

# New York State District Report Card Comprehensive Information Report

BEDS Code: 51-29-02-06-0000  
 Name: Potsdam Central School District  
 Superintendent: Sylvia A. Root

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	16	16	11
Kindergarten	84	102	85
First	118	90	95
Second	99	104	79
Third	118	95	101
Fourth	110	115	95
Fifth	104	107	107
Sixth	125	110	112
Ungraded Elementary	0	0	0
Seventh	128	130	110
Eighth	127	126	126
Ninth	138	124	133
Tenth	138	132	116
Eleventh	122	129	129
Twelfth	107	117	116
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1518	1481	1404

## 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	38	2.5%	45	3.0%	43	3.1%
Black (Not Hispanic)	20	1.3%	17	1.1%	19	1.4%
Hispanic	8	0.5%	9	0.6%	10	0.7%
White (Not Hispanic)	1452	95.7%	1410	95.2%	1332	94.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	14
Common Branch	20	19	18
English Grade 8	23	22	21
Mathematics Grade 8	26	22	21
Science Grade 8	26	26	21
Social Studies Grade 8	26	22	22
English Grade 10	18	20	20
Mathematics Grade 10	15	19	16
Science Grade 10	17	18	17
Social Studies Grade 10	18	18	17

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	16	1.0%	19	1.3%	14	1.0%
<b>Eligible for Free Lunch</b>	459	30.2%	221	14.9%	360	25.6%

**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>		95.4%		95.7%		96.1%
<b>Student Suspensions</b>	37	2.4%	35	2.3%	61	4.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	7.1%	3.6%	11.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	118
Total Other Professional Staff	15
Total Paraprofessionals	33
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 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	91	68	75%	100	70	70%	101	81	80%
Students with Disabilities	7	0	0%	10	1	10%	13	2	15%
All Students	98	68	69%	110	71	65%	114	83	73%

\*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	76	27	2	2	6	1
Percent	67%	24%	2%	2%	5%	1%

## 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)
13	2	8	21

\*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		3		1	0.2%
	Entered GED Program*	2		8		4	0.9%
	Total Noncompleters	3		11		5	1.1%
Students with Disabilities	Dropped Out	4		3		1	1.2%
	Entered GED Program*	1		1		1	1.2%
	Total Noncompleters	5		4		2	2.3%
All Students	Dropped Out	5	1.0%	6	1.2%	2	0.4%
	Entered GED Program*	3	0.6%	9	1.8%	5	0.9%
	Total Noncompleters	8	1.6%	15	3.0%	7	1.3%

\*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	2	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	2	0	0
	Percent of Enrollment	1%	0%	0%
6-8	Number of General-Education Students	21	102	110
	Number of Students with Disabilities	0	18	0
	Number of All Students	21	120	110
	Percent of Enrollment	6%	33%	32%
9-12	Number of General-Education Students	200	198	0
	Number of Students with Disabilities	0	48	0
	Number of All Students	200	246	0
	Percent of Enrollment	40%	49%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	15		
Completed and Passed Regents Exams	15	100%	77%
Completed and had Course Average of 75% or More	15	100%	81%
Completed and Attained a HS Diploma or Equivalent	15	100%	96%
Completed and Whose Status is Known	15		
Completed and Were Successfully Placed	15	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	0	.	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%	57	88%	62	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	26	100%
Spanish	9	100%	30	100%	41	90%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	0	0%	0	0%	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%	7	100%	4	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	5	100%
Writing	1	#	0	0%	5	100%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	15	100%	2	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	11	100%
Writing	4	#	0	0%	11	91%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(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	112	122	131	15	6	12
Number Scoring 55-100	94	113	125	8	2	9
Number Scoring 65-100	76	105	114	2	2	6
Number Scoring 85-100	45	61	68	0	0	0
Percentage of Tested Scoring 55-100	84%	93%	95%	53%	33%	75%
Percentage of Tested Scoring 65-100	68%	86%	87%	13%	33%	50%
Percentage of Tested Scoring 85-100	40%	50%	52%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	128	140	140	9	15	14
Number Scoring 55-100	117	129	139	4	12	13
Number Scoring 65-100	102	118	133	0	10	13
Number Scoring 85-100	64	56	68	0	7	0
Percentage of Tested Scoring 55-100	91%	92%	99%	44%	80%	93%
Percentage of Tested Scoring 65-100	80%	84%	95%	0%	67%	93%
Percentage of Tested Scoring 85-100	50%	40%	49%	0%	47%	0%
<b>Mathematics B</b>						
Number Tested	0	0	68	0	0	1
Number Scoring 55-100	0	0	63	0	0	#
Number Scoring 65-100	0	0	59	0	0	#
Number Scoring 85-100	0	0	29	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	87%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	43%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	122	128	123	9	12	16
Number Scoring 55-100	118	126	123	7	11	16
Number Scoring 65-100	115	123	115	6	10	13
Number Scoring 85-100	64	78	60	1	5	2
Percentage of Tested Scoring 55-100	97%	98%	100%	78%	92%	100%
Percentage of Tested Scoring 65-100	94%	96%	93%	67%	83%	81%
Percentage of Tested Scoring 85-100	52%	61%	49%	11%	42%	12%
<b>U.S. History and Government</b>						
Number Tested	116	102	127	18	6	12
Number Scoring 55-100	106	100	126	12	6	12
Number Scoring 65-100	99	98	119	9	6	9
Number Scoring 85-100	54	64	82	1	1	2
Percentage of Tested Scoring 55-100	91%	98%	99%	67%	100%	100%
Percentage of Tested Scoring 65-100	85%	96%	94%	50%	100%	75%
Percentage of Tested Scoring 85-100	47%	63%	65%	6%	17%	17%

(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	119	123	118	4	11	16
Number Scoring 55-100	118	121	116	#	10	15
Number Scoring 65-100	117	118	113	#	8	13
Number Scoring 85-100	60	59	63	#	2	2
Percentage of Tested Scoring 55-100	99%	98%	98%	#	91%	94%
Percentage of Tested Scoring 65-100	98%	96%	96%	#	73%	81%
Percentage of Tested Scoring 85-100	50%	48%	53%	#	18%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	148	123	138	23	1	24
Number Scoring 55-100	142	121	131	19	#	24
Number Scoring 65-100	130	112	116	16	#	21
Number Scoring 85-100	56	46	54	1	#	3
Percentage of Tested Scoring 55-100	96%	98%	95%	83%	#	100%
Percentage of Tested Scoring 65-100	88%	91%	84%	70%	#	88%
Percentage of Tested Scoring 85-100	38%	37%	39%	4%	#	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	70	80	78	1	0	2
Number Scoring 55-100	69	79	78	#	0	#
Number Scoring 65-100	59	70	64	#	0	#
Number Scoring 85-100	19	31	20	#	0	#
Percentage of Tested Scoring 55-100	99%	99%	100%	#	0%	#
Percentage of Tested Scoring 65-100	84%	88%	82%	#	0%	#
Percentage of Tested Scoring 85-100	27%	39%	26%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			15			0
Number Scoring 55-100			15			0
Number Scoring 65-100			15			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			47%			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	104	34	35	0	0	1
Number Scoring 55-100	101	34	35	0	0	#
Number Scoring 65-100	93	34	35	0	0	#
Number Scoring 85-100	40	26	28	0	0	#
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	89%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	38%	76%	80%	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	57	22	32	0	0	0
Number Scoring 55-100	57	22	32	0	0	0
Number Scoring 65-100	56	22	32	0	0	0
Number Scoring 85-100	27	15	25	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	68%	78%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	20	8	0	0	0
Number Scoring 55-100	0	20	8	0	0	0
Number Scoring 65-100	0	20	8	0	0	0
Number Scoring 85-100	0	8	4	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	40%	50%	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	65	73	3	1	0	0
Number Scoring 55-100	58	66	#	#	0	0
Number Scoring 65-100	55	65	#	#	0	0
Number Scoring 85-100	36	42	#	#	0	0
Percentage of Tested Scoring 55-100	89%	90%	#	#	0%	0%
Percentage of Tested Scoring 65-100	85%	89%	#	#	0%	0%
Percentage of Tested Scoring 85-100	55%	58%	#	#	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%	66	100%	9	100%
Students with Disabilities	0	0%	6	100%	1	#

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	97	0%	3%	52%	45%
	Students with Disabilities	7	29%	14%	43%	14%
	All Students	104	2%	4%	51%	43%

## 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	106	0%	18%	47%	35%
	Students with Disabilities	22	0%	77%	14%	9%
	All Students	128	0%	28%	41%	30%

(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	106	106	106	20	20	20	126	126	126
Number Scoring 55–64	0	2	2	3	2	3	3	4	5
Number Scoring 65–84	46	27	42	8	10	11	54	37	53
Number Scoring 85–100	54	75	59	2	1	0	56	76	59
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			0			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
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 - L)