

# New York State District Report Card Comprehensive Information Report

BEDS Code: 51-23-00-01-0000

Name: Ogdensburg City School District

Superintendent: Mr. William H. Flynn

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	36	53	56
Kindergarten	159	152	140
First	135	133	122
Second	145	131	123
Third	131	142	129
Fourth	148	136	135
Fifth	151	140	137
Sixth	144	181	158
Ungraded Elementary	45	37	22
Seventh	176	174	186
Eighth	167	182	159
Ninth	188	184	171
Tenth	161	181	178
Eleventh	157	178	181
Twelfth	129	137	154
Ungraded Secondary	64	44	17
Total K-12 Enrollment	2100	2132	2012

## 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	26	1.2%	20	0.9%	18	0.9%
Black (Not Hispanic)	20	1.0%	19	0.9%	18	0.9%
Hispanic	3	0.1%	4	0.2%	0	0.0%
White (Not Hispanic)	2051	97.7%	2089	98.0%	1976	98.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	14	15	15
Common Branch	19	18	17
English Grade 8	19	19	22
Mathematics Grade 8	19	21	24
Science Grade 8	19	19	21
Social Studies Grade 8	18	18	22
English Grade 10	21	17	18
Mathematics Grade 10	20	18	21
Science Grade 10	20	23	23
Social Studies Grade 10	20	17	18

(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	2	0.1%	2	0.1%	1	0.1%
Eligible for Free Lunch	756	36.0%	869	40.8%	741	36.8%

### 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%		95.3%		94.6%
Student Suspensions	72	3.1%	110	5.2%	100	4.7%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.2%	12.1%	14.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	161
Total Other Professional Staff	19
Total Paraprofessionals	72
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*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	115	87	76%	111	87	78%	132	92	70%
Students with Disabilities	17	4	24%	16	3	19%	16	3	19%
All Students	132	91	69%	127	90	71%	148	95	64%

\*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	54	60	0	11	21	2
Percent	36%	41%	0%	7%	14%	1%

## 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)
16	3	7	23

\*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			12		11	
	Entered GED Program*			2		15	
	Total Noncompleters			14		26	
Students with Disabilities	Dropped Out			1		8	
	Entered GED Program*			1		0	
	Total Noncompleters			2		8	
All Students	Dropped Out	53	7.9%	13	1.8%	19	2.7%
	Entered GED Program*	7	1.0%	3	0.4%	15	2.1%
	Total Noncompleters	60	9.0%	16	2.2%	34	4.9%

\*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	109
	Number of Students with Disabilities		0	34
	Number of All Students		0	143
	Percent of Enrollment		0%	28%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	104
	Number of All Students		0	104
	Percent of Enrollment		0%	15%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	56	98%	43	79%	52	79%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	81	98%	107	78%	91	81%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	50%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	80%	8	38%	5	20%

(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%	4	#	5	100%
Science	10	80%	2	#	1	#
Reading	0	0%	4	#	1	#
Writing	0	0%	4	#	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	4	#	2	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	97%	23	100%	20	70%
Science	16	75%	27	48%	24	71%
Reading	14	86%	12	100%	14	79%
Writing	15	100%	12	92%	18	83%
Global Studies	4	#	16	88%	18	67%
U.S. Hist & Gov't	8	38%	8	88%	7	43%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	156	180	181	22	22	21
Number Scoring 55–100	144	161	156	13	13	11
Number Scoring 65–100	121	131	144	4	5	10
Number Scoring 85–100	26	53	38	0	1	1
Percentage of Tested Scoring 55–100	92%	89%	86%	59%	59%	52%
Percentage of Tested Scoring 65–100	78%	73%	80%	18%	23%	48%
Percentage of Tested Scoring 85–100	17%	29%	21%	0%	5%	5%
<b>Mathematics A</b>						
Number Tested	173	218	299	15	24	46
Number Scoring 55–100	131	149	229	9	3	25
Number Scoring 65–100	113	97	185	7	0	20
Number Scoring 85–100	30	23	67	0	0	3
Percentage of Tested Scoring 55–100	76%	68%	77%	60%	12%	54%
Percentage of Tested Scoring 65–100	65%	44%	62%	47%	0%	43%
Percentage of Tested Scoring 85–100	17%	11%	22%	0%	0%	7%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	170	167	188	18	13	30
Number Scoring 55–100	165	155	148	15	11	13
Number Scoring 65–100	145	137	133	8	7	10
Number Scoring 85–100	50	32	48	1	2	1
Percentage of Tested Scoring 55–100	97%	93%	79%	83%	85%	43%
Percentage of Tested Scoring 65–100	85%	82%	71%	44%	54%	33%
Percentage of Tested Scoring 85–100	29%	19%	26%	6%	15%	3%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	136	177	172	12	18	23
Number Scoring 55–100	124	162	162	8	15	20
Number Scoring 65–100	103	134	144	4	10	17
Number Scoring 85–100	35	51	58	2	1	3
Percentage of Tested Scoring 55–100	91%	92%	94%	67%	83%	87%
Percentage of Tested Scoring 65–100	76%	76%	84%	33%	56%	74%
Percentage of Tested Scoring 85–100	26%	29%	34%	17%	6%	13%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	228	205	169	20	23	27
Number Scoring 55–100	224	201	149	20	21	17
Number Scoring 65–100	199	189	130	11	17	11
Number Scoring 85–100	30	47	41	0	1	1
Percentage of Tested Scoring 55–100	98%	98%	88%	100%	91%	63%
Percentage of Tested Scoring 65–100	87%	92%	77%	55%	74%	41%
Percentage of Tested Scoring 85–100	13%	23%	24%	0%	4%	4%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	98	168	139	6	6	5
Number Scoring 55–100	94	154	124	5	6	4
Number Scoring 65–100	85	137	113	5	5	2
Number Scoring 85–100	35	47	55	1	2	1
Percentage of Tested Scoring 55–100	96%	92%	89%	83%	100%	80%
Percentage of Tested Scoring 65–100	87%	82%	81%	83%	83%	40%
Percentage of Tested Scoring 85–100	36%	28%	40%	17%	33%	20%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		58	91		3	0
Number Scoring 55–100		55	87		#	0
Number Scoring 65–100		48	75		#	0
Number Scoring 85–100		10	8		#	0
Percentage of Tested Scoring 55–100		95%	96%		#	0%
Percentage of Tested Scoring 65–100		83%	82%		#	0%
Percentage of Tested Scoring 85–100		17%	9%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	24	22	31	0	0	0
Number Scoring 55–100	23	21	28	0	0	0
Number Scoring 65–100	22	21	28	0	0	0
Number Scoring 85–100	18	10	19	0	0	0
Percentage of Tested Scoring 55–100	96%	95%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	95%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	45%	61%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	64	52	51	2	0	0
Number Scoring 55–100	63	51	51	#	0	0
Number Scoring 65–100	63	51	50	#	0	0
Number Scoring 85–100	39	27	28	#	0	0
Percentage of Tested Scoring 55–100	98%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	98%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	61%	52%	55%	#	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	1	1	0	1	0	0
Number Scoring 55–100	#	#	0	#	0	0
Number Scoring 65–100	#	#	0	#	0	0
Number Scoring 85–100	#	#	0	#	0	0
Percentage of Tested Scoring 55–100	#	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	#	#	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	85	72	75	3	3	1
Number Scoring 55–100	84	65	70	#	#	#
Number Scoring 65–100	82	65	66	#	#	#
Number Scoring 85–100	47	50	41	#	#	#
Percentage of Tested Scoring 55–100	99%	90%	93%	#	#	#
Percentage of Tested Scoring 65–100	96%	90%	88%	#	#	#
Percentage of Tested Scoring 85–100	55%	69%	55%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	66	97%	111	91%	52	73%
Students with Disabilities	41	88%	21	81%	13	54%

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
<b>Nov 2002</b>	General-Education Students	115	1%	7%	52%	40%
	Students with Disabilities	26	12%	8%	62%	19%
	All Students	141	3%	7%	54%	36%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	112	2%	45%	46%	7%
	Students with Disabilities	27	19%	78%	4%	0%
	All Students	139	5%	51%	38%	6%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
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	130	130	130	20	20	20	150	150	150
Number Scoring 55–64	8	15	4	7	6	7	15	21	11
Number Scoring 65–84	74	69	64	7	6	8	81	75	72
Number Scoring 85–100	44	40	56	2	1	2	46	41	58
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)