

New York State District Report Card Comprehensive Information Report

BEDS Code: 67-12-01-06-0000
 Name: Perry Central School District
 Superintendent: Dennis G. Kenney

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	36	36	32
Kindergarten	74	73	65
First	81	79	63
Second	73	87	75
Third	80	70	87
Fourth	92	78	76
Fifth	94	89	74
Sixth	85	96	87
Ungraded Elementary	0	0	0
Seventh	86	85	90
Eighth	92	89	83
Ninth	117	104	96
Tenth	84	106	91
Eleventh	83	70	85
Twelfth	94	88	80
Ungraded Secondary	7	0	10
Total K-12 Enrollment	1142	1114	1062

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	18	1.6%	18	1.6%	11	1.0%
Black (Not Hispanic)	10	0.9%	7	0.6%	7	0.7%
Hispanic	12	1.1%	9	0.8%	8	0.8%
White (Not Hispanic)	1102	96.5%	1080	96.9%	1036	97.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	18	16
Common Branch	19	17	18
English Grade 8	18	17	0
Mathematics Grade 8	15	17	20
Science Grade 8	18	22	20
Social Studies Grade 8	17	20	16
English Grade 10	18	20	17
Mathematics Grade 10	22	17	17
Science Grade 10	19	18	18
Social Studies Grade 10	14	18	15

(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
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	0	0.0%	0	0.0%	1	0.1%
Eligible for Free Lunch	168	14.7%	225	20.2%	155	14.6%

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		95.5%		95.8%		95.9%
Student Suspensions	34	2.9%	10	0.9%	39	3.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.2%	6.2%	6.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	105
Total Other Professional Staff	15
Total Paraprofessionals	35
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 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	76	42	55%	82	58	71%	42	42	100%
Students with Disabilities	6	0	0%	4	0	0%	1	1	100%
All Students	82	42	51%	86	58	67%	43	43	100%

*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	14	23	0	0	3	3
Percent	33%	53%	0%	0%	7%	7%

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)
1	1	8	9

*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	7		2		4	1.3%
	Entered GED Program*	0		3		3	0.9%
	Total Noncompleters	7		5		7	2.2%
Students with Disabilities	Dropped Out	2		0		0	0.0%
	Entered GED Program*	1		1		6	16.2%
	Total Noncompleters	3		1		6	16.2%
All Students	Dropped Out	9	2.3%	2	0.5%	4	1.1%
	Entered GED Program*	1	0.3%	4	1.1%	9	2.5%
	Total Noncompleters	10	2.6%	6	1.6%	13	3.6%

*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%	99%
2-3	0%	0%	98%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	76
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	76
	Percent of Enrollment	0%	0%	51%
6-8	Number of General-Education Students	0	80	74
	Number of Students with Disabilities	0	9	9
	Number of All Students	0	89	83
	Percent of Enrollment	0%	33%	32%
9-12	Number of General-Education Students	316	279	295
	Number of Students with Disabilities	37	41	67
	Number of All Students	353	320	362
	Percent of Enrollment	92%	87%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	26		
Completed and Passed Regents Exams	23	88%	77%
Completed and had Course Average of 75% or More	22	85%	81%
Completed and Attained a HS Diploma or Equivalent	26	100%	96%
Completed and Whose Status is Known	25		
Completed and Were Successfully Placed	25	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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%	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	18	78%	1	#	74	88%

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	1	#	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%	5	80%	0	0%
Science	1	#	3	#	0	0%
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	0	0%	4	#	1	#
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	5	60%	9	56%	9	89%
Science	6	33%	7	71%	8	50%
Reading	3	#	3	#	4	#
Writing	3	#	1	#	5	40%
Global Studies	2	#	8	50%	3	#
U.S. Hist & Gov't	1	#	2	#	1	#

(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	90	78	105	4	6	5
Number Scoring 55-100	80	66	98	#	4	1
Number Scoring 65-100	73	51	93	#	4	1
Number Scoring 85-100	37	12	36	#	0	0
Percentage of Tested Scoring 55-100	89%	85%	93%	#	67%	20%
Percentage of Tested Scoring 65-100	81%	65%	89%	#	67%	20%
Percentage of Tested Scoring 85-100	41%	15%	34%	#	0%	0%
Mathematics A						
Number Tested	18	91	100	0	7	4
Number Scoring 55-100	16	71	96	0	2	#
Number Scoring 65-100	15	58	87	0	2	#
Number Scoring 85-100	10	12	35	0	0	#
Percentage of Tested Scoring 55-100	89%	78%	96%	0%	29%	#
Percentage of Tested Scoring 65-100	83%	64%	87%	0%	29%	#
Percentage of Tested Scoring 85-100	56%	13%	35%	0%	0%	#
Mathematics B						
Number Tested	0	13	41	0	0	1
Number Scoring 55-100	0	13	31	0	0	#
Number Scoring 65-100	0	12	25	0	0	#
Number Scoring 85-100	0	4	11	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	76%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	92%	61%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	31%	27%	0%	0%	#
Global History and Geography						
Number Tested	79	99	84	5	11	6
Number Scoring 55-100	79	91	74	5	7	5
Number Scoring 65-100	71	82	64	1	4	3
Number Scoring 85-100	15	28	25	1	0	0
Percentage of Tested Scoring 55-100	100%	92%	88%	100%	64%	83%
Percentage of Tested Scoring 65-100	90%	83%	76%	20%	36%	50%
Percentage of Tested Scoring 85-100	19%	28%	30%	20%	0%	0%
U.S. History and Government						
Number Tested	83	78	83	2	7	4
Number Scoring 55-100	80	78	82	#	7	#
Number Scoring 65-100	75	73	77	#	6	#
Number Scoring 85-100	27	22	41	#	1	#
Percentage of Tested Scoring 55-100	96%	100%	99%	#	100%	#
Percentage of Tested Scoring 65-100	90%	94%	93%	#	86%	#
Percentage of Tested Scoring 85-100	33%	28%	49%	#	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	77	78	86	6	6	7
Number Scoring 55-100	77	77	85	6	5	7
Number Scoring 65-100	75	74	80	5	3	4
Number Scoring 85-100	26	20	34	2	0	0
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	83%	100%
Percentage of Tested Scoring 65-100	97%	95%	93%	83%	50%	57%
Percentage of Tested Scoring 85-100	34%	26%	40%	33%	0%	0%
Physical Setting/Earth Science						
Number Tested	69	73	81	1	1	0
Number Scoring 55-100	69	72	76	#	#	0
Number Scoring 65-100	67	62	68	#	#	0
Number Scoring 85-100	28	28	15	#	#	0
Percentage of Tested Scoring 55-100	100%	99%	94%	#	#	0%
Percentage of Tested Scoring 65-100	97%	85%	84%	#	#	0%
Percentage of Tested Scoring 85-100	41%	38%	19%	#	#	0%
Physical Setting/Chemistry						
Number Tested	44	39	36	0	1	1
Number Scoring 55-100	44	38	36	0	#	#
Number Scoring 65-100	33	27	30	0	#	#
Number Scoring 85-100	2	8	5	0	#	#
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 65-100	75%	69%	83%	0%	#	#
Percentage of Tested Scoring 85-100	5%	21%	14%	0%	#	#
Physical Setting/Physics						
Number Tested			14			0
Number Scoring 55-100			14			0
Number Scoring 65-100			14			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			43%			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	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%
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	28	36	48	0	0	0
Number Scoring 55-100	28	36	48	0	0	0
Number Scoring 65-100	28	36	48	0	0	0
Number Scoring 85-100	24	29	45	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	86%	81%	94%	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)

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	49	77	3	1	2	0
Number Scoring 55-100	45	70	#	#	#	0
Number Scoring 65-100	44	66	#	#	#	0
Number Scoring 85-100	25	14	#	#	#	0
Percentage of Tested Scoring 55-100	92%	91%	#	#	#	0%
Percentage of Tested Scoring 65-100	90%	86%	#	#	#	0%
Percentage of Tested Scoring 85-100	51%	18%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	62	47%	36	100%	10	90%
Students with Disabilities	7	71%	5	60%	5	60%

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	69	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	73	3%	4%	68%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	79	0%	30%	51%	19%
	Students with Disabilities	8	25%	50%	25%	0%
	All Students	87	2%	32%	48%	17%

(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	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

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	70	70	70	8	8	8	78	78	78
Number Scoring 55–64	1	0	0	2	1	0	3	1	0
Number Scoring 65–84	56	47	39	1	4	2	57	51	41
Number Scoring 85–100	11	22	30	1	1	1	12	23	31
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 7-8)						
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 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			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 - L)