

# New York State District Report Card Comprehensive Information Report

BEDS Code: 68-06-01-06-0000

Name: Penn Yan Central School District

Superintendent: Dr. Gene Spanneut

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	33	32	32
Kindergarten	119	143	135
First	153	121	141
Second	154	161	122
Third	150	162	156
Fourth	142	151	163
Fifth	164	150	153
Sixth	159	183	177
Ungraded Elementary	0	0	0
Seventh	209	164	187
Eighth	159	186	152
Ninth	167	160	189
Tenth	154	156	163
Eleventh	185	152	158
Twelfth	135	178	143
Ungraded Secondary	0	1	2
Total K-12 Enrollment	2050	2068	2041

## 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	12	0.6%	15	0.7%	16	0.8%
Black (Not Hispanic)	15	0.7%	17	0.8%	20	1.0%
Hispanic	13	0.6%	13	0.6%	11	0.5%
White (Not Hispanic)	2010	98.0%	2023	97.8%	1994	97.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	18	17
Common Branch	21	21	21
English Grade 8	19	23	19
Mathematics Grade 8	16	19	16
Science Grade 8	19	22	17
Social Studies Grade 8	20	23	19
English Grade 10	19	22	24
Mathematics Grade 10	21	21	24
Science Grade 10	22	23	22
Social Studies Grade 10	22	22	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	5	0.2%	2	0.1%	7	0.3%
Eligible for Free Lunch	325	15.9%	338	16.3%	381	18.7%

### 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%		95.6%		95.9%
Student Suspensions	56	2.7%	51	2.5%	64	3.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.9%	9.8%	11.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	180
Total Other Professional Staff	32
Total Paraprofessionals	63
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

\*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	111	81	73%	143	120	84%	113	88	78%
Students with Disabilities	8	0	0%	9	1	11%	14	1	7%
All Students	119	81	68%	152	121	80%	127	89	70%

\*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	55	42	0	7	15	8
Percent	43%	33%	0%	6%	12%	6%

## 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)
14	1	2	16

\*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			13		14	
	Entered GED Program*			10		11	
	Total Noncompleters			23		25	
Students with Disabilities	Dropped Out			3		4	
	Entered GED Program*			6		3	
	Total Noncompleters			9		7	
All Students	Dropped Out	18	2.8%	16	2.5%	18	2.7%
	Entered GED Program*	18	2.8%	16	2.5%	14	2.1%
	Total Noncompleters	36	5.6%	32	4.9%	32	4.9%

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

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	38	100%	33	100%	38	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	101	100%	118	90%	102	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	4	#	6	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	1	#	3	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	4	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	16	81%	23	91%
Science	7	29%	13	46%	13	54%
Reading	7	100%	4	#	7	100%
Writing	6	100%	7	100%	8	100%
Global Studies	3	#	4	#	9	33%
U.S. Hist & Gov't	8	50%	9	44%	7	14%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	191	139	151	19	12	15
Number Scoring 55–100	185	134	142	14	7	10
Number Scoring 65–100	172	121	128	7	4	3
Number Scoring 85–100	40	49	39	0	0	1
Percentage of Tested Scoring 55–100	97%	96%	94%	74%	58%	67%
Percentage of Tested Scoring 65–100	90%	87%	85%	37%	33%	20%
Percentage of Tested Scoring 85–100	21%	35%	26%	0%	0%	7%
<b>Mathematics A</b>						
Number Tested	0	68	158	0	2	14
Number Scoring 55–100	0	61	147	0	#	8
Number Scoring 65–100	0	57	128	0	#	6
Number Scoring 85–100	0	23	23	0	#	1
Percentage of Tested Scoring 55–100	0%	90%	93%	0%	#	57%
Percentage of Tested Scoring 65–100	0%	84%	81%	0%	#	43%
Percentage of Tested Scoring 85–100	0%	34%	15%	0%	#	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	71	0	0	2
Number Scoring 55–100	0	0	60	0	0	#
Number Scoring 65–100	0	0	42	0	0	#
Number Scoring 85–100	0	0	8	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	59%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	11%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	153	153	169	22	15	20
Number Scoring 55–100	152	148	150	22	13	13
Number Scoring 65–100	134	138	138	13	9	12
Number Scoring 85–100	66	54	62	2	0	1
Percentage of Tested Scoring 55–100	99%	97%	89%	100%	87%	65%
Percentage of Tested Scoring 65–100	88%	90%	82%	59%	60%	60%
Percentage of Tested Scoring 85–100	43%	35%	37%	9%	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	164	148	154	13	16	14
Number Scoring 55–100	156	136	154	9	12	14
Number Scoring 65–100	153	116	149	9	5	11
Number Scoring 85–100	97	31	81	0	0	0
Percentage of Tested Scoring 55–100	95%	92%	100%	69%	75%	100%
Percentage of Tested Scoring 65–100	93%	78%	97%	69%	31%	79%
Percentage of Tested Scoring 85–100	59%	21%	53%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	152	135	99	8	8	12
Number Scoring 55–100	148	135	98	7	8	11
Number Scoring 65–100	145	132	94	7	6	10
Number Scoring 85–100	44	47	28	1	1	1
Percentage of Tested Scoring 55–100	97%	100%	99%	88%	100%	92%
Percentage of Tested Scoring 65–100	95%	98%	95%	88%	75%	83%
Percentage of Tested Scoring 85–100	29%	35%	28%	12%	12%	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	123	130	191	17	10	18
Number Scoring 55–100	113	126	182	12	9	17
Number Scoring 65–100	104	119	166	10	8	14
Number Scoring 85–100	42	50	56	4	1	0
Percentage of Tested Scoring 55–100	92%	97%	95%	71%	90%	94%
Percentage of Tested Scoring 65–100	85%	92%	87%	59%	80%	78%
Percentage of Tested Scoring 85–100	34%	38%	29%	24%	10%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		76	132		2	3
Number Scoring 55–100		72	117		#	#
Number Scoring 65–100		50	88		#	#
Number Scoring 85–100		4	11		#	#
Percentage of Tested Scoring 55–100		95%	89%		#	#
Percentage of Tested Scoring 65–100		66%	67%		#	#
Percentage of Tested Scoring 85–100		5%	8%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	59	40	36	1	2	0
Number Scoring 55–100	59	38	36	#	#	0
Number Scoring 65–100	58	35	36	#	#	0
Number Scoring 85–100	24	6	27	#	#	0
Percentage of Tested Scoring 55–100	100%	95%	100%	#	#	0%
Percentage of Tested Scoring 65–100	98%	88%	100%	#	#	0%
Percentage of Tested Scoring 85–100	41%	15%	75%	#	#	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	31	62	81	0	0	4
Number Scoring 55–100	31	61	81	0	0	#
Number Scoring 65–100	30	58	75	0	0	#
Number Scoring 85–100	13	31	53	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	94%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	42%	50%	65%	0%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	152	71	2	6	3	0
Number Scoring 55–100	118	64	#	5	#	0
Number Scoring 65–100	100	55	#	4	#	0
Number Scoring 85–100	28	12	#	0	#	0
Percentage of Tested Scoring 55–100	78%	90%	#	83%	#	0%
Percentage of Tested Scoring 65–100	66%	77%	#	67%	#	0%
Percentage of Tested Scoring 85–100	18%	17%	#	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	122	98	21	3	2	0
Number Scoring 55–100	108	87	17	#	#	0
Number Scoring 65–100	96	83	15	#	#	0
Number Scoring 85–100	36	31	8	#	#	0
Percentage of Tested Scoring 55–100	89%	89%	81%	#	#	0%
Percentage of Tested Scoring 65–100	79%	85%	71%	#	#	0%
Percentage of Tested Scoring 85–100	30%	32%	38%	#	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	56	98%	53	100%	56	98%
Students with Disabilities	14	86%	14	100%	8	88%

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
<b>Nov 2002</b>	General-Education Students	131	4%	18%	66%	11%
	Students with Disabilities	23	57%	17%	26%	0%
	All Students	154	12%	18%	60%	10%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	135	0%	21%	64%	14%
	Students with Disabilities	19	16%	68%	11%	5%
	All Students	154	2%	27%	58%	13%

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

## 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	122	122	122	15	15	15	137	137	137
Number Scoring 55–64	1	4	0	4	6	1	5	10	1
Number Scoring 65–84	56	83	69	6	3	6	62	86	75
Number Scoring 85–100	64	30	50	1	1	1	65	31	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)