–100	13%	29%	29%	#	#	0%
Mathematics A						
Number Tested	14	56	50	3	0	6
Number Scoring 55–100	5	46	40	#	0	3
Number Scoring 65–100	3	40	36	#	0	3
Number Scoring 85–100	0	15	8	#	0	0
Percentage of Tested Scoring 55–100	36%	82%	80%	#	0%	50%
Percentage of Tested Scoring 65–100	21%	71%	72%	#	0%	50%
Percentage of Tested Scoring 85–100	0%	27%	16%	#	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	62	52	58	5	0	9
Number Scoring 55–100	58	49	50	2	0	4
Number Scoring 65–100	52	42	45	2	0	4
Number Scoring 85–100	15	9	15	0	0	0
Percentage of Tested Scoring 55–100	94%	94%	86%	40%	0%	44%
Percentage of Tested Scoring 65–100	84%	81%	78%	40%	0%	44%
Percentage of Tested Scoring 85–100	24%	17%	26%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	40	54	44	2	1	1
Number Scoring 55–100	37	51	44	#	#	#
Number Scoring 65–100	35	48	42	#	#	#
Number Scoring 85–100	10	8	18	#	#	#
Percentage of Tested Scoring 55–100	93%	94%	100%	#	#	#
Percentage of Tested Scoring 65–100	88%	89%	95%	#	#	#
Percentage of Tested Scoring 85–100	25%	15%	41%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	44	38	44	2	0	4
Number Scoring 55–100	44	38	43	#	0	#
Number Scoring 65–100	43	38	43	#	0	#
Number Scoring 85–100	10	8	14	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65–100	98%	100%	98%	#	0%	#
Percentage of Tested Scoring 85–100	23%	21%	32%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	53	59	62	3	0	8
Number Scoring 55–100	44	56	48	#	0	4
Number Scoring 65–100	39	51	45	#	0	4
Number Scoring 85–100	11	15	9	#	0	0
Percentage of Tested Scoring 55–100	83%	95%	77%	#	0%	50%
Percentage of Tested Scoring 65–100	74%	86%	73%	#	0%	50%
Percentage of Tested Scoring 85–100	21%	25%	15%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		22	32		0	0
Number Scoring 55–100		21	30		0	0
Number Scoring 65–100		13	19		0	0
Number Scoring 85–100		0	2		0	0
Percentage of Tested Scoring 55–100		95%	94%		0%	0%
Percentage of Tested Scoring 65–100		59%	59%		0%	0%
Percentage of Tested Scoring 85–100		0%	6%		0%	0%
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	27	19	16	1	0	0
Number Scoring 55–100	27	19	16	#	0	0
Number Scoring 65–100	23	16	16	#	0	0
Number Scoring 85–100	3	2	9	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	85%	84%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	11%	11%	56%	#	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	8	7	11	0	0	0
Number Scoring 55–100	8	7	11	0	0	0
Number Scoring 65–100	8	7	11	0	0	0
Number Scoring 85–100	2	4	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	57%	55%	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	46	0	1	0	0	0
Number Scoring 55–100	38	0	#	0	0	0
Number Scoring 65–100	33	0	#	0	0	0
Number Scoring 85–100	13	0	#	0	0	0
Percentage of Tested Scoring 55–100	83%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	72%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	0%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	28	19	26	0	0	0
Number Scoring 55–100	26	16	24	0	0	0
Number Scoring 65–100	24	15	21	0	0	0
Number Scoring 85–100	11	7	6	0	0	0
Percentage of Tested Scoring 55–100	93%	84%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	79%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	37%	23%	0%	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	11	100%	14	100%	18	100%
Students with Disabilities	2	#	0	0%	1	#

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	41	0%	0%	71%	29%
	Students with Disabilities	9	33%	22%	44%	0%
	All Students	50	6%	4%	66%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	45	0%	31%	67%	2%
	Students with Disabilities	10	20%	70%	10%	0%
	All Students	55	4%	38%	56%	2%

(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	1	#	#	#	#
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	52	52	52	3	3	3	55	55	55
Number Scoring 55–64	#	#	#	#	#	#	2	3	2
Number Scoring 65–84	#	#	#	#	#	#	35	40	41
Number Scoring 85–100	#	#	#	#	#	#	15	8	8
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)