

New York State District Report Card

Comprehensive Information Report

BEDS Code: 65-09-01-06-0000
 Name: Palmyra-Macedon Central School District
 Superintendent: James A. Tobin

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	179	141	156
First	134	171	136
Second	195	131	164
Third	168	190	131
Fourth	177	163	187
Fifth	170	177	165
Sixth	199	180	189
Ungraded Elementary	7	0	0
Seventh	179	204	178
Eighth	172	168	202
Ninth	229	209	203
Tenth	170	189	172
Eleventh	177	166	174
Twelfth	160	172	165
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2316	2261	2222

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	33	1.4%	34	1.5%	33	1.5%
Black (Not Hispanic)	18	0.8%	27	1.2%	28	1.3%
Hispanic	22	0.9%	20	0.9%	16	0.7%
White (Not Hispanic)	2243	96.8%	2180	96.4%	2145	96.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	17
Common Branch	19	19	20
English Grade 8	19	14	22
Mathematics Grade 8	20	17	25
Science Grade 8	21	21	25
Social Studies Grade 8	22	21	26
English Grade 10	18	21	21
Mathematics Grade 10	20	18	20
Science Grade 10	18	19	17
Social Studies Grade 10	19	21	19

(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	11	0.5%	19	0.8%	21	1.0%
Eligible for Free Lunch	224	9.7%	226	10.0%	265	11.9%

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		95.3%		95.4%		95.6%
Student Suspensions	67	2.9%	55	2.4%	87	3.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.9%	4.9%	5.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	193
Total Other Professional Staff	27
Total Paraprofessionals	41
Teaching Out of Certification*	0

*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	127	97	76%	149	103	69%	132	111	84%
Students with Disabilities	12	3	25%	12	2	17%	11	2	18%
All Students	139	100	72%	161	105	65%	143	113	79%

*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	42	71	2	4	24	0
Percent	29%	50%	1%	3%	17%	0%

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)
11	2	7	18

*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	12		9		15	2.3%
	Entered GED Program*	0		0		5	0.8%
	Total Noncompleters	12		9		20	3.0%
Students with Disabilities	Dropped Out	1		3		5	5.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		3		5	5.5%
All Students	Dropped Out	13	1.8%	12	1.6%	20	2.7%
	Entered GED Program*	0	0.0%	0	0.0%	5	0.7%
	Total Noncompleters	13	1.8%	12	1.6%	25	3.3%

*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	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	560	592	0
	Number of Students with Disabilities	88	83	0
	Number of All Students	648	675	0
	Percent of Enrollment	88%	92%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	93		
Completed and Passed Regents Exams	93	100%	77%
Completed and had Course Average of 75% or More	93	100%	81%
Completed and Attained a HS Diploma or Equivalent	91	98%	96%
Completed and Whose Status is Known	93		
Completed and Were Successfully Placed	93	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			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	31	94%	53	92%	39	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	125	89%	90	94%	132	87%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	20%	11	64%	6	67%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	1	#
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	12	75%	5	40%	8	100%
Science	1	#	0	0%	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	3	#
Global Studies	0	0%	4	#	2	#
U.S. Hist & Gov't	1	#	4	#	2	#

(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	182	184	179	19	23	16
Number Scoring 55–100	169	173	174	12	17	16
Number Scoring 65–100	141	163	168	6	15	12
Number Scoring 85–100	54	72	86	1	0	1
Percentage of Tested Scoring 55–100	93%	94%	97%	63%	74%	100%
Percentage of Tested Scoring 65–100	77%	89%	94%	32%	65%	75%
Percentage of Tested Scoring 85–100	30%	39%	48%	5%	0%	6%
Mathematics A						
Number Tested	233	100	226	24	13	21
Number Scoring 55–100	157	62	210	10	4	10
Number Scoring 65–100	142	45	189	8	3	8
Number Scoring 85–100	62	15	51	0	0	0
Percentage of Tested Scoring 55–100	67%	62%	93%	42%	31%	48%
Percentage of Tested Scoring 65–100	61%	45%	84%	33%	23%	38%
Percentage of Tested Scoring 85–100	27%	15%	23%	0%	0%	0%
Mathematics B						
Number Tested	132	128	102	4	3	2
Number Scoring 55–100	93	113	92	#	#	#
Number Scoring 65–100	72	96	86	#	#	#
Number Scoring 85–100	8	17	20	#	#	#
Percentage of Tested Scoring 55–100	70%	88%	90%	#	#	#
Percentage of Tested Scoring 65–100	55%	75%	84%	#	#	#
Percentage of Tested Scoring 85–100	6%	13%	20%	#	#	#
Global History and Geography						
Number Tested	182	194	185	20	21	12
Number Scoring 55–100	172	168	164	18	15	6
Number Scoring 65–100	159	154	138	11	14	5
Number Scoring 85–100	33	61	54	0	0	1
Percentage of Tested Scoring 55–100	95%	87%	89%	90%	71%	50%
Percentage of Tested Scoring 65–100	87%	79%	75%	55%	67%	42%
Percentage of Tested Scoring 85–100	18%	31%	29%	0%	0%	8%
U.S. History and Government						
Number Tested	177	182	168	18	17	15
Number Scoring 55–100	163	178	160	11	14	13
Number Scoring 65–100	143	164	149	7	13	12
Number Scoring 85–100	44	89	78	1	2	2
Percentage of Tested Scoring 55–100	92%	98%	95%	61%	82%	87%
Percentage of Tested Scoring 65–100	81%	90%	89%	39%	76%	80%
Percentage of Tested Scoring 85–100	25%	49%	46%	6%	12%	13%

(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	188	184	156	21	16	6
Number Scoring 55–100	180	171	144	20	16	5
Number Scoring 65–100	168	161	139	16	11	5
Number Scoring 85–100	48	57	41	1	1	0
Percentage of Tested Scoring 55–100	96%	93%	92%	95%	100%	83%
Percentage of Tested Scoring 65–100	89%	88%	89%	76%	69%	83%
Percentage of Tested Scoring 85–100	26%	31%	26%	5%	6%	0%
Physical Setting/Earth Science						
Number Tested	215	207	205	23	24	25
Number Scoring 55–100	192	164	141	17	12	8
Number Scoring 65–100	171	147	115	12	9	6
Number Scoring 85–100	70	59	48	0	0	0
Percentage of Tested Scoring 55–100	89%	79%	69%	74%	50%	32%
Percentage of Tested Scoring 65–100	80%	71%	56%	52%	38%	24%
Percentage of Tested Scoring 85–100	33%	29%	23%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	122	167	119	5	6	2
Number Scoring 55–100	104	147	116	2	6	#
Number Scoring 65–100	61	98	91	1	0	#
Number Scoring 85–100	11	5	12	0	0	#
Percentage of Tested Scoring 55–100	85%	88%	97%	40%	100%	#
Percentage of Tested Scoring 65–100	50%	59%	76%	20%	0%	#
Percentage of Tested Scoring 85–100	9%	3%	10%	0%	0%	#
Physical Setting/Physics						
Number Tested			57			0
Number Scoring 55–100			52			0
Number Scoring 65–100			45			0
Number Scoring 85–100			5			0
Percentage of Tested Scoring 55–100			91%			0%
Percentage of Tested Scoring 65–100			79%			0%
Percentage of Tested Scoring 85–100			9%			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	30	30	21	0	0	0
Number Scoring 55–100	29	29	21	0	0	0
Number Scoring 65–100	22	28	20	0	0	0
Number Scoring 85–100	3	14	8	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	73%	93%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	10%	47%	38%	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	94	95	67	1	2	1
Number Scoring 55–100	92	87	62	#	#	#
Number Scoring 65–100	84	83	56	#	#	#
Number Scoring 85–100	35	40	19	#	#	#
Percentage of Tested Scoring 55–100	98%	92%	93%	#	#	#
Percentage of Tested Scoring 65–100	89%	87%	84%	#	#	#
Percentage of Tested Scoring 85–100	37%	42%	28%	#	#	#
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	9	42	2	0	2	1
Number Scoring 55-100	8	19	#	0	#	#
Number Scoring 65-100	6	14	#	0	#	#
Number Scoring 85-100	1	1	#	0	#	#
Percentage of Tested Scoring 55-100	89%	45%	#	0%	#	#
Percentage of Tested Scoring 65-100	67%	33%	#	0%	#	#
Percentage of Tested Scoring 85-100	11%	2%	#	0%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	81	95%	69	88%	57	81%
Students with Disabilities	25	92%	8	25%	16	31%

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	156	3%	4%	56%	37%
	Students with Disabilities	11	27%	18%	36%	18%
	All Students	167	4%	5%	55%	36%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	176	1%	31%	49%	19%
	Students with Disabilities	24	17%	58%	17%	8%
	All Students	200	3%	35%	45%	18%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	0	1	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	155	155	155	26	26	26	181	181	181
Number Scoring 55–64	6	7	4	1	1	1	7	8	5
Number Scoring 65–84	103	53	81	13	10	15	116	63	96
Number Scoring 85–100	32	82	65	0	2	1	32	84	66
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 K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			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
Listening and Speaking (Grade 7-8)						
Number Tested			4			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			4			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			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			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)