

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	61	51	50
First	49	61	58
Second	53	43	47
Third	49	50	38
Fourth	52	49	48
Fifth	50	45	50
Sixth	60	46	44
Ungraded Elementary	0	12	3
Seventh	67	63	52
Eighth	55	56	51
Ninth	72	60	55
Tenth	53	61	51
Eleventh	48	49	55
Twelfth	55	46	51
Ungraded Secondary	0	0	10
Total K-12 Enrollment	724	692	663

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	2	0.3%	3	0.4%	3	0.5%
Black (Not Hispanic)	12	1.7%	8	1.2%	9	1.4%
Hispanic	9	1.2%	12	1.7%	6	0.9%
White (Not Hispanic)	701	96.8%	669	96.7%	645	97.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	18	17
Common Branch	16	16	14
English Grade 8	13	18	15
Mathematics Grade 8	10	14	12
Science Grade 8	18	19	16
Social Studies Grade 8	14	19	17
English Grade 10	18	16	19
Mathematics Grade 10	17	27	15
Science Grade 10	12	24	17
Social Studies Grade 10	12	20	19

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	8	1.1%	7	1.0%	3	0.5%
Eligible for Free Lunch	214	29.6%	268	38.7%	271	40.9%

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		94.6%		94.4%		94.5%
Student Suspensions	37	5.2%	49	6.8%	57	8.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	10.8%	12.7%	12.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	64
Total Other Professional Staff	7
Total Paraprofessionals	15
Teaching Out of Certification*	1

*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*	52	44	44
	Regents Diplomas	29	31	32
	% Regents Diplomas	56%	70%	73%
	Regents Diplomas with Advanced Designation**			20
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	0	6
	Regents Diplomas	0	0	3
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	0	1
All Students	Total Graduates*	52	44	50
	Regents Diplomas	29	31	35
	% Regents Diplomas	56%	70%	70%
	Regents Diplomas with Advanced Designation**			20
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	3	0	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	6	24	1	1	6	0	6	0
	Percent	14%	55%	2%	2%	14%	0%	14%	0%
Students with Disabilities	Number	1	1	0	1	2	0	1	0
	Percent	17%	17%	0%	17%	33%	0%	17%	0%
All Students	Number	7	25	1	2	8	0	7	0
	Percent	14%	50%	2%	4%	16%	0%	14%	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	5		4	2.0%	2	1.0%
	Entered GED Program*	0		3	1.5%	5	2.5%
	Total Noncompleters	5		7	3.5%	7	3.4%
Students with Disabilities	Dropped Out	0		1	3.6%	0	0.0%
	Entered GED Program*	0		0	0.0%	5	11.6%
	Total Noncompleters	0		1	3.6%	5	11.6%
All Students	Dropped Out	5	2.2%	5	2.2%	2	0.8%
	Entered GED Program*	0	0.0%	3	1.3%	10	4.0%
	Total Noncompleters	5	2.2%	8	3.5%	12	4.9%

*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)

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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	106	51	42
	Number of Students with Disabilities	16	5	9
	Number of All Students	122	56	51
	Percent of Enrollment	67%	34%	34%
9-12	Number of General-Education Students	201	184	191
	Number of Students with Disabilities	27	32	28
	Number of All Students	228	216	219
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	10		
Completed and Passed Regents Exams	10	100%	80%
Completed and had Course Average of 75% or More	10	100%	82%
Completed and Attained a HS Diploma or Equivalent	10	100%	96%
Completed and Whose Status is Known	7		
Completed and Were Successfully Placed	7	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	0%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	100%	13	100%	12	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	34	97%	38	63%	19	95%

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	6	83%	1	#	6	83%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	2	#	0	0%
Science	1	#	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	2	#	3	#	2	#
U.S. Hist & Gov't	0	0%	5	60%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	3	#	0	0%
Science	4	#	5	40%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	4	#	5	20%	5	40%
U.S. Hist & Gov't	0	0%	2	#	1	#

(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	45	46	61	0	8	7
Number Scoring 55-100	44	43	60	0	6	6
Number Scoring 65-100	43	40	55	0	4	5
Number Scoring 85-100	13	22	13	0	1	0
Percentage of Tested Scoring 55-100	98%	93%	98%	0%	75%	86%
Percentage of Tested Scoring 65-100	96%	87%	90%	0%	50%	71%
Percentage of Tested Scoring 85-100	29%	48%	21%	0%	12%	0%
Mathematics A						
Number Tested	50	55	55	6	5	3
Number Scoring 55-100	40	53	54	3	4	#
Number Scoring 65-100	36	47	52	3	4	#
Number Scoring 85-100	8	20	17	0	2	#
Percentage of Tested Scoring 55-100	80%	96%	98%	50%	80%	#
Percentage of Tested Scoring 65-100	72%	85%	95%	50%	80%	#
Percentage of Tested Scoring 85-100	16%	36%	31%	0%	40%	#
Mathematics B						
Number Tested	0	1	29	0	0	1
Number Scoring 55-100	0	#	29	0	0	#
Number Scoring 65-100	0	#	26	0	0	#
Number Scoring 85-100	0	#	5	0	0	#
Percentage of Tested Scoring 55-100	0%	#	100%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	#	90%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	#	17%	0%	0%	#
Global History and Geography						
Number Tested	58	58	69	9	6	10
Number Scoring 55-100	50	45	61	4	2	7
Number Scoring 65-100	45	39	45	4	2	4
Number Scoring 85-100	15	9	13	0	0	0
Percentage of Tested Scoring 55-100	86%	78%	88%	44%	33%	70%
Percentage of Tested Scoring 65-100	78%	67%	65%	44%	33%	40%
Percentage of Tested Scoring 85-100	26%	16%	19%	0%	0%	0%
U.S. History and Government						
Number Tested	44	51	61	1	7	5
Number Scoring 55-100	44	42	53	#	5	5
Number Scoring 65-100	42	39	46	#	4	4
Number Scoring 85-100	18	16	15	#	1	0
Percentage of Tested Scoring 55-100	100%	82%	87%	#	71%	100%
Percentage of Tested Scoring 65-100	95%	76%	75%	#	57%	80%
Percentage of Tested Scoring 85-100	41%	31%	25%	#	14%	0%

(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	44	48	46	4	2	3
Number Scoring 55-100	43	47	45	#	#	#
Number Scoring 65-100	43	43	45	#	#	#
Number Scoring 85-100	14	7	24	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	98%	90%	98%	#	#	#
Percentage of Tested Scoring 85-100	32%	15%	52%	#	#	#
Physical Setting/Earth Science						
Number Tested	62	56	55	8	8	6
Number Scoring 55-100	48	50	53	4	5	5
Number Scoring 65-100	45	45	47	4	4	2
Number Scoring 85-100	9	12	10	0	1	0
Percentage of Tested Scoring 55-100	77%	89%	96%	50%	62%	83%
Percentage of Tested Scoring 65-100	73%	80%	85%	50%	50%	33%
Percentage of Tested Scoring 85-100	15%	21%	18%	0%	12%	0%
Physical Setting/Chemistry						
Number Tested	32	19	18	0	2	1
Number Scoring 55-100	30	19	17	0	#	#
Number Scoring 65-100	19	17	15	0	#	#
Number Scoring 85-100	2	2	1	0	#	#
Percentage of Tested Scoring 55-100	94%	100%	94%	0%	#	#
Percentage of Tested Scoring 65-100	59%	89%	83%	0%	#	#
Percentage of Tested Scoring 85-100	6%	11%	6%	0%	#	#
Physical Setting/Physics						
Number Tested		0	5		0	0
Number Scoring 55-100		0	5		0	0
Number Scoring 65-100		0	5		0	0
Number Scoring 85-100		0	1		0	0
Percentage of Tested Scoring 55-100		0%	100%		0%	0%
Percentage of Tested Scoring 65-100		0%	100%		0%	0%
Percentage of Tested Scoring 85-100		0%	20%		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	16	12	8	0	0	0
Number Scoring 55-100	16	12	8	0	0	0
Number Scoring 65-100	16	11	8	0	0	0
Number Scoring 85-100	9	3	5	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	25%	62%	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	11	19	23	0	1	3
Number Scoring 55-100	11	19	22	0	#	#
Number Scoring 65-100	11	19	21	0	#	#
Number Scoring 85-100	6	4	14	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	91%	0%	#	#
Percentage of Tested Scoring 85-100	55%	21%	61%	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	42	0%	0%	31%	69%
	Students with Disabilities	8	13%	25%	50%	13%
	All Students	50	2%	4%	34%	60%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	42	0%	48%	40%	12%
	Students with Disabilities	11	9%	73%	9%	9%
	All Students	53	2%	53%	34%	11%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	2	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	46	46	46	9	9	9	55	55	55
Number Scoring 55–64	5	4	1	2	1	1	7	5	2
Number Scoring 65–84	22	22	25	4	3	4	26	25	29
Number Scoring 85–100	17	16	20	0	1	1	17	17	21
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		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
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 2-4)						
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 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)