

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	291	299	292
First	366	334	326
Second	377	367	341
Third	391	394	359
Fourth	401	391	387
Fifth	390	419	393
Sixth	424	388	424
Ungraded Elementary	40	20	41
Seventh	416	419	388
Eighth	388	411	414
Ninth	418	379	423
Tenth	429	415	371
Eleventh	404	414	402
Twelfth	331	403	399
Ungraded Secondary	1	5	0
Total K-12 Enrollment	5067	5058	4960

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	187	3.7%	203	4.0%	210	4.2%
Black (Not Hispanic)	186	3.7%	176	3.5%	180	3.6%
Hispanic	90	1.8%	99	2.0%	108	2.2%
White (Not Hispanic)	4604	90.9%	4580	90.5%	4462	90.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	19
Common Branch	22	22	21
English Grade 8	21	22	22
Mathematics Grade 8	22	23	22
Science Grade 8	22	23	24
Social Studies Grade 8	20	23	22
English Grade 10	20	20	21
Mathematics Grade 10	24	20	25
Science Grade 10	22	23	21
Social Studies Grade 10	23	24	23

(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	75	1.5%	78	1.5%	83	1.7%
Eligible for Free Lunch	210	4.4%	208	4.4%	259	5.6%

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		96.2%		96.5%		96.5%
Student Suspensions	151	3.0%	169	3.3%	152	3.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.9%	2.4%	2.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	428
Total Other Professional Staff	75
Total Paraprofessionals	129
Teaching Out of Certification*	5

*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	281	229	81%	338	283	84%	379	315	83%
Students with Disabilities	21	6	29%	23	9	39%	6	2	33%
All Students	302	235	78%	361	292	81%	385	317	82%

*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	238	104	1	6	29	7
Percent	62%	27%	0%	2%	8%	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)
6	2	3	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	17		26		18	1.2%
	Entered GED Program*	8		14		4	0.3%
	Total Noncompleters	25		40		22	1.5%
Students with Disabilities	Dropped Out	4		8		4	2.5%
	Entered GED Program*	1		4		2	1.3%
	Total Noncompleters	5		12		6	3.8%
All Students	Dropped Out	21	1.3%	34	2.1%	22	1.3%
	Entered GED Program*	9	0.6%	18	1.1%	6	0.4%
	Total Noncompleters	30	1.9%	52	3.2%	28	1.7%

*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	367	358	374
	Number of Students with Disabilities	33	53	40
	Number of All Students	400	411	414
	Percent of Enrollment	32%	34%	34%
9–12	Number of General-Education Students	476	1130	1430
	Number of Students with Disabilities	98	110	153
	Number of All Students	574	1240	1583
	Percent of Enrollment	36%	77%	99%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	35		
Completed and Passed Regents Exams	34	97%	77%
Completed and had Course Average of 75% or More	33	94%	81%
Completed and Attained a HS Diploma or Equivalent	35	100%	96%
Completed and Whose Status is Known	35		
Completed and Were Successfully Placed	35	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed			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	83	99%	78	100%	76	99%
German	27	89%	19	100%	35	97%
Italian	0	0%	0	0%	0	0%
Latin	24	92%	22	100%	37	100%
Spanish	205	98%	232	99%	241	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	0	0%	2	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	12	75%	18	100%	9	78%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	4	#
Science	1	#	2	#	1	#
Reading	0	0%	2	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	61%	28	75%	30	63%
Science	11	64%	26	65%	9	44%
Reading	9	100%	26	92%	16	88%
Writing	8	88%	25	84%	19	84%
Global Studies	20	60%	21	62%	15	7%
U.S. Hist & Gov't	8	50%	13	54%	8	63%

(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	363	393	430	23	36	34
Number Scoring 55-100	336	366	405	11	25	20
Number Scoring 65-100	303	327	379	9	17	12
Number Scoring 85-100	155	131	221	2	3	1
Percentage of Tested Scoring 55-100	93%	93%	94%	48%	69%	59%
Percentage of Tested Scoring 65-100	83%	83%	88%	39%	47%	35%
Percentage of Tested Scoring 85-100	43%	33%	51%	9%	8%	3%
Mathematics A						
Number Tested	3	435	393	0	45	36
Number Scoring 55-100	#	385	380	0	25	26
Number Scoring 65-100	#	355	363	0	22	19
Number Scoring 85-100	#	110	135	0	1	4
Percentage of Tested Scoring 55-100	#	89%	97%	0%	56%	72%
Percentage of Tested Scoring 65-100	#	82%	92%	0%	49%	53%
Percentage of Tested Scoring 85-100	#	25%	34%	0%	2%	11%
Mathematics B						
Number Tested	0	0	283	0	0	8
Number Scoring 55-100	0	0	254	0	0	3
Number Scoring 65-100	0	0	224	0	0	3
Number Scoring 85-100	0	0	62	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	38%
Percentage of Tested Scoring 65-100	0%	0%	79%	0%	0%	38%
Percentage of Tested Scoring 85-100	0%	0%	22%	0%	0%	0%
Global History and Geography						
Number Tested	416	439	401	39	45	28
Number Scoring 55-100	394	413	368	27	33	13
Number Scoring 65-100	372	383	342	16	27	12
Number Scoring 85-100	182	209	190	4	4	3
Percentage of Tested Scoring 55-100	95%	94%	92%	69%	73%	46%
Percentage of Tested Scoring 65-100	89%	87%	85%	41%	60%	43%
Percentage of Tested Scoring 85-100	44%	48%	47%	10%	9%	11%
U.S. History and Government						
Number Tested	379	416	402	21	31	35
Number Scoring 55-100	366	403	377	16	25	23
Number Scoring 65-100	327	385	356	9	19	20
Number Scoring 85-100	156	225	206	3	6	4
Percentage of Tested Scoring 55-100	97%	97%	94%	76%	81%	66%
Percentage of Tested Scoring 65-100	86%	93%	89%	43%	61%	57%
Percentage of Tested Scoring 85-100	41%	54%	51%	14%	19%	11%

(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	401	415	363	28	40	26
Number Scoring 55–100	400	408	351	28	36	19
Number Scoring 65–100	388	391	343	25	27	14
Number Scoring 85–100	186	191	169	5	5	1
Percentage of Tested Scoring 55–100	100%	98%	97%	100%	90%	73%
Percentage of Tested Scoring 65–100	97%	94%	94%	89%	68%	54%
Percentage of Tested Scoring 85–100	46%	46%	47%	18%	12%	4%
Physical Setting/Earth Science						
Number Tested	437	412	399	46	38	20
Number Scoring 55–100	406	382	381	30	22	18
Number Scoring 65–100	374	365	362	23	20	17
Number Scoring 85–100	177	153	161	5	0	5
Percentage of Tested Scoring 55–100	93%	93%	95%	65%	58%	90%
Percentage of Tested Scoring 65–100	86%	89%	91%	50%	53%	85%
Percentage of Tested Scoring 85–100	41%	37%	40%	11%	0%	25%
Physical Setting/Chemistry						
Number Tested	254	283	322	2	6	11
Number Scoring 55–100	251	281	318	#	6	8
Number Scoring 65–100	211	240	283	#	5	6
Number Scoring 85–100	34	63	78	#	1	1
Percentage of Tested Scoring 55–100	99%	99%	99%	#	100%	73%
Percentage of Tested Scoring 65–100	83%	85%	88%	#	83%	55%
Percentage of Tested Scoring 85–100	13%	22%	24%	#	17%	9%
Physical Setting/Physics						
Number Tested			152			0
Number Scoring 55–100			142			0
Number Scoring 65–100			117			0
Number Scoring 85–100			42			0
Percentage of Tested Scoring 55–100			93%			0%
Percentage of Tested Scoring 65–100			77%			0%
Percentage of Tested Scoring 85–100			28%			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	73	95	69	0	1	0
Number Scoring 55–100	69	95	69	0	#	0
Number Scoring 65–100	68	95	68	0	#	0
Number Scoring 85–100	30	78	47	0	#	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	100%	99%	0%	#	0%
Percentage of Tested Scoring 85–100	41%	82%	68%	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	18	39	25	2	1	0
Number Scoring 55–100	18	38	25	#	#	0
Number Scoring 65–100	17	37	24	#	#	0
Number Scoring 85–100	7	19	15	#	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	94%	95%	96%	#	#	0%
Percentage of Tested Scoring 85–100	39%	49%	60%	#	#	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	227	192	181	7	4	3
Number Scoring 55–100	224	191	181	7	#	#
Number Scoring 65–100	222	189	181	7	#	#
Number Scoring 85–100	141	133	128	2	#	#
Percentage of Tested Scoring 55–100	99%	99%	100%	100%	#	#
Percentage of Tested Scoring 65–100	98%	98%	100%	100%	#	#
Percentage of Tested Scoring 85–100	62%	69%	71%	29%	#	#
Comprehensive Latin						
Number Tested	19	19	21	0	1	0
Number Scoring 55–100	19	19	21	0	#	0
Number Scoring 65–100	19	19	21	0	#	0
Number Scoring 85–100	15	14	17	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	79%	74%	81%	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	288	366	51	7	14	0
Number Scoring 55–100	257	298	30	6	11	0
Number Scoring 65–100	241	268	19	5	9	0
Number Scoring 85–100	112	112	4	3	3	0
Percentage of Tested Scoring 55–100	89%	81%	59%	86%	79%	0%
Percentage of Tested Scoring 65–100	84%	73%	37%	71%	64%	0%
Percentage of Tested Scoring 85–100	39%	31%	8%	43%	21%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	0%	1	#	42	98%
Students with Disabilities	7	0%	3	#	4	#

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	356	1%	3%	49%	46%
	Students with Disabilities	36	11%	8%	75%	6%
	All Students	392	2%	4%	52%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	371	1%	23%	61%	15%
	Students with Disabilities	38	8%	55%	37%	0%
	All Students	409	1%	26%	58%	14%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

	Count of Students					
Test	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	2	#	#	#	#
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	3	3	#	#	#	#
Social Studies	3	3	#	#	#	#
Mathematics	3	3	#	#	#	#
Science	3	3	#	#	#	#

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	379	379	379	18	18	18	397	397	397
Number Scoring 55–64	6	8	7	3	2	1	9	10	8
Number Scoring 65–84	178	129	155	2	2	8	180	131	163
Number Scoring 85–100	175	219	205	0	0	0	175	219	205
Approved Alternatives	0	1	0	0	0	0	0	1	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 K-1)						
Number Tested			25			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			12			0
Proficient (37-39)			11			0
Reading and Writing (Grade K-1)						
Number Tested			25			0
Beginning (0-14)			3			0
Intermediate (15-24)			7			0
Advanced (25-32)			9			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 2-4)						
Number Tested			27			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			19			0
Reading and Writing (Grade 2-4)						
Number Tested			27			0
Beginning (0-14)			0			0
Intermediate (15-24)			11			0
Advanced (25-32)			11			0
Proficient (33-35)			5			0
Listening and Speaking (Grade 5-6)						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			7			0
Reading and Writing (Grade 5-6)						
Number Tested			9			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			4			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
Listening and Speaking (Grade 7-8)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			11			1
Beginning (0-18)			2			#
Intermediate (19-31)			3			#
Advanced (32-36)			1			#
Proficient (37-39)			5			#
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			3			0
Proficient (33-35)			3			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)