

# New York State School Report Card Comprehensive Information Report

BEDS Code: 51-29-02-06-0003  
 Name: Potsdam Senior High School  
 Principal: Holly Chorba

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	153	138	124
Tenth	134	138	132
Eleventh	108	122	129
Twelfth	109	107	117
Ungraded Secondary	0	0	0
Total K-12 Enrollment	504	505	502

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	18	3.6%	14	2.8%	13	2.6%
Black (Not Hispanic)	3	0.6%	5	1.0%	3	0.6%
Hispanic	5	1.0%	4	0.8%	4	0.8%
White (Not Hispanic)	478	94.8%	482	95.4%	482	96.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	18	20
Mathematics Grade 10	21	15	19
Science Grade 10	19	17	18
Social Studies Grade 10	20	18	18

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	5	1.0%	9	1.8%
Eligible for Free Lunch	82	16.3%	61	12.1%	64	12.8%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		95.4%		95.4%
Student Suspensions	6	1.2%	25	5.0%	20	4.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	2.8%	3.2%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	94%	97%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	36
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	94	61	65%	91	68	75%	100	70	70%
Students with Disabilities	13	4	31%	7	0	0%	10	1	10%
All Students	107	65	61%	98	68	69%	110	71	65%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	62	26	0	6	14	2
Percent	56%	24%	0%	5%	13%	2%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
10	1	3	13

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		3	
	Entered GED Program*			2		8	
	Total Noncompleters			3		11	
Students with Disabilities	Dropped Out			4		3	
	Entered GED Program*			1		1	
	Total Noncompleters			5		4	
All Students	Dropped Out	2	0.4%	5	1.0%	6	1.2%
	Entered GED Program*	7	1.4%	3	0.6%	9	1.8%
	Total Noncompleters	9	1.8%	8	1.6%	15	3.0%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		200	198
	Number of Students with Disabilities		0	48
	Number of All Students		200	246
	Percent of Enrollment		40%	49%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	95%	0	0%	55	87%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	25	84%	0	0%	30	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	1	#	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	7	100%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	100%	1	#	15	100%
Science	6	83%	0	0%	0	0%
Reading	5	80%	0	0%	0	0%
Writing	14	100%	4	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	7	57%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	114	112	122	12	15	6
Number Scoring 55–100	109	94	113	9	8	2
Number Scoring 65–100	96	76	105	6	2	2
Number Scoring 85–100	40	45	61	0	0	0
Percentage of Tested Scoring 55–100	96%	84%	93%	75%	53%	33%
Percentage of Tested Scoring 65–100	84%	68%	86%	50%	13%	33%
Percentage of Tested Scoring 85–100	35%	40%	50%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	134	128	138	12	9	15
Number Scoring 55–100	106	117	127	3	4	12
Number Scoring 65–100	92	102	116	2	0	10
Number Scoring 85–100	47	64	54	1	0	7
Percentage of Tested Scoring 55–100	79%	91%	92%	25%	44%	80%
Percentage of Tested Scoring 65–100	69%	80%	84%	17%	0%	67%
Percentage of Tested Scoring 85–100	35%	50%	39%	8%	0%	47%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	132	122	128	17	9	12
Number Scoring 55–100	130	118	126	17	7	11
Number Scoring 65–100	114	115	123	12	6	10
Number Scoring 85–100	59	64	78	0	1	5
Percentage of Tested Scoring 55–100	98%	97%	98%	100%	78%	92%
Percentage of Tested Scoring 65–100	86%	94%	96%	71%	67%	83%
Percentage of Tested Scoring 85–100	45%	52%	61%	0%	11%	42%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	108	116	102	9	18	6
Number Scoring 55–100	98	106	100	6	12	6
Number Scoring 65–100	84	99	98	3	9	6
Number Scoring 85–100	50	54	64	1	1	1
Percentage of Tested Scoring 55–100	91%	91%	98%	67%	67%	100%
Percentage of Tested Scoring 65–100	78%	85%	96%	33%	50%	100%
Percentage of Tested Scoring 85–100	46%	47%	63%	11%	6%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	118	119	121	10	4	11
Number Scoring 55–100	111	118	119	9	#	10
Number Scoring 65–100	108	117	116	8	#	8
Number Scoring 85–100	40	60	57	2	#	2
Percentage of Tested Scoring 55–100	94%	99%	98%	90%	#	91%
Percentage of Tested Scoring 65–100	92%	98%	96%	80%	#	73%
Percentage of Tested Scoring 85–100	34%	50%	47%	20%	#	18%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	127	126	121	12	23	1
Number Scoring 55–100	111	120	119	6	19	#
Number Scoring 65–100	87	108	110	2	16	#
Number Scoring 85–100	45	35	45	2	1	#
Percentage of Tested Scoring 55–100	87%	95%	98%	50%	83%	#
Percentage of Tested Scoring 65–100	69%	86%	91%	17%	70%	#
Percentage of Tested Scoring 85–100	35%	28%	37%	17%	4%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		70	80		1	0
Number Scoring 55–100		69	79		#	0
Number Scoring 65–100		59	70		#	0
Number Scoring 85–100		19	31		#	0
Percentage of Tested Scoring 55–100		99%	99%		#	0%
Percentage of Tested Scoring 65–100		84%	88%		#	0%
Percentage of Tested Scoring 85–100		27%	39%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	45	39	34	1	0	0
Number Scoring 55–100	44	39	34	#	0	0
Number Scoring 65–100	44	39	34	#	0	0
Number Scoring 85–100	34	22	26	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	76%	56%	76%	#	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	22	19	22	0	0	0
Number Scoring 55–100	22	19	22	0	0	0
Number Scoring 65–100	19	18	22	0	0	0
Number Scoring 85–100	8	15	15	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	79%	68%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	14	0	20	0	0	0
Number Scoring 55–100	14	0	20	0	0	0
Number Scoring 65–100	14	0	20	0	0	0
Number Scoring 85–100	4	0	8	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	0%	40%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	3	0	0	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>Sequential Mathematics, Course III</b>						
Number Tested	76	65	73	0	1	0
Number Scoring 55–100	71	58	66	0	#	0
Number Scoring 65–100	67	55	65	0	#	0
Number Scoring 85–100	44	36	42	0	#	0
Percentage of Tested Scoring 55–100	93%	89%	90%	0%	#	0%
Percentage of Tested Scoring 65–100	88%	85%	89%	0%	#	0%
Percentage of Tested Scoring 85–100	58%	55%	58%	0%	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	92%	0	0%	65	100%
Students with Disabilities	13	92%	0	0%	6	100%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</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 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%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	21	21	21	127	127	127
Number Scoring 55–64	5	5	1	3	2	2	8	7	3
Number Scoring 65–84	41	39	51	12	7	7	53	46	58
Number Scoring 85–100	49	54	48	1	1	3	50	55	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)