

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	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	141	179	141
First	182	134	171
Second	157	195	131
Third	177	168	190
Fourth	174	177	163
Fifth	190	170	177
Sixth	168	199	180
Ungraded Elementary	12	7	0
Seventh	167	179	204
Eighth	190	172	168
Ninth	216	229	209
Tenth	194	170	189
Eleventh	152	177	166
Twelfth	157	160	172
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2277	2316	2261

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	36	1.6%	33	1.4%	34	1.5%
Black (Not Hispanic)	20	0.9%	18	0.8%	27	1.2%
Hispanic	15	0.7%	22	0.9%	20	0.9%
White (Not Hispanic)	2206	96.9%	2243	96.8%	2180	96.4%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	16	18	17
Common Branch	20	19	19
English Grade 8	20	19	14
Mathematics Grade 8	24	20	17
Science Grade 8	22	21	21
Social Studies Grade 8	25	22	21
English Grade 10	21	18	21
Mathematics Grade 10	20	20	18
Science Grade 10	21	18	19
Social Studies Grade 10	19	19	21

(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	17	0.7%	11	0.5%	19	0.8%
Eligible for Free Lunch	246	10.8%	224	9.7%	226	10.0%

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		95.4%		95.3%		95.4%
Student Suspensions	61	2.6%	67	2.9%	55	2.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.5%	4.9%	4.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	195
Total Other Professional Staff	28
Total Paraprofessionals	48
Teaching Out of Certification*	3
Teachers with Temporary Licenses	2

*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	122	101	83%	127	97	76%	149	103	69%
Students with Disabilities	6	2	33%	12	3	25%	12	2	17%
All Students	128	103	80%	139	100	72%	161	105	65%

*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	58	71	3	6	22	1
Percent	36%	44%	2%	4%	14%	1%

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)
12	2	4	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			12		9	
	Entered GED Program*			0		0	
	Total Noncompleters			12		9	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			0		0	
	Total Noncompleters			1		3	
All Students	Dropped Out	17	2.4%	13	1.8%	12	1.6%
	Entered GED Program*	25	3.5%	0	0.0%	0	0.0%
	Total Noncompleters	42	5.8%	13	1.8%	12	1.6%

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

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	30	97%	31	94%	53	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	138	92%	125	89%	90	94%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	50%	10	20%	11	64%

(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	2	#	2	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	12	75%	5	40%
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	0	0%	1	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	145	182	184	14	19	23
Number Scoring 55–100	145	169	173	14	12	17
Number Scoring 65–100	135	141	163	8	6	15
Number Scoring 85–100	40	54	72	0	1	0
Percentage of Tested Scoring 55–100	100%	93%	94%	100%	63%	74%
Percentage of Tested Scoring 65–100	93%	77%	89%	57%	32%	65%
Percentage of Tested Scoring 85–100	28%	30%	39%	0%	5%	0%
Mathematics A						
Number Tested	204	233	100	17	24	13
Number Scoring 55–100	187	157	62	13	10	4
Number Scoring 65–100	154	142	45	8	8	3
Number Scoring 85–100	36	62	15	1	0	0
Percentage of Tested Scoring 55–100	92%	67%	62%	76%	42%	31%
Percentage of Tested Scoring 65–100	75%	61%	45%	47%	33%	23%
Percentage of Tested Scoring 85–100	18%	27%	15%	6%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	132	128	0	4	3
Number Scoring 55–100	0	93	113	0	#	#
Number Scoring 65–100	0	72	96	0	#	#
Number Scoring 85–100	0	8	17	0	#	#
Percentage of Tested Scoring 55–100	0%	70%	88%	0%	#	#
Percentage of Tested Scoring 65–100	0%	55%	75%	0%	#	#
Percentage of Tested Scoring 85–100	0%	6%	13%	0%	#	#
Global History and Geography						
Number Tested	182	182	194	19	20	21
Number Scoring 55–100	181	172	168	19	18	15
Number Scoring 65–100	172	159	154	16	11	14
Number Scoring 85–100	69	33	61	0	0	0
Percentage of Tested Scoring 55–100	99%	95%	87%	100%	90%	71%
Percentage of Tested Scoring 65–100	95%	87%	79%	84%	55%	67%
Percentage of Tested Scoring 85–100	38%	18%	31%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	149	177	182	10	18	17
Number Scoring 55–100	141	163	178	10	11	14
Number Scoring 65–100	133	143	164	8	7	13
Number Scoring 85–100	76	44	89	1	1	2
Percentage of Tested Scoring 55–100	95%	92%	98%	100%	61%	82%
Percentage of Tested Scoring 65–100	89%	81%	90%	80%	39%	76%
Percentage of Tested Scoring 85–100	51%	25%	49%	10%	6%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	181	188	184	18	21	16
Number Scoring 55–100	178	180	171	17	20	16
Number Scoring 65–100	170	168	161	14	16	11
Number Scoring 85–100	42	48	57	1	1	1
Percentage of Tested Scoring 55–100	98%	96%	93%	94%	95%	100%
Percentage of Tested Scoring 65–100	94%	89%	88%	78%	76%	69%
Percentage of Tested Scoring 85–100	23%	26%	31%	6%	5%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	189	215	207	18	23	24
Number Scoring 55–100	182	192	164	15	17	12
Number Scoring 65–100	165	171	147	12	12	9
Number Scoring 85–100	64	70	59	1	0	0
Percentage of Tested Scoring 55–100	96%	89%	79%	83%	74%	50%
Percentage of Tested Scoring 65–100	87%	80%	71%	67%	52%	38%
Percentage of Tested Scoring 85–100	34%	33%	29%	6%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		122	167		5	6
Number Scoring 55–100		104	147		2	6
Number Scoring 65–100		61	98		1	0
Number Scoring 85–100		11	5		0	0
Percentage of Tested Scoring 55–100		85%	88%		40%	100%
Percentage of Tested Scoring 65–100		50%	59%		20%	0%
Percentage of Tested Scoring 85–100		9%	3%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	36	30	30	1	0	0
Number Scoring 55–100	34	29	29	#	0	0
Number Scoring 65–100	31	22	28	#	0	0
Number Scoring 85–100	14	3	14	#	0	0
Percentage of Tested Scoring 55–100	94%	97%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	73%	93%	#	0%	0%
Percentage of Tested Scoring 85–100	39%	10%	47%	#	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	80	94	95	1	1	2
Number Scoring 55–100	79	92	87	#	#	#
Number Scoring 65–100	77	84	83	#	#	#
Number Scoring 85–100	42	35	40	#	#	#
Percentage of Tested Scoring 55–100	99%	98%	92%	#	#	#
Percentage of Tested Scoring 65–100	96%	89%	87%	#	#	#
Percentage of Tested Scoring 85–100	53%	37%	42%	#	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	70	8	120	11	2	11
Number Scoring 55–100	49	3	84	3	#	5
Number Scoring 65–100	38	1	69	1	#	2
Number Scoring 85–100	4	0	5	0	#	0
Percentage of Tested Scoring 55–100	70%	38%	70%	27%	#	45%
Percentage of Tested Scoring 65–100	54%	12%	57%	9%	#	18%
Percentage of Tested Scoring 85–100	6%	0%	4%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	116	9	42	6	0	2
Number Scoring 55–100	109	8	19	4	0	#
Number Scoring 65–100	100	6	14	4	0	#
Number Scoring 85–100	42	1	1	0	0	#
Percentage of Tested Scoring 55–100	94%	89%	45%	67%	0%	#
Percentage of Tested Scoring 65–100	86%	67%	33%	67%	0%	#
Percentage of Tested Scoring 85–100	36%	11%	2%	0%	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	76	89%	81	95%	69	88%
Students with Disabilities	16	88%	25	92%	8	25%

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
Nov 2002	General-Education Students	157	1%	8%	62%	29%
	Students with Disabilities	19	16%	26%	58%	0%
	All Students	176	3%	10%	62%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	144	0%	19%	60%	22%
	Students with Disabilities	24	25%	50%	25%	0%
	All Students	168	4%	23%	55%	18%

(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
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	156	156	156	18	18	18	174	174	174
Number Scoring 55–64	5	14	4	2	2	0	7	16	4
Number Scoring 65–84	83	90	92	10	7	13	93	97	105
Number Scoring 85–100	66	45	59	2	1	1	68	46	60
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)