

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	2002-03	2003-04	2004-05
Pre-K	30	27	28
Kindergarten	35	32	37
First	38	38	32
Second	41	39	37
Third	41	30	38
Fourth	45	40	32
Fifth	51	41	41
Sixth	40	47	39
Ungraded Elementary	0	0	0
Seventh	58	40	52
Eighth	36	51	41
Ninth	37	38	49
Tenth	43	39	42
Eleventh	35	45	39
Twelfth	46	34	38
Ungraded Secondary	0	0	0
Total K-12 Enrollment	546	514	517

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	0.4%	1	0.2%	1	0.2%
Black (Not Hispanic)	15	2.7%	13	2.5%	17	3.3%
Hispanic	6	1.1%	3	0.6%	4	0.8%
White (Not Hispanic)	523	95.8%	497	96.7%	495	95.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	15	19
Common Branch	18	18	19
English Grade 8	36	16	21
Mathematics Grade 8	18	15	17
Science Grade 8	18	17	21
Social Studies Grade 8	36	16	21
English Grade 10	0	19	20
Mathematics Grade 10	12	21	21
Science Grade 10	12	19	21
Social Studies Grade 10	24	22	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. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	183	33.5%	176	34.2%	185	35.8%

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		96.0%		96.1%		95.5%
Student Suspensions	28	5.2%	35	6.4%	26	5.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.1%	11.7%	15.3%
Public Assistance	51-60%	51-60%	51-60%
Student Stability	98%	100%	97%

Staff Counts

Staff	2004-05
Total Teachers	42
Total Other Professional Staff	5
Total Paraprofessionals	NA
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*	40	29	34
	Regents Diplomas	19	16	31
	% Regents Diplomas	47%	55%	91%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	2	5
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	50%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	2	0
All Students	Total Graduates*	44	31	39
	Regents Diplomas	19	17	31
	% Regents Diplomas	43%	55%	79%
	Regents Diplomas with Advanced Designation**			16
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	0	2	0

* 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	13	16	0	1	4	0	0	0
	Percent	38%	47%	0%	3%	12%	0%	0%	0%
Students with Disabilities	Number	1	0	0	1	2	0	1	0
	Percent	20%	0%	0%	20%	40%	0%	20%	0%
All Students	Number	14	16	0	2	6	0	1	0
	Percent	36%	41%	0%	5%	15%	0%	3%	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	1		2	1.5%	2	1.4%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		2	1.5%	2	1.4%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	0	0.0%
All Students	Dropped Out	2	1.2%	2	1.3%	2	1.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	1.2%	2	1.3%	2	1.2%

*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	100%	100%	100%
2-3	100%	117%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	80	59
	Number of Students with Disabilities	0	14	14
	Number of All Students	0	94	73
	Percent of Enrollment	0%	116%	100%
6-8	Number of General-Education Students	86	120	110
	Number of Students with Disabilities	8	14	22
	Number of All Students	94	134	132
	Percent of Enrollment	70%	97%	100%
9-12	Number of General-Education Students	148	144	139
	Number of Students with Disabilities	13	16	29
	Number of All Students	161	160	168
	Percent of Enrollment	100%	103%	100%

(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	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	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	0	0%	0	0%	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	0	0%	0	0%	4	#
Science	0	0%	0	0%	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	5	20%
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	2	#	2	#	0	0%
Science	2	#	2	#	4	#
Reading	1	#	5	100%	1	#
Writing	1	#	5	100%	2	#
Global Studies	7	43%	5	60%	2	#
U.S. Hist & Gov't	1	#	4	#	2	#

(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	35	44	31	2	8	2
Number Scoring 55-100	34	37	30	#	2	#
Number Scoring 65-100	32	36	29	#	2	#
Number Scoring 85-100	16	15	12	#	0	#
Percentage of Tested Scoring 55-100	97%	84%	97%	#	25%	#
Percentage of Tested Scoring 65-100	91%	82%	94%	#	25%	#
Percentage of Tested Scoring 85-100	46%	34%	39%	#	0%	#
Mathematics A						
Number Tested	39	43	44	4	7	2
Number Scoring 55-100	36	42	41	#	6	#
Number Scoring 65-100	33	41	40	#	5	#
Number Scoring 85-100	8	15	24	#	0	#
Percentage of Tested Scoring 55-100	92%	98%	93%	#	86%	#
Percentage of Tested Scoring 65-100	85%	95%	91%	#	71%	#
Percentage of Tested Scoring 85-100	21%	35%	55%	#	0%	#
Mathematics B						
Number Tested	0	14	26	0	0	0
Number Scoring 55-100	0	8	25	0	0	0
Number Scoring 65-100	0	7	23	0	0	0
Number Scoring 85-100	0	1	5	0	0	0
Percentage of Tested Scoring 55-100	0%	57%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	50%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	7%	19%	0%	0%	0%
Global History and Geography						
Number Tested	51	54	57	7	8	4
Number Scoring 55-100	41	43	43	2	5	#
Number Scoring 65-100	31	32	41	0	4	#
Number Scoring 85-100	6	5	6	0	1	#
Percentage of Tested Scoring 55-100	80%	80%	75%	29%	62%	#
Percentage of Tested Scoring 65-100	61%	59%	72%	0%	50%	#
Percentage of Tested Scoring 85-100	12%	9%	11%	0%	12%	#
U.S. History and Government						
Number Tested	41	44	35	4	7	3
Number Scoring 55-100	39	39	30	#	5	#
Number Scoring 65-100	34	36	25	#	4	#
Number Scoring 85-100	12	12	5	#	0	#
Percentage of Tested Scoring 55-100	95%	89%	86%	#	71%	#
Percentage of Tested Scoring 65-100	83%	82%	71%	#	57%	#
Percentage of Tested Scoring 85-100	29%	27%	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	35	42	52	4	4	6
Number Scoring 55-100	32	41	50	#	#	5
Number Scoring 65-100	29	39	42	#	#	3
Number Scoring 85-100	5	6	7	#	#	0
Percentage of Tested Scoring 55-100	91%	98%	96%	#	#	83%
Percentage of Tested Scoring 65-100	83%	93%	81%	#	#	50%
Percentage of Tested Scoring 85-100	14%	14%	13%	#	#	0%
Physical Setting/Earth Science						
Number Tested	35	36	44	4	4	4
Number Scoring 55-100	34	35	41	#	#	#
Number Scoring 65-100	33	33	38	#	#	#
Number Scoring 85-100	17	9	15	#	#	#
Percentage of Tested Scoring 55-100	97%	97%	93%	#	#	#
Percentage of Tested Scoring 65-100	94%	92%	86%	#	#	#
Percentage of Tested Scoring 85-100	49%	25%	34%	#	#	#
Physical Setting/Chemistry						
Number Tested	25	0	25	0	0	1
Number Scoring 55-100	25	0	23	0	0	#
Number Scoring 65-100	24	0	19	0	0	#
Number Scoring 85-100	6	0	3	0	0	#
Percentage of Tested Scoring 55-100	100%	0%	92%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	0%	76%	0%	0%	#
Percentage of Tested Scoring 85-100	24%	0%	12%	0%	0%	#
Physical Setting/Physics						
Number Tested		25	0		0	0
Number Scoring 55-100		25	0		0	0
Number Scoring 65-100		23	0		0	0
Number Scoring 85-100		6	0		0	0
Percentage of Tested Scoring 55-100		100%	0%		0%	0%
Percentage of Tested Scoring 65-100		92%	0%		0%	0%
Percentage of Tested Scoring 85-100		24%	0%		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	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	7	16	13	0	0	0
Number Scoring 55-100	7	16	13	0	0	0
Number Scoring 65-100	7	16	13	0	0	0
Number Scoring 85-100	3	7	8	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	43%	44%	62%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	32	0%	0%	53%	47%
	Students with Disabilities	8	0%	38%	63%	0%
	All Students	40	0%	8%	55%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	35	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	37	0%	24%	41%	35%

(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	33	33	33	6	6	6	39	39	39
Number Scoring 55–64	3	1	0	2	1	1	5	2	1
Number Scoring 65–84	24	19	14	2	4	4	26	23	18
Number Scoring 85–100	6	12	19	0	0	0	6	12	19
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)