

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-12-01-06-0000
 Name: Penfield Central School District
 Superintendent: G. Susan Gray

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	307	291	299
First	362	366	334
Second	372	377	367
Third	405	391	394
Fourth	386	401	391
Fifth	412	390	419
Sixth	420	424	388
Ungraded Elementary	39	40	20
Seventh	385	416	419
Eighth	433	388	411
Ninth	438	418	379
Tenth	424	429	415
Eleventh	337	404	414
Twelfth	369	331	403
Ungraded Secondary	0	1	5
Total K-12 Enrollment	5089	5067	5058

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	179	3.5%	187	3.7%	203	4.0%
Black (Not Hispanic)	145	2.8%	186	3.7%	176	3.5%
Hispanic	65	1.3%	90	1.8%	99	2.0%
White (Not Hispanic)	4700	92.4%	4604	90.9%	4580	90.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	19
Common Branch	24	22	22
English Grade 8	22	21	22
Mathematics Grade 8	21	22	23
Science Grade 8	23	22	23
Social Studies Grade 8	22	20	23
English Grade 10	24	20	20
Mathematics Grade 10	23	24	20
Science Grade 10	22	22	23
Social Studies Grade 10	25	23	24

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	82	1.6%	75	1.5%	78	1.5%
Eligible for Free Lunch	188	3.9%	210	4.4%	208	4.4%

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		96.0%		96.2%		96.5%
Student Suspensions	184	3.6%	151	3.0%	169	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.3%	2.9%	2.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	424
Total Other Professional Staff	58
Total Paraprofessionals	115
Teaching Out of Certification*	12
Teachers with Temporary Licenses	3

*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	327	242	74%	281	229	81%	338	283	84%
Students with Disabilities	21	5	24%	21	6	29%	23	9	39%
All Students	348	247	71%	302	235	78%	361	292	81%

*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	228	107	1	4	16	5
Percent	63%	30%	0%	1%	4%	1%

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)
23	9	3	26

*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			17		26	
	Entered GED Program*			8		14	
	Total Noncompleters			25		40	
Students with Disabilities	Dropped Out			4		8	
	Entered GED Program*			1		4	
	Total Noncompleters			5		12	
All Students	Dropped Out	18	1.1%	21	1.3%	34	2.1%
	Entered GED Program*	15	1.0%	9	0.6%	18	1.1%
	Total Noncompleters	33	2.1%	30	1.9%	52	3.2%

*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		367	358
	Number of Students with Disabilities		33	53
	Number of All Students		400	411
	Percent of Enrollment		32%	34%
9-12	Number of General-Education Students		476	1130
	Number of Students with Disabilities		98	110
	Number of All Students		574	1240
	Percent of Enrollment		36%	77%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	97	99%	83	99%	78	100%
German	37	97%	27	89%	19	100%
Italian	0	0%	0	0%	0	0%
Latin	22	95%	24	92%	22	100%
Spanish	173	98%	205	98%	232	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	0	0%
German	3	#	0	0%	2	#
Italian	0	0%	0	0%	0	0%
Latin	1	#	1	#	0	0%
Spanish	7	86%	12	75%	18	100%

(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	3	#	1	#	3	#
Science	2	#	1	#	2	#
Reading	0	0%	0	0%	2	#
Writing	1	#	0	0%	1	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	16	75%	0	0%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	80%	23	61%	28	75%
Science	20	50%	11	64%	26	65%
Reading	22	77%	9	100%	26	92%
Writing	19	95%	8	88%	25	84%
Global Studies	15	27%	20	60%	21	62%
U.S. Hist & Gov't	7	57%	8	50%	13	54%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	313	363	393	23	23	36
Number Scoring 55–100	298	336	366	17	11	25
Number Scoring 65–100	277	303	327	9	9	17
Number Scoring 85–100	110	155	131	0	2	3
Percentage of Tested Scoring 55–100	95%	93%	93%	74%	48%	69%
Percentage of Tested Scoring 65–100	88%	83%	83%	39%	39%	47%
Percentage of Tested Scoring 85–100	35%	43%	33%	0%	9%	8%
Mathematics A						
Number Tested	1	3	435	1	0	45
Number Scoring 55–100	#	#	385	#	0	25
Number Scoring 65–100	#	#	355	#	0	22
Number Scoring 85–100	#	#	110	#	0	1
Percentage of Tested Scoring 55–100	#	#	89%	#	0%	56%
Percentage of Tested Scoring 65–100	#	#	82%	#	0%	49%
Percentage of Tested Scoring 85–100	#	#	25%	#	0%	2%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	421	416	439	21	39	45
Number Scoring 55–100	415	394	413	19	27	33
Number Scoring 65–100	390	372	383	16	16	27
Number Scoring 85–100	219	182	209	1	4	4
Percentage of Tested Scoring 55–100	99%	95%	94%	90%	69%	73%
Percentage of Tested Scoring 65–100	93%	89%	87%	76%	41%	60%
Percentage of Tested Scoring 85–100	52%	44%	48%	5%	10%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	313	379	416	21	21	31
Number Scoring 55–100	297	366	403	17	16	25
Number Scoring 65–100	276	327	385	8	9	19
Number Scoring 85–100	160	156	225	0	3	6
Percentage of Tested Scoring 55–100	95%	97%	97%	81%	76%	81%
Percentage of Tested Scoring 65–100	88%	86%	93%	38%	43%	61%
Percentage of Tested Scoring 85–100	51%	41%	54%	0%	14%	19%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	375	401	415	29	28	40
Number Scoring 55–100	374	400	408	28	28	36
Number Scoring 65–100	371	388	391	26	25	27
Number Scoring 85–100	156	186	191	4	5	5
Percentage of Tested Scoring 55–100	100%	100%	98%	97%	100%	90%
Percentage of Tested Scoring 65–100	99%	97%	94%	90%	89%	68%
Percentage of Tested Scoring 85–100	42%	46%	46%	14%	18%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	450	437	412	29	46	38
Number Scoring 55–100	417	406	382	16	30	22
Number Scoring 65–100	376	374	365	13	23	20
Number Scoring 85–100	170	177	153	5	5	0
Percentage of Tested Scoring 55–100	93%	93%	93%	55%	65%	58%
Percentage of Tested Scoring 65–100	84%	86%	89%	45%	50%	53%
Percentage of Tested Scoring 85–100	38%	41%	37%	17%	11%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		254	283		2	6
Number Scoring 55–100		251	281		#	6
Number Scoring 65–100		211	240		#	5
Number Scoring 85–100		34	63		#	1
Percentage of Tested Scoring 55–100		99%	99%		#	100%
Percentage of Tested Scoring 65–100		83%	85%		#	83%
Percentage of Tested Scoring 85–100		13%	22%		#	17%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	74	73	95	1	0	1
Number Scoring 55–100	74	69	95	#	0	#
Number Scoring 65–100	74	68	95	#	0	#
Number Scoring 85–100	50	30	78	#	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	93%	100%	#	0%	#
Percentage of Tested Scoring 85–100	68%	41%	82%	#	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	25	18	39	1	2	1
Number Scoring 55–100	25	18	38	#	#	#
Number Scoring 65–100	23	17	37	#	#	#
Number Scoring 85–100	11	7	19	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	92%	94%	95%	#	#	#
Percentage of Tested Scoring 85–100	44%	39%	49%	#	#	#
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	245	227	192	11	7	4
Number Scoring 55–100	243	224	191	11	7	#
Number Scoring 65–100	232	222	189	11	7	#
Number Scoring 85–100	144	141	133	6	2	#
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	100%	#
Percentage of Tested Scoring 65–100	95%	98%	98%	100%	100%	#
Percentage of Tested Scoring 85–100	59%	62%	69%	55%	29%	#
Comprehensive Latin						
Number Tested	7	19	19	0	0	1
Number Scoring 55–100	7	19	19	0	0	#
Number Scoring 65–100	7	19	19	0	0	#
Number Scoring 85–100	6	15	14	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	86%	79%	74%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	395	377	25	14	18	2
Number Scoring 55–100	337	296	12	10	10	#
Number Scoring 65–100	295	254	12	7	5	#
Number Scoring 85–100	134	114	1	1	2	#
Percentage of Tested Scoring 55–100	85%	79%	48%	71%	56%	#
Percentage of Tested Scoring 65–100	75%	67%	48%	50%	28%	#
Percentage of Tested Scoring 85–100	34%	30%	4%	7%	11%	#
Sequential Mathematics, Course III						
Number Tested	259	288	366	8	7	14
Number Scoring 55–100	232	257	298	8	6	11
Number Scoring 65–100	213	241	268	3	5	9
Number Scoring 85–100	111	112	112	3	3	3
Percentage of Tested Scoring 55–100	90%	89%	81%	100%	86%	79%
Percentage of Tested Scoring 65–100	82%	84%	73%	38%	71%	64%
Percentage of Tested Scoring 85–100	43%	39%	31%	38%	43%	21%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	95%	40	0%	1	#
Students with Disabilities	13	85%	7	0%	3	#

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
Nov 2002	General-Education Students	357	1%	4%	53%	43%
	Students with Disabilities	56	9%	27%	61%	4%
	All Students	413	2%	7%	54%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	361	0%	19%	66%	15%
	Students with Disabilities	40	13%	48%	35%	5%
	All Students	401	1%	22%	63%	14%

(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
Elementary Level						
Social Studies	5	0	0	2	0	3
Middle Level						
Social Studies	2	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

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	354	354	354	29	29	29	383	383	383
Number Scoring 55–64	3	18	4	5	4	2	8	22	6
Number Scoring 65–84	137	175	173	12	7	15	149	182	188
Number Scoring 85–100	205	151	176	3	2	1	208	153	177
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)