

New York State District Report Card Comprehensive Information Report

BEDS Code: 46-20-01-06-0000
 Name: Phoenix Central School District
 Superintendent: Rita Racette

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	136	174	173
First	153	140	175
Second	176	165	141
Third	211	175	167
Fourth	171	206	174
Fifth	189	163	207
Sixth	223	180	161
Ungraded Elementary	0	6	0
Seventh	194	206	180
Eighth	192	186	217
Ninth	214	189	202
Tenth	224	195	178
Eleventh	209	211	192
Twelfth	196	198	204
Ungraded Secondary	0	23	0
Total K-12 Enrollment	2488	2417	2371

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	29	1.2%	28	1.2%	32	1.3%
Black (Not Hispanic)	15	0.6%	13	0.5%	17	0.7%
Hispanic	22	0.9%	16	0.7%	13	0.5%
White (Not Hispanic)	2422	97.3%	2360	97.6%	2309	97.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	20	19
Common Branch	19	19	19
English Grade 8	18	16	20
Mathematics Grade 8	17	17	20
Science Grade 8	18	17	20
Social Studies Grade 8	15	17	20
English Grade 10	19	15	14
Mathematics Grade 10	17	17	16
Science Grade 10	17	19	17
Social Studies Grade 10	17	15	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	490	19.7%	487	20.2%	501	21.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.8%		94.8%
Student Suspensions	32	1.3%	61	2.5%	79	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	13.6%	10.4%	11.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	205
Total Other Professional Staff	33
Total Paraprofessionals	81
Teaching Out of Certification*	3

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	165	170	188
	Regents Diplomas	103	109	152
	% Regents Diplomas	62%	64%	81%
	Regents Diplomas with Advanced Designation**			84
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	15	0
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	7%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	2	2
All Students	Total Graduates*	176	185	188
	Regents Diplomas	103	110	152
	% Regents Diplomas	59%	59%	81%
	Regents Diplomas with Advanced Designation**			84
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates	7	2	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	76	74	1	2	26	3	3	3
	Percent	40%	39%	1%	1%	14%	2%	2%	2%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	76	74	1	2	26	3	3	3
	Percent	40%	39%	1%	1%	14%	2%	2%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	20		35	5.0%	23	3.3%
	Entered GED Program*	4		8	1.1%	7	1.0%
	Total Noncompleters	24		43	6.2%	30	4.3%
Students with Disabilities	Dropped Out	12		4	3.2%	6	6.1%
	Entered GED Program*	0		1	0.8%	0	0.0%
	Total Noncompleters	12		5	4.0%	6	6.1%
All Students	Dropped Out	32	3.8%	39	4.8%	29	3.6%
	Entered GED Program*	4	0.5%	9	1.1%	7	0.9%
	Total Noncompleters	36	4.3%	48	5.8%	36	4.5%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	161	166	182
	Number of Students with Disabilities	29	26	35
	Number of All Students	190	192	217
	Percent of Enrollment	31%	33%	39%
9-12	Number of General-Education Students	740	721	0
	Number of Students with Disabilities	60	72	0
	Number of All Students	800	793	0
	Percent of Enrollment	95%	98%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	73	88%	59	92%	77	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	70	90%	98	76%	100	92%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	2	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	31	97%	4	#	4	#
Science	12	75%	7	71%	3	#
Reading	29	100%	5	80%	3	#
Writing	28	71%	8	88%	7	86%
Global Studies	18	78%	4	#	2	#
U.S. Hist & Gov't	10	60%	7	100%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	40	73%	28	82%	20	75%
Science	28	54%	35	66%	19	63%
Reading	15	87%	8	38%	5	80%
Writing	12	75%	15	53%	6	83%
Global Studies	22	64%	13	23%	18	17%
U.S. Hist & Gov't	12	58%	8	88%	8	25%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	203	206	178	19	13	17
Number Scoring 55-100	182	189	172	11	7	13
Number Scoring 65-100	159	175	153	7	4	6
Number Scoring 85-100	39	77	71	1	1	0
Percentage of Tested Scoring 55-100	90%	92%	97%	58%	54%	76%
Percentage of Tested Scoring 65-100	78%	85%	86%	37%	31%	35%
Percentage of Tested Scoring 85-100	19%	37%	40%	5%	8%	0%
Mathematics A						
Number Tested	265	242	165	12	18	12
Number Scoring 55-100	202	234	161	2	13	8
Number Scoring 65-100	167	221	148	1	9	7
Number Scoring 85-100	44	60	43	0	1	0
Percentage of Tested Scoring 55-100	76%	97%	98%	17%	72%	67%
Percentage of Tested Scoring 65-100	63%	91%	90%	8%	50%	58%
Percentage of Tested Scoring 85-100	17%	25%	26%	0%	6%	0%
Mathematics B						
Number Tested	0	110	98	0	0	0
Number Scoring 55-100	0	99	84	0	0	0
Number Scoring 65-100	0	87	78	0	0	0
Number Scoring 85-100	0	22	12	0	0	0
Percentage of Tested Scoring 55-100	0%	90%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	79%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	20%	12%	0%	0%	0%
Global History and Geography						
Number Tested	237	218	181	19	29	25
Number Scoring 55-100	204	187	155	7	13	9
Number Scoring 65-100	173	158	133	4	7	3
Number Scoring 85-100	46	49	46	0	0	0
Percentage of Tested Scoring 55-100	86%	86%	86%	37%	45%	36%
Percentage of Tested Scoring 65-100	73%	72%	73%	21%	24%	12%
Percentage of Tested Scoring 85-100	19%	22%	25%	0%	0%	0%
U.S. History and Government						
Number Tested	209	205	170	19	12	17
Number Scoring 55-100	197	194	160	13	10	12
Number Scoring 65-100	186	178	143	11	6	7
Number Scoring 85-100	63	69	66	2	1	1
Percentage of Tested Scoring 55-100	94%	95%	94%	68%	83%	71%
Percentage of Tested Scoring 65-100	89%	87%	84%	58%	50%	41%
Percentage of Tested Scoring 85-100	30%	34%	39%	11%	8%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	193	182	148	11	21	10
Number Scoring 55-100	183	176	144	5	15	9
Number Scoring 65-100	173	159	136	3	7	6
Number Scoring 85-100	50	39	43	1	1	0
Percentage of Tested Scoring 55-100	95%	97%	97%	45%	71%	90%
Percentage of Tested Scoring 65-100	90%	87%	92%	27%	33%	60%
Percentage of Tested Scoring 85-100	26%	21%	29%	9%	5%	0%
Physical Setting/Earth Science						
Number Tested	202	169	175	20	17	11
Number Scoring 55-100	170	148	156	11	10	10
Number Scoring 65-100	147	123	125	8	9	9
Number Scoring 85-100	60	46	40	1	0	0
Percentage of Tested Scoring 55-100	84%	88%	89%	55%	59%	91%
Percentage of Tested Scoring 65-100	73%	73%	71%	40%	53%	82%
Percentage of Tested Scoring 85-100	30%	27%	23%	5%	0%	0%
Physical Setting/Chemistry						
Number Tested	84	110	95	2	1	0
Number Scoring 55-100	73	94	87	#	#	0
Number Scoring 65-100	57	59	66	#	#	0
Number Scoring 85-100	2	10	12	#	#	0
Percentage of Tested Scoring 55-100	87%	85%	92%	#	#	0%
Percentage of Tested Scoring 65-100	68%	54%	69%	#	#	0%
Percentage of Tested Scoring 85-100	2%	9%	13%	#	#	0%
Physical Setting/Physics						
Number Tested		40	44		1	0
Number Scoring 55-100		39	39		#	0
Number Scoring 65-100		33	34		#	0
Number Scoring 85-100		9	9		#	0
Percentage of Tested Scoring 55-100		97%	89%		#	0%
Percentage of Tested Scoring 65-100		82%	77%		#	0%
Percentage of Tested Scoring 85-100		23%	20%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	40	31	24	0	0	0
Number Scoring 55-100	40	31	24	0	0	0
Number Scoring 65-100	40	31	24	0	0	0
Number Scoring 85-100	14	12	18	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	35%	39%	75%	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	60	55	38	0	0	0
Number Scoring 55-100	59	55	38	0	0	0
Number Scoring 65-100	57	55	35	0	0	0
Number Scoring 85-100	31	38	23	0	0	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	69%	61%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	169	6%	7%	58%	29%
	Students with Disabilities	41	27%	27%	41%	5%
	All Students	210	10%	11%	55%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	180	0%	20%	64%	16%
	Students with Disabilities	38	24%	58%	18%	0%
	All Students	218	4%	27%	56%	13%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	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

2001 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	199	199	199	10	10	10	209	209	209
Number Scoring 55–64	15	14	9	1	0	0	16	14	9
Number Scoring 65–84	126	104	119	1	1	1	127	105	120
Number Scoring 85–100	45	66	62	0	0	0	45	66	62
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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 - K)