

# New York State School Report Card Comprehensive Information Report

BEDS Code: 03-13-01-04-0003  
 Name: Deposit Middle-Senior High School  
 Principal: Thomas McMullin

Grade Range : 6-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	46
Ungraded Elementary	0	0	0
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	338	350	381

## 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	1	0.3%	1	0.3%	0	0.0%
Black (Not Hispanic)	3	0.9%	5	1.4%	2	0.5%
Hispanic	1	0.3%	6	1.7%	7	1.8%
White (Not Hispanic)	333	98.5%	338	96.6%	372	97.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
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**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	82	24.3%	73	20.9%	128	33.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.7%		95.1%		94.5%
<b>Student Suspensions</b>	37	10.7%	30	8.9%	28	8.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.0%	7.7%	11.3%
<b>Public Assistance</b>	31-40%	31-40%	41-50%
<b>Student Stability</b>	97%	95%	96%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	34
Total Other Professional Staff	5
Total Paraprofessionals	NA
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	0	0	0%	52	29	56%	42	31	74%
Students with Disabilities	0	0	0%	0	0	0%	0	0	0%
All Students	0	0	0%	52	29	56%	42	31	74%

\*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	19	3	2	5	1
Percent	29%	45%	7%	5%	12%	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.
<b>General-Education Students</b>	Dropped Out	0		5		3	1.5%
	Entered GED Program*	0		0		3	1.5%
	Total Noncompleters	0		5		6	3.0%
<b>Students with Disabilities</b>	Dropped Out	0		0		1	3.6%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	3.6%
<b>All Students</b>	Dropped Out	0	0.0%	5	2.2%	4	1.8%
	Entered GED Program*	0	0.0%	0	0.0%	3	1.3%
	Total Noncompleters	0	0.0%	5	2.2%	7	3.1%

\*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	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%	100%	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			
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 2003-2004 school year; completer 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	0	0%	4	#	2	#
Science	0	0%	1	#	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	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	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	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
<b>Comprehensive English</b>						
Number Tested	0	45	46	0	0	8
Number Scoring 55-100	0	44	43	0	0	6
Number Scoring 65-100	0	43	40	0	0	4
Number Scoring 85-100	0	13	22	0	0	1
Percentage of Tested Scoring 55-100	0%	98%	93%	0%	0%	75%
Percentage of Tested Scoring 65-100	0%	96%	87%	0%	0%	50%
Percentage of Tested Scoring 85-100	0%	29%	48%	0%	0%	12%
<b>Mathematics A</b>						
Number Tested	0	50	55	0	6	5
Number Scoring 55-100	0	40	53	0	3	4
Number Scoring 65-100	0	36	47	0	3	4
Number Scoring 85-100	0	8	20	0	0	2
Percentage of Tested Scoring 55-100	0%	80%	96%	0%	50%	80%
Percentage of Tested Scoring 65-100	0%	72%	85%	0%	50%	80%
Percentage of Tested Scoring 85-100	0%	16%	36%	0%	0%	40%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	0	58	58	0	9	6
Number Scoring 55-100	0	50	45	0	4	2
Number Scoring 65-100	0	45	39	0	4	2
Number Scoring 85-100	0	15	9	0	0	0
Percentage of Tested Scoring 55-100	0%	86%	78%	0%	44%	33%
Percentage of Tested Scoring 65-100	0%	78%	67%	0%	44%	33%
Percentage of Tested Scoring 85-100	0%	26%	16%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	0	44	49	0	1	7
Number Scoring 55-100	0	44	42	0	#	5
Number Scoring 65-100	0	42	39	0	#	4
Number Scoring 85-100	0	18	16	0	#	1
Percentage of Tested Scoring 55-100	0%	100%	86%	0%	#	71%
Percentage of Tested Scoring 65-100	0%	95%	80%	0%	#	57%
Percentage of Tested Scoring 85-100	0%	41%	33%	0%	#	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	0	44	48	0	4	2
Number Scoring 55-100	0	43	47	0	#	#
Number Scoring 65-100	0	43	43	0	#	#
Number Scoring 85-100	0	14	7	0	#	#
Percentage of Tested Scoring 55-100	0%	98%	98%	0%	#	#
Percentage of Tested Scoring 65-100	0%	98%	90%	0%	#	#
Percentage of Tested Scoring 85-100	0%	32%	15%	0%	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	0	62	56	0	8	8
Number Scoring 55-100	0	48	50	0	4	5
Number Scoring 65-100	0	45	45	0	4	4
Number Scoring 85-100	0	9	12	0	0	1
Percentage of Tested Scoring 55-100	0%	77%	89%	0%	50%	62%
Percentage of Tested Scoring 65-100	0%	73%	80%	0%	50%	50%
Percentage of Tested Scoring 85-100	0%	15%	21%	0%	0%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	0	32	19	0	0	2
Number Scoring 55-100	0	30	19	0	0	#
Number Scoring 65-100	0	19	17	0	0	#
Number Scoring 85-100	0	2	2	0	0	#
Percentage of Tested Scoring 55-100	0%	94%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	59%	89%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	6%	11%	0%	0%	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
Number Tested	0	16	12	0	0	0
Number Scoring 55–100	0	16	12	0	0	0
Number Scoring 65–100	0	16	11	0	0	0
Number Scoring 85–100	0	9	3	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	56%	25%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	0	11	19	0	0	1
Number Scoring 55–100	0	11	19	0	0	#
Number Scoring 65–100	0	11	19	0	0	#
Number Scoring 85–100	0	6	4	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	55%	21%	0%	0%	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	0	26	21	0	0	1
Number Scoring 55-100	0	24	18	0	0	#
Number Scoring 65-100	0	21	18	0	0	#
Number Scoring 85-100	0	6	3	0	0	#
Percentage of Tested Scoring 55-100	0%	92%	86%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	81%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	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	0	0%	18	100%	10	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
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	52	0%	42%	52%	6%
	Students with Disabilities	6	0%	83%	17%	0%
	All Students	58	0%	47%	48%	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	46	46	46	0	0	0	46	46	46
Number Scoring 55–64	2	1	2	0	0	0	2	1	2
Number Scoring 65–84	29	20	30	0	0	0	29	20	30
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)