

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-23-01-04-0001
 Name: Prattsburgh Central School
 Principal: Joseph Rumsey

Grade Range : PK-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	28	30	30
Kindergarten	32	37	35
First	40	34	38
Second	37	44	41
Third	54	42	41
Fourth	42	53	45
Fifth	51	41	51
Sixth	33	53	40
Ungraded Elementary	0	0	0
Seventh	41	39	58
Eighth	46	37	36
Ninth	36	46	37
Tenth	45	35	43
Eleventh	44	41	35
Twelfth	44	38	46
Ungraded Secondary	0	0	0
Total K-12 Enrollment	545	540	546

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	1	0.2%	1	0.2%	2	0.4%
Black (Not Hispanic)	18	3.3%	17	3.1%	15	2.7%
Hispanic	7	1.3%	4	0.7%	6	1.1%
White (Not Hispanic)	519	95.2%	518	95.9%	523	95.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	16	17
Common Branch	20	18	18
English Grade 8	15	18	36
Mathematics Grade 8	0	36	18
Science Grade 8	15	18	18
Social Studies Grade 8	15	18	36
English Grade 10	0	33	0
Mathematics Grade 10	14	16	12
Science Grade 10	0	18	12
Social Studies Grade 10	0	37	24

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	144	26.4%	134	24.8%	183	33.5%

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		95.8%		96.0%		96.0%
Student Suspensions	16	2.8%	33	6.1%	28	5.2%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.6%	18.0%	10.1%
Public Assistance	51-60%	51-60%	51-60%
Student Stability	98%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	1

*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	40	17	42%	34	19	56%	40	19	47%
Students with Disabilities	1	0	0%	2	0	0%	4	0	0%
All Students	41	17	41%	36	19	53%	44	19	43%

*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	10	17	1	2	14	0
Percent	23%	39%	2%	5%	32%	0%

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)
4	0	0	4

*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			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	3	1.8%	4	2.5%	2	1.2%
	Entered GED Program*	1	0.6%	0	0.0%	0	0.0%
	Total Noncompleters	4	2.4%	4	2.5%	2	1.2%

*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%	100%
2-3		0%	100%

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		108	86
	Number of Students with Disabilities		12	8
	Number of All Students		120	94
	Percent of Enrollment		93%	70%
9-12	Number of General-Education Students		147	148
	Number of Students with Disabilities		13	13
	Number of All Students		160	161
	Percent of Enrollment		100%	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	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%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	5	80%	2	#	2	#
Science	2	#	2	#	2	#
Reading	3	#	0	0%	1	#
Writing	4	#	1	#	1	#
Global Studies	4	#	2	#	7	43%
U.S. Hist & Gov't	4	#	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	50	44	35	5	4	2
Number Scoring 55–100	47	44	34	3	#	#
Number Scoring 65–100	42	41	32	1	#	#
Number Scoring 85–100	9	25	16	0	#	#
Percentage of Tested Scoring 55–100	94%	100%	97%	60%	#	#
Percentage of Tested Scoring 65–100	84%	93%	91%	20%	#	#
Percentage of Tested Scoring 85–100	18%	57%	46%	0%	#	#
Mathematics A						
Number Tested	0	34	39	0	2	4
Number Scoring 55–100	0	30	36	0	#	#
Number Scoring 65–100	0	26	33	0	#	#
Number Scoring 85–100	0	15	8	0	#	#
Percentage of Tested Scoring 55–100	0%	88%	92%	0%	#	#
Percentage of Tested Scoring 65–100	0%	76%	85%	0%	#	#
Percentage of Tested Scoring 85–100	0%	44%	21%	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	49	41	51	4	5	7
Number Scoring 55–100	48	37	41	#	5	2
Number Scoring 65–100	41	26	31	#	1	0
Number Scoring 85–100	13	5	6	#	0	0
Percentage of Tested Scoring 55–100	98%	90%	80%	#	100%	29%
Percentage of Tested Scoring 65–100	84%	63%	61%	#	20%	0%
Percentage of Tested Scoring 85–100	27%	12%	12%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	36	44	41	3	3	4
Number Scoring 55–100	31	42	39	#	#	#
Number Scoring 65–100	26	36	34	#	#	#
Number Scoring 85–100	6	12	12	#	#	#
Percentage of Tested Scoring 55–100	86%	95%	95%	#	#	#
Percentage of Tested Scoring 65–100	72%	82%	83%	#	#	#
Percentage of Tested Scoring 85–100	17%	27%	29%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	76	48	35	7	8	4
Number Scoring 55–100	75	46	32	7	6	#
Number Scoring 65–100	69	43	29	6	4	#
Number Scoring 85–100	10	13	5	0	0	#
Percentage of Tested Scoring 55–100	99%	96%	91%	100%	75%	#
Percentage of Tested Scoring 65–100	91%	90%	83%	86%	50%	#
Percentage of Tested Scoring 85–100	13%	27%	14%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	1	32	35	0	4	4
Number Scoring 55–100	#	32	34	0	#	#
Number Scoring 65–100	#	31	33	0	#	#
Number Scoring 85–100	#	12	17	0	#	#
Percentage of Tested Scoring 55–100	#	100%	97%	0%	#	#
Percentage of Tested Scoring 65–100	#	97%	94%	0%	#	#
Percentage of Tested Scoring 85–100	#	38%	49%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	25		0	0
Number Scoring 55–100		0	25		0	0
Number Scoring 65–100		0	24		0	0
Number Scoring 85–100		0	6		0	0
Percentage of Tested Scoring 55–100		0%	100%		0%	0%
Percentage of Tested Scoring 65–100		0%	96%		0%	0%
Percentage of Tested Scoring 85–100		0%	24%		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	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	17	18	7	0	0	0
Number Scoring 55–100	17	18	7	0	0	0
Number Scoring 65–100	17	18	7	0	0	0
Number Scoring 85–100	13	16	3	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	76%	89%	43%	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	35	2	0	1	0	0
Number Scoring 55–100	34	#	0	#	0	0
Number Scoring 65–100	28	#	0	#	0	0
Number Scoring 85–100	12	#	0	#	0	0
Percentage of Tested Scoring 55–100	97%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	80%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	34%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	24	13	15	0	0	0
Number Scoring 55–100	23	12	15	0	0	0
Number Scoring 65–100	20	12	14	0	0	0
Number Scoring 85–100	9	9	11	0	0	0
Percentage of Tested Scoring 55–100	96%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	92%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	69%	73%	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	23	100%	15	100%	16	100%
Students with Disabilities	7	86%	1	#	5	80%

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	44	5%	9%	68%	18%
	Students with Disabilities	7	14%	43%	43%	0%
	All Students	51	6%	14%	65%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	31	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	34	0%	35%	62%	3%

(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	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

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	38	38	38	3	3	3	41	41	41
Number Scoring 55–64	#	#	#	#	#	#	7	4	2
Number Scoring 65–84	#	#	#	#	#	#	21	24	27
Number Scoring 85–100	#	#	#	#	#	#	13	11	12
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)