

New York State District Report Card Comprehensive Information Report

BEDS Code: 51-29-02-06-0000
 Name: Potsdam Central School District
 Superintendent: Patrick Brady

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	16	11	16
Kindergarten	102	85	70
First	90	95	88
Second	104	79	100
Third	95	101	87
Fourth	115	95	100
Fifth	107	107	108
Sixth	110	112	106
Ungraded Elementary	0	0	0
Seventh	130	110	119
Eighth	126	126	109
Ninth	124	133	137
Tenth	132	116	124
Eleventh	129	129	122
Twelfth	117	116	121
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1481	1404	1391

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	45	3.0%	43	3.1%	58	4.2%
Black (Not Hispanic)	17	1.1%	19	1.4%	13	0.9%
Hispanic	9	0.6%	10	0.7%	9	0.6%
White (Not Hispanic)	1410	95.2%	1332	94.9%	1311	94.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	14	14
Common Branch	19	18	17
English Grade 8	22	21	18
Mathematics Grade 8	22	21	18
Science Grade 8	26	21	19
Social Studies Grade 8	22	22	19
English Grade 10	20	20	17
Mathematics Grade 10	19	16	20
Science Grade 10	18	17	15
Social Studies Grade 10	18	17	16

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	19	1.3%	14	1.0%	16	1.1%
Eligible for Free Lunch	221	14.9%	360	25.6%	318	22.9%

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		95.7%		96.1%		96.2%
Student Suspensions	35	2.3%	61	4.1%	49	3.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	3.6%	11.7%	6.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	117
Total Other Professional Staff	10
Total Paraprofessionals	30
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*	100	101	106
	Regents Diplomas	70	81	98
	% Regents Diplomas	70%	80%	92%
	Regents Diplomas with Advanced Designation**			47
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	10	13	11
	Regents Diplomas	1	2	5
	% Regents Diplomas	10%	15%	45%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	8	2
All Students	Total Graduates*	110	114	117
	Regents Diplomas	71	83	103
	% Regents Diplomas	65%	73%	88%
	Regents Diplomas with Advanced Designation**			47
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	3	8	2

* 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	79	15	0	1	7	0	0	4
	Percent	75%	14%	0%	1%	7%	0%	0%	4%
Students with Disabilities	Number	4	6	0	0	1	0	0	0
	Percent	36%	55%	0%	0%	9%	0%	0%	0%
All Students	Number	83	21	0	1	8	0	0	4
	Percent	71%	18%	0%	1%	7%	0%	0%	3%

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	3		1	0.2%	6	1.3%
	Entered GED Program*	8		4	0.9%	2	0.4%
	Total Noncompleters	11		5	1.1%	8	1.8%
Students with Disabilities	Dropped Out	3		1	1.2%	1	1.5%
	Entered GED Program*	1		1	1.2%	2	3.1%
	Total Noncompleters	4		2	2.3%	3	4.6%
All Students	Dropped Out	6	1.2%	2	0.4%	7	1.4%
	Entered GED Program*	9	1.8%	5	0.9%	4	0.8%
	Total Noncompleters	15	3.0%	7	1.3%	11	2.1%

*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	102	110	110
	Number of Students with Disabilities	18	0	0
	Number of All Students	120	110	110
	Percent of Enrollment	33%	32%	33%
9-12	Number of General-Education Students	198	0	0
	Number of Students with Disabilities	48	0	0
	Number of All Students	246	0	0
	Percent of Enrollment	49%	0%	0%

Career and Technical Education (CTE) Programs

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

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	57	88%	62	92%	40	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	26	100%	38	95%
Spanish	30	100%	41	90%	39	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	0	0%	1	#	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	7	100%	4	#	0	0%
Science	0	0%	0	0%	13	92%
Reading	0	0%	5	100%	0	0%
Writing	0	0%	5	100%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	100%	2	#	1	#
Science	0	0%	1	#	4	#
Reading	0	0%	11	100%	0	0%
Writing	0	0%	11	91%	0	0%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

(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	122	131	111	6	12	14
Number Scoring 55-100	113	125	101	2	9	8
Number Scoring 65-100	105	114	89	2	6	6
Number Scoring 85-100	61	68	47	0	0	0
Percentage of Tested Scoring 55-100	93%	95%	91%	33%	75%	57%
Percentage of Tested Scoring 65-100	86%	87%	80%	33%	50%	43%
Percentage of Tested Scoring 85-100	50%	52%	42%	0%	0%	0%
Mathematics A						
Number Tested	140	140	114	15	14	14
Number Scoring 55-100	129	139	113	12	13	13
Number Scoring 65-100	118	133	109	10	13	11
Number Scoring 85-100	56	68	58	7	0	4
Percentage of Tested Scoring 55-100	92%	99%	99%	80%	93%	93%
Percentage of Tested Scoring 65-100	84%	95%	96%	67%	93%	79%
Percentage of Tested Scoring 85-100	40%	49%	51%	47%	0%	29%
Mathematics B						
Number Tested	0	68	70	0	1	2
Number Scoring 55-100	0	63	61	0	#	#
Number Scoring 65-100	0	59	57	0	#	#
Number Scoring 85-100	0	29	24	0	#	#
Percentage of Tested Scoring 55-100	0%	93%	87%	0%	#	#
Percentage of Tested Scoring 65-100	0%	87%	81%	0%	#	#
Percentage of Tested Scoring 85-100	0%	43%	34%	0%	#	#
Global History and Geography						
Number Tested	128	123	118	12	16	17
Number Scoring 55-100	126	123	116	11	16	16
Number Scoring 65-100	123	115	109	10	13	12
Number Scoring 85-100	78	60	63	5	2	2
Percentage of Tested Scoring 55-100	98%	100%	98%	92%	100%	94%
Percentage of Tested Scoring 65-100	96%	93%	92%	83%	81%	71%
Percentage of Tested Scoring 85-100	61%	49%	53%	42%	12%	12%
U.S. History and Government						
Number Tested	102	127	107	6	12	11
Number Scoring 55-100	100	126	105	6	12	11
Number Scoring 65-100	98	119	100	6	9	9
Number Scoring 85-100	64	82	62	1	2	4
Percentage of Tested Scoring 55-100	98%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	96%	94%	93%	100%	75%	82%
Percentage of Tested Scoring 85-100	63%	65%	58%	17%	17%	36%

(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	123	118	116	11	16	17
Number Scoring 55-100	121	116	114	10	15	16
Number Scoring 65-100	118	113	110	8	13	14
Number Scoring 85-100	59	63	63	2	2	1
Percentage of Tested Scoring 55-100	98%	98%	98%	91%	94%	94%
Percentage of Tested Scoring 65-100	96%	96%	95%	73%	81%	82%
Percentage of Tested Scoring 85-100	48%	53%	54%	18%	12%	6%
Physical Setting/Earth Science						
Number Tested	123	138	130	1	24	6
Number Scoring 55-100	121	131	123	#	24	4
Number Scoring 65-100	112	116	113	#	21	3
Number Scoring 85-100	46	54	57	#	3	0
Percentage of Tested Scoring 55-100	98%	95%	95%	#	100%	67%
Percentage of Tested Scoring 65-100	91%	84%	87%	#	88%	50%
Percentage of Tested Scoring 85-100	37%	39%	44%	#	12%	0%
Physical Setting/Chemistry						
Number Tested	80	78	58	0	2	1
Number Scoring 55-100	79	78	57	0	#	#
Number Scoring 65-100	70	64	52	0	#	#
Number Scoring 85-100	31	20	21	0	#	#
Percentage of Tested Scoring 55-100	99%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	88%	82%	90%	0%	#	#
Percentage of Tested Scoring 85-100	39%	26%	36%	0%	#	#
Physical Setting/Physics						
Number Tested		15	22		0	0
Number Scoring 55-100		15	22		0	0
Number Scoring 65-100		15	22		0	0
Number Scoring 85-100		7	17		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		47%	77%		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	34	35	33	0	1	1
Number Scoring 55-100	34	35	33	0	#	#
Number Scoring 65-100	34	35	33	0	#	#
Number Scoring 85-100	26	28	23	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	76%	80%	70%	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	22	32	13	0	0	0
Number Scoring 55-100	22	32	13	0	0	0
Number Scoring 65-100	22	32	12	0	0	0
Number Scoring 85-100	15	25	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	68%	78%	69%	0%	0%	0%
Comprehensive Latin						
Number Tested	20	8	11	0	0	0
Number Scoring 55-100	20	8	11	0	0	0
Number Scoring 65-100	20	8	11	0	0	0
Number Scoring 85-100	8	4	7	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	40%	50%	64%	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	92	0%	3%	54%	42%
	Students with Disabilities	12	8%	8%	75%	8%
	All Students	104	1%	4%	57%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	95	0%	5%	48%	46%
	Students with Disabilities	15	0%	20%	60%	20%
	All Students	110	0%	7%	50%	43%

(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	104	104	104	16	16	16	120	120	120
Number Scoring 55–64	1	2	1	0	3	2	1	5	3
Number Scoring 65–84	31	24	38	5	7	7	36	31	45
Number Scoring 85–100	68	77	64	4	2	2	72	79	66
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		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		5	2		0	0
Beginning		0	#		0	0
Intermediate		3	#		0	0
Advanced		0	#		0	0
Proficient		2	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		5	2		0	0
Beginning		1	#		0	0
Intermediate		1	#		0	0
Advanced		2	#		0	0
Proficient		1	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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		1	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		1	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	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		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)