

# New York State District Report Card Comprehensive Information Report

BEDS Code: 68-06-01-06-0000  
 Name: Penn Yan Central School District  
 Superintendent: Tiffany Phillips

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	32	32	32
Kindergarten	143	135	138
First	121	141	129
Second	161	122	134
Third	162	156	130
Fourth	151	163	159
Fifth	150	153	157
Sixth	183	177	167
Ungraded Elementary	0	0	0
Seventh	164	187	177
Eighth	186	152	167
Ninth	160	189	155
Tenth	156	163	180
Eleventh	152	158	164
Twelfth	178	143	146
Ungraded Secondary	1	2	0
Total K-12 Enrollment	2068	2041	2003

## 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	15	0.7%	16	0.8%	11	0.5%
Black (Not Hispanic)	17	0.8%	20	1.0%	17	0.8%
Hispanic	13	0.6%	11	0.5%	21	1.0%
White (Not Hispanic)	2023	97.8%	1994	97.7%	1954	97.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	17
Common Branch	21	21	21
English Grade 8	23	19	20
Mathematics Grade 8	19	16	17
Science Grade 8	22	17	18
Social Studies Grade 8	23	19	20
English Grade 10	22	24	22
Mathematics Grade 10	21	24	26
Science Grade 10	23	22	19
Social Studies Grade 10	22	24	25

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.1%	7	0.3%	10	0.5%
<b>Eligible for Free Lunch</b>	338	16.3%	381	18.7%	478	23.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.6%		95.9%		96.2%
<b>Student Suspensions</b>	51	2.5%	64	3.1%	62	3.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.8%	11.6%	12.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	176
Total Other Professional Staff	33
Total Paraprofessionals	66
Teaching Out of Certification*	2

\*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	143	120	84%	113	88	78%	113	91	81%
Students with Disabilities	9	1	11%	14	1	7%	9	3	33%
All Students	152	121	80%	127	89	70%	122	94	77%

\*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	56	44	0	5	16	1
Percent	46%	36%	0%	4%	13%	1%

## 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)
9	3	13	22

\*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	13		14		9	1.6%
	Entered GED Program*	10		11		3	0.5%
	Total Noncompleters	23		25		12	2.1%
Students with Disabilities	Dropped Out	3		4		4	3.5%
	Entered GED Program*	6		3		5	4.4%
	Total Noncompleters	9		7		9	8.0%
All Students	Dropped Out	16	2.5%	18	2.7%	13	1.9%
	Entered GED Program*	16	2.5%	14	2.1%	8	1.2%
	Total Noncompleters	32	4.9%	32	4.9%	21	3.1%

\*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	142	128	114
	Number of Students with Disabilities	22	36	35
	Number of All Students	164	164	149
	Percent of Enrollment	31%	32%	29%
9-12	Number of General-Education Students	0	573	510
	Number of Students with Disabilities	0	79	137
	Number of All Students	0	652	647
	Percent of Enrollment	0%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	22		
Completed and Passed Regents Exams	22	100%	77%
Completed and had Course Average of 75% or More	19	86%	81%
Completed and Attained a HS Diploma or Equivalent	22	100%	96%
Completed and Whose Status is Known	22		
Completed and Were Successfully Placed	22	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	10	25%	30%
Underrepresented Gender Members Who Completed	6	27%	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	33	100%	38	100%	51	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	118	90%	102	100%	85	91%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	6	100%	6	50%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	81%	23	91%	21	57%
Science	13	46%	13	54%	9	78%
Reading	4	#	7	100%	10	100%
Writing	7	100%	8	100%	10	100%
Global Studies	4	#	9	33%	10	90%
U.S. Hist & Gov't	9	44%	7	14%	8	75%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	139	151	173	12	15	24
Number Scoring 55-100	134	142	162	7	10	16
Number Scoring 65-100	121	128	148	4	3	11
Number Scoring 85-100	49	39	73	0	1	2
Percentage of Tested Scoring 55-100	96%	94%	94%	58%	67%	67%
Percentage of Tested Scoring 65-100	87%	85%	86%	33%	20%	46%
Percentage of Tested Scoring 85-100	35%	26%	42%	0%	7%	8%
<b>Mathematics A</b>						
Number Tested	68	158	199	2	14	25
Number Scoring 55-100	61	147	194	#	8	22
Number Scoring 65-100	57	128	184	#	6	16
Number Scoring 85-100	23	23	34	#	1	1
Percentage of Tested Scoring 55-100	90%	93%	97%	#	57%	88%
Percentage of Tested Scoring 65-100	84%	81%	92%	#	43%	64%
Percentage of Tested Scoring 85-100	34%	15%	17%	#	7%	4%
<b>Mathematics B</b>						
Number Tested	0	71	103	0	2	2
Number Scoring 55-100	0	60	92	0	#	#
Number Scoring 65-100	0	42	76	0	#	#
Number Scoring 85-100	0	8	19	0	#	#
Percentage of Tested Scoring 55-100	0%	85%	89%	0%	#	#
Percentage of Tested Scoring 65-100	0%	59%	74%	0%	#	#
Percentage of Tested Scoring 85-100	0%	11%	18%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	153	169	191	15	20	22
Number Scoring 55-100	148	150	177	13	13	17
Number Scoring 65-100	138	138	164	9	12	16
Number Scoring 85-100	54	62	59	0	1	0
Percentage of Tested Scoring 55-100	97%	89%	93%	87%	65%	77%
Percentage of Tested Scoring 65-100	90%	82%	86%	60%	60%	73%
Percentage of Tested Scoring 85-100	35%	37%	31%	0%	5%	0%
<b>U.S. History and Government</b>						
Number Tested	148	154	164	16	14	23
Number Scoring 55-100	136	154	157	12	14	17
Number Scoring 65-100	116	149	149	5	11	14
Number Scoring 85-100	31	81	83	0	0	4
Percentage of Tested Scoring 55-100	92%	100%	96%	75%	100%	74%
Percentage of Tested Scoring 65-100	78%	97%	91%	31%	79%	61%
Percentage of Tested Scoring 85-100	21%	53%	51%	0%	0%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	135	99	280	8	12	23
Number Scoring 55-100	135	98	278	8	11	22
Number Scoring 65-100	132	94	268	6	10	16
Number Scoring 85-100	47	28	70	1	1	0
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	92%	96%
Percentage of Tested Scoring 65-100	98%	95%	96%	75%	83%	70%
Percentage of Tested Scoring 85-100	35%	28%	25%	12%	8%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	130	191	76	10	18	10
Number Scoring 55-100	126	182	66	9	17	7
Number Scoring 65-100	119	166	50	8	14	5
Number Scoring 85-100	50	56	13	1	0	0
Percentage of Tested Scoring 55-100	97%	95%	87%	90%	94%	70%
Percentage of Tested Scoring 65-100	92%	87%	66%	80%	78%	50%
Percentage of Tested Scoring 85-100	38%	29%	17%	10%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	76	132	113	2	3	4
Number Scoring 55-100	72	117	104	#	#	#
Number Scoring 65-100	50	88	71	#	#	#
Number Scoring 85-100	4	11	13	#	#	#
Percentage of Tested Scoring 55-100	95%	89%	92%	#	#	#
Percentage of Tested Scoring 65-100	66%	67%	63%	#	#	#
Percentage of Tested Scoring 85-100	5%	8%	12%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			32			0
Number Scoring 55-100			32			0
Number Scoring 65-100			32			0
Number Scoring 85-100			11			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			34%			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
<b>Comprehensive French</b>						
Number Tested	40	36	32	2	0	0
Number Scoring 55-100	38	36	32	#	0	0
Number Scoring 65-100	35	36	32	#	0	0
Number Scoring 85-100	6	27	26	#	0	0
Percentage of Tested Scoring 55-100	95%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	15%	75%	81%	#	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	62	81	91	0	4	2
Number Scoring 55-100	61	81	89	0	#	#
Number Scoring 65-100	58	75	87	0	#	#
Number Scoring 85-100	31	53	42	0	#	#
Percentage of Tested Scoring 55-100	98%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	94%	93%	96%	0%	#	#
Percentage of Tested Scoring 85-100	50%	65%	46%	0%	#	#
<b>Comprehensive Latin</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%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	98	21	0	2	0	0
Number Scoring 55-100	87	17	0	#	0	0
Number Scoring 65-100	83	15	0	#	0	0
Number Scoring 85-100	31	8	0	#	0	0
Percentage of Tested Scoring 55-100	89%	81%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	85%	71%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	32%	38%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	100%	56	98%	64	98%
Students with Disabilities	14	100%	8	88%	19	63%

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
<b>Nov 2003</b>	General-Education Students	143	3%	7%	66%	23%
	Students with Disabilities	18	44%	17%	33%	6%
	All Students	161	8%	8%	63%	21%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	140	2%	29%	55%	14%
	Students with Disabilities	27	37%	48%	15%	0%
	All Students	167	8%	32%	49%	11%

(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
<b>Elementary Level</b>						
Social Studies	0	2	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

## 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	126	126	126	22	22	22	148	148	148
Number Scoring 55–64	2	0	2	0	2	1	2	2	3
Number Scoring 65–84	67	41	61	7	6	8	74	47	69
Number Scoring 85–100	55	79	63	1	0	0	56	79	63
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			5			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			1			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

\*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)