

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	38	61	51
First	60	49	61
Second	46	53	43
Third	50	49	50
Fourth	46	52	49
Fifth	55	50	45
Sixth	66	60	46
Ungraded Elementary	10	0	12
Seventh	60	67	63
Eighth	69	55	56
Ninth	67	72	60
Tenth	52	53	61
Eleventh	54	48	49
Twelfth	36	55	46
Ungraded Secondary	0	0	0
Total K-12 Enrollment	709	724	692

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.6%	2	0.3%	3	0.4%
Black (Not Hispanic)	13	1.8%	12	1.7%	8	1.2%
Hispanic	7	1.0%	9	1.2%	12	1.7%
White (Not Hispanic)	685	96.6%	701	96.8%	669	96.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	13	20	18
Common Branch	17	16	16
English Grade 8	21	13	18
Mathematics Grade 8	17	10	14
Science Grade 8	24	18	19
Social Studies Grade 8	23	14	19
English Grade 10	17	18	16
Mathematics Grade 10	19	17	27
Science Grade 10	18	12	24
Social Studies Grade 10	18	12	20

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.6%	8	1.1%	7	1.0%
Eligible for Free Lunch	180	25.4%	214	29.6%	268	38.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		94.6%		94.4%
Student Suspensions	43	5.9%	37	5.2%	49	6.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.4%	10.8%	12.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	65
Total Other Professional Staff	14
Total Paraprofessionals	14
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	33	20	61%	52	29	56%	44	31	70%
Students with Disabilities	0	0	0%	0	0	0%	0	0	0%
All Students	33	20	61%	52	29	56%	44	31	70%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	12	21	3	2	5	1
Percent	27%	48%	7%	5%	11%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
0	0	0	0

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		5		4	2.0%
	Entered GED Program*	0		0		3	1.5%
	Total Noncompleters	1		5		7	3.5%
Students with Disabilities	Dropped Out	0		0		1	3.6%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	3.6%
All Students	Dropped Out	1	0.5%	5	2.2%	5	2.2%
	Entered GED Program*	0	0.0%	0	0.0%	3	1.3%
	Total Noncompleters	1	0.5%	5	2.2%	8	3.5%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	106	51
	Number of Students with Disabilities	0	16	5
	Number of All Students	0	122	56
	Percent of Enrollment	0%	67%	34%
9-12	Number of General-Education Students	5	201	184
	Number of Students with Disabilities	4	27	32
	Number of All Students	9	228	216
	Percent of Enrollment	4%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	6		
Completed and Passed Regents Exams	6	100%	77%
Completed and had Course Average of 75% or More	6	100%	81%
Completed and Attained a HS Diploma or Equivalent	6	100%	96%
Completed and Whose Status is Known	6		
Completed and Were Successfully Placed	6	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	8	100%	13	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	34	97%	38	63%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	6	83%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	2	#
Science	2	#	1	#	2	#
Reading	1	#	0	0%	1	#
Writing	0	0%	1	#	2	#
Global Studies	2	#	2	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	5	60%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	3	#
Science	0	0%	4	#	5	40%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	4	#	5	20%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	49	45	46	1	0	8
Number Scoring 55-100	47	44	43	#	0	6
Number Scoring 65-100	47	43	40	#	0	4
Number Scoring 85-100	14	13	22	#	0	1
Percentage of Tested Scoring 55-100	96%	98%	93%	#	0%	75%
Percentage of Tested Scoring 65-100	96%	96%	87%	#	0%	50%
Percentage of Tested Scoring 85-100	29%	29%	48%	#	0%	12%
Mathematics A						
Number Tested	56	50	55	0	6	5
Number Scoring 55-100	46	40	53	0	3	4
Number Scoring 65-100	40	36	47	0	3	4
Number Scoring 85-100	15	8	20	0	0	2
Percentage of Tested Scoring 55-100	82%	80%	96%	0%	50%	80%
Percentage of Tested Scoring 65-100	71%	72%	85%	0%	50%	80%
Percentage of Tested Scoring 85-100	27%	16%	36%	0%	0%	40%
Mathematics B						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	52	58	58	0	9	6
Number Scoring 55-100	49	50	45	0	4	2
Number Scoring 65-100	42	45	39	0	4	2
Number Scoring 85-100	9	15	9	0	0	0
Percentage of Tested Scoring 55-100	94%	86%	78%	0%	44%	33%
Percentage of Tested Scoring 65-100	81%	78%	67%	0%	44%	33%
Percentage of Tested Scoring 85-100	17%	26%	16%	0%	0%	0%
U.S. History and Government						
Number Tested	54	44	51	1	1	7
Number Scoring 55-100	51	44	42	#	#	5
Number Scoring 65-100	48	42	39	#	#	4
Number Scoring 85-100	8	18	16	#	#	1
Percentage of Tested Scoring 55-100	94%	100%	82%	#	#	71%
Percentage of Tested Scoring 65-100	89%	95%	76%	#	#	57%
Percentage of Tested Scoring 85-100	15%	41%	31%	#	#	14%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	38	44	48	0	4	2
Number Scoring 55-100	38	43	47	0	#	#
Number Scoring 65-100	38	43	43	0	#	#
Number Scoring 85-100	8	14	7	0	#	#
Percentage of Tested Scoring 55-100	100%	98%	98%	0%	#	#
Percentage of Tested Scoring 65-100	100%	98%	90%	0%	#	#
Percentage of Tested Scoring 85-100	21%	32%	15%	0%	#	#
Physical Setting/Earth Science						
Number Tested	59	62	56	0	8	8
Number Scoring 55-100	56	48	50	0	4	5
Number Scoring 65-100	51	45	45	0	4	4
Number Scoring 85-100	15	9	12	0	0	1
Percentage of Tested Scoring 55-100	95%	77%	89%	0%	50%	62%
Percentage of Tested Scoring 65-100	86%	73%	80%	0%	50%	50%
Percentage of Tested Scoring 85-100	25%	15%	21%	0%	0%	12%
Physical Setting/Chemistry						
Number Tested	22	32	19	0	0	2
Number Scoring 55-100	21	30	19	0	0	#
Number Scoring 65-100	13	19	17	0	0	#
Number Scoring 85-100	0	2	2	0	0	#
Percentage of Tested Scoring 55-100	95%	94%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	59%	59%	89%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	6%	11%	0%	0%	#
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	19	16	12	0	0	0
Number Scoring 55-100	19	16	12	0	0	0
Number Scoring 65-100	16	16	11	0	0	0
Number Scoring 85-100	2	9	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	84%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	56%	25%	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	11	19	0	0	1
Number Scoring 55-100	7	11	19	0	0	#
Number Scoring 65-100	7	11	19	0	0	#
Number Scoring 85-100	4	6	4	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	57%	55%	21%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	19	26	21	0	0	1
Number Scoring 55-100	16	24	18	0	0	#
Number Scoring 65-100	15	21	18	0	0	#
Number Scoring 85-100	7	6	3	0	0	#
Percentage of Tested Scoring 55-100	84%	92%	86%	0%	0%	#
Percentage of Tested Scoring 65-100	79%	81%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	37%	23%	14%	0%	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	18	100%	11	100%
Students with Disabilities	0	0%	1	#	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	40	0%	0%	58%	43%
	Students with Disabilities	9	33%	22%	44%	0%
	All Students	49	6%	4%	55%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	53	0%	43%	51%	6%
	Students with Disabilities	6	0%	83%	17%	0%
	All Students	59	0%	47%	47%	5%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	1	0	0	0	0
Middle Level						
Social Studies	1	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

2000 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	49	49	49	0	0	0	49	49	49
Number Scoring 55–64	3	1	4	0	0	0	3	1	4
Number Scoring 65–84	31	21	31	0	0	0	31	21	31
Number Scoring 85–100	9	18	12	0	0	0	9	18	12
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)