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# A Study of Reporting Methods in the Penfield Central School District Number One

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A STUDY OF REPORTING METHODS  
IN  
THE PENFIELD CENTRAL SCHOOL  
DISTRICT NUMBER ONE

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SUBMITTED IN PARTIAL FULFILLMENT OF  
REQUIREMENTS LEADING TO THE DEGREE OF  
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## CHAPTER I

### INTRODUCTION

Reporting a pupil's progress to his parents is not the simple task it at first seems to be. As we delve into the problems and difficulties we find it difficult to extricate ourselves from involvements in a philosophy of education, policies of marking and promotion, curriculum and instruction. For this reason, a great deal of qualifications must be involved in schools reporting and an involvement in the "why" and "what for" of these reports to the parent seems to be equally important.

#### Delimitations of Study

In this study, a survey of the history of a school district plus an investigation of the schools in that district are included. The background of the staff was also conducted and can be found in this report. The present reporting methods and techniques of this school system are presented along with some recommendations for a good parent-teacher conference.

It was felt that many of the reporting methods studied in this school system were educationally sound and are being continually kept up-to-date.

### Need for Study

This study came about with the need to inform both teacher and parent the fact that pupil progress cannot be judged on a strict academic basis but on the fulfillment of the basic need of the child.

It was felt that the co-ordination between the different schools needed to be improved and the methods and the mechanics of the reporting system must be brought to a more uniform level. The teachers must be guided to improve this process to eliminate the misunderstanding between parent and school and various teachers in different grade levels.

In speaking of promotion policies and practices, the main thing is to make it clear that the individual child's best is the basic objective. This does not mean that we discount the subject matter but that it is considered in relation to other things of fundamental importance. The concern is with how the child uses his ability, what he can do with the subject matter he knows, and how he works and plays with others.

If a great deal of weight concerning promotion is placed on grading, the parent must be informed of what the grades actually represent. Parents appreciate the teacher going into detail with them on what he takes into account in making up the grade and what relative emphasis he places on each item.

Much of the discomfort attached to promotion may be eliminated, if the thought of promotion does not suddenly come upon the teacher but rather it is a tieing-in of the events that have taken place all year long between teacher, parent and child.

Langdon and Stout have discussed this problem in detail and have come up with many interesting suggestions.

#### Helping Parents Understand School

1. As understanding has deepened about the wide range of variations that can be expected in a group of children, the practices in grading, reporting, and promoting have changed from rigid, fixed systems to more flexible ones.
2. Gradually there has been a shift of emphasis, from the amount and quality of subject matter learnings, as the basis for grading and promotion, to emphasis on what kind of person the learning is making out of the youngster.
3. This change in emphasis is reflected in changing forms for report cards, with attention given to characteristics of social adjustment, work habits, attitudes, as well as subject matter learnings.
4. It is reflected, too, in the ways of grading a child's schoolwork with more thought to his individual progress and less to his standing as related to the other children.
5. Parents are often concerned lest, in the shift from subject matter learnings, as almost the sole basis for grading, to consideration of the child's age, ability, and adjustment; subject matter learnings are being lost to sight or not given the attention due them.
6. They tend to feel that the systems such as

the S and U plan of indicating progress, are too indefinite and do not give them any accurate idea of what their child is doing.

7. They send him to school to learn, and they want to know in some sort of definite way how he is progressing with his learning.
8. They want his ability and his adjustment taken into account, but they want to know specifically how he is getting along in reading, arithmetic, English, spelling, social studies, and whatever else he is doing.
9. The report form is one way of giving this information to the parents. It is a form of communication with them.
10. It is easy to understand why they favor the form that gives them the teacher's comments about their youngster's work, as well as indication of how well he is getting along with the work that is expected in the grade he is in.
11. It is helpful for the teacher to think of both grading and reporting as means to an end, not as ends in themselves. They are the means of saying to parents in effect, "This is the way your child has been getting along during the last six weeks," or whatever the reporting period is in the school.
12. Many teachers and parents find that face-to-face reporting, where the youngster's progress can be talked over together, is the most satisfactory.
13. With report card in hand, explanations can be made of the grades given and questions asked and answered, with each finding out what the other has to tell.
14. It is especially helpful when these face-to-face talks together, go on between the regularly scheduled reporting times, so that parents know all along how their



youngster is doing.

15. This does away with the frequently heard complaint that they did not know he was having difficulty until it had been going on a long time. Whether there is difficulty or not, a teacher does well to keep them up-to-date on their child's school learnings.
16. It is very important for the teacher to talk with parents in detail about the basis of promotion in the given school.
17. She needs to understand that many are likely to think of subject matter learning as being the major - if not the sole-basis for promotion. This is a carry-over from their own school days.
18. Many question the common practice these days, of moving the whole group on to the next grade when at all possible. They ask how it can be that a child who has difficulty with reading can go on with his group.
19. A teacher must be ready to talk over such questions, pointing out that to hold the child back may only serve to add another difficulty to the one he already has and to make matters worse instead of better.
20. It should be clear that this does not mean that there are never any retentions. But when there are, it is because it seems the best thing for the particular child in that particular situation.
21. The main point to bring out always is that the emphasis is on what is best for the youngster.<sup>1</sup>

1. Langdon, Grace, and Stout, Irving W., Helping Parents Understand Their Child's School, Prentice-Hall, 1957

It was also felt that the report itself, whether being good or bad, was not of prime importance. The main idea is why the child is doing this type of work and what can be done to improve it. Langdon and Stout<sup>1</sup> discuss this situation and feel that a check list type of report card or slip is virtually useless. A teacher cannot possibly keep all of the particular traits of a child at his fingertips. These reports also make it easy for a teacher to be inconsistent in his marking because many of these check lists carry items of similarity.

The report cards carrying the straight grade average in arabic numerals also has many limitations in the elementary grades. It is very difficult to draw the line between a passing 75 or a failing 73 per cent on a third grade boy's report card. This grade mark does not say anything along with it, such as, a slow learner getting an 80 per cent because he worked above his ability.

#### Statement of the Problem

The problem of this study is to examine the pupil progress reporting forms of the Penfield Central School, District Number 1 for the year 1959-1960.

The objectives of this study will be 1) to obtain sample

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1. Ibid. p.5

of the pupil progress reporting forms and discuss advantages and disadvantages therein; 2) to improve the methods of reporting to parents in the area of parent conferences; 3) to set up rules to insure consistency in the information covered in these meetings.

Limitation of Study

Stang says " In a face to face relationship with parents the pupils progress can be more adequately interpreted. The conference provides an excellent opportunity for the parents to understand the teachers problems and for the teacher to learn from the parents. They will talk about their child much more readily than they will write a report about him to a teacher. By participating intelligently in parent conferences, the teacher will himself grow in his ability to understand and guide pupils and parents."<sup>1</sup>

Much of the reference material for this study was gotten from the Rochester Public Library and the Library of the College of Education at Brockport which had only a limited supply of material dealing with this topic.

Time was also a limiting factor. It made it virtually impossible to make a comprehensive survey of the published material in this field.

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1. Stang, Ruth, Reporting to Parents, Bureau of Publications Teachers College, Columbia University, 1947

## Definition of Terms

The definitions of some of the terms used in this study are listed in the following paragraphs. This is done so a common understanding may exist from the start.

The word Education has been referred to many times in this paper. I would like to, at this time, give the three meanings of the word, as defined by Good.

Education (1s) (1) the aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behavior of positive value, in the society in which he lives; (2) the social process by which people are subjected to the influences of a selected and controlled environment, (especially that of the school) so that they may attain social competence and optimum individual development; (3) ordinarily a general term for the so-called "technical" or more specifically classified professional courses offered in higher institutions for the preparation of teachers.<sup>1</sup>

A preconceived long-range plan of school organization has been impossible for many school systems to maintain, due to the tremendous boom in school population. The schools have been forced to shift children as needs required, due to lack of space, old inadequate buildings, and great bulges of school children at different levels. Elementary schools, we find, are following any one of a number of class combi-

1. Good, Carter V., editor, Dictionary of Education, New York, McGraw-Hill Book Co., Inc., 1945, p.191

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nations: K-6; 4-8; 4-6; 5-8; and K-8, to mention the most common. If we follow Good's definition of Elementary Education we can disregard the type of division employed as:

the division of any educational program that is concerned primarily with general education, including those skills, facts, and attitudes that are required by society of all its members; opposed to secondary and higher education as being less specialized in content and less selective as to pupils or students.<sup>1</sup>

Reference is made to In-Service Teacher Education and by that is meant "activities on the part of the employed teachers that contribute to their professional growth and qualifications."<sup>2</sup>

The Elementary-School Principal as defined by Good is

an executive officer in charge of the administrative and sometimes the supervisory work of an elementary school; usually limited to a single school or single attendance area; may or may not engage in teaching.<sup>3</sup>

1. Ibid., p. 197
2. Ibid., p. 550
3. Ibid., p. 441

## CHAPTER II

### REPORTS AS USED IN GUIDANCE

An instrument of child guidance are the reports to parents. By far, this is their central value. The effective report promotes more constructive parent-child relationships, which helps parents understand their children better.

In order to serve as an instrument of successful guidance, a report must achieve more than to give parents and teachers a picture of the pupil's progress. Why a child is not making the expected progress and what they can do to help the teacher provide the experiences the child needs, are what the parents need to know.

The guidance program are tested by the reports to parents. Reports are poor, when the developmental trends in individual children have not been observed by their teacher. Reasons for this may be, the teacher has not learned to observe or has not been able to do so. Reports are poor also, when the teachers have not appreciated the guidance value of this method of communication with parents.

A successful method of reporting will help each pupil to grow in his own best way. The wrong kind of report to a parent can easily do much harm; it may hinder effective guidance. The effectiveness of a report card that merely passes judgment will vary with individual children. In many,

it may produce intense emotional strain. The overconscientious child, who feels he must win his parent's affection by high achievement in school, is likely to fear he will not make the honor roll or that he will not get as high a mark as he did last time. The slow-learning child often finds in the report card a confirmation of non-promotion and a fear of failure. Many children become discouraged because of some minor unfavorable detail in the report.

### Guideposts To Effective Reports To Parents

The following are suggested as criteria that any school staff may use in appraising their present reports and in building more effective ones.

1. Has your method of reporting to parents been developed cooperatively? Unless parents, teachers, and pupils work with the administrator in developing the report, they will not fully understand it. If they do not understand why each item is important and how it can be used for guidance and growth, they will not give it the attention it deserves. For this reason, it is much better for a school to develop its own report form to meet local needs than to copy the form used by some other school.
2. Does your report to parents show trends in each pupil's development? Pupils and parents are interested in progress - the child's own progress. Even though his achievement is low in comparison with that of other members of the class, each child will be encouraged to know that he is improving.
3. Does your report to parents show progress in the kinds of behavior that are most important for persons in a free society? In other words, is the report to parents in line with sound educational objectives?

Does it show whether the pupil is growing healthier; more cooperative; more responsible; more competent in the essentials of arithmetic; more effective in reading, writing, listening and talking; and better able to understand; learn from and control this complex modern world? Is the report concerned also with the pupil's feeling of security, adequacy and personal worth? In short, does it give as complete a picture as possible of the kind of person the pupil is becoming?

4. Does your report to parents recognize individual differences in ability? Although the pupil's progress in relation to his own capacity is of first importance, it is also necessary for the parents, and sometimes for the child himself, to know how he stands in relation to other children of his age. This comparative information may be given in a dual rating which shows his standing, first in relation to his own ability, and second in comparison with the achievement of the group. Or the teacher may indicate relative standing by his comments and recommendations about the child's further education, or in an interview with the parents or the child. Knowing his status in relation to that of others, is part of the process of self-appraisal by which a person develops objectivity toward himself.
5. Is your report to parents accurate? Is the teacher's appraisal of the pupil's progress correct in each item? Parents and pupil's lose confidence in the teacher's judgment if they find inaccuracies in the record - for example, a satisfactory mark in attendance when the pupil has actually been absent and tardy an excessive number of times. Statements susceptible of misinterpretation or misuse by parents, should be avoided.
6. Is your report to parents diagnostic? Does it indicate that conditions have caused the behavior reported? Does it show specifically where progress has been made and where further progress can be made? If the report answers the questions "Why" and "How" as well as "What", parents



can do something constructive with it. A report of this kind has another value; It stimulates teachers to study their pupils more intensively.

- 7. Is your report to parents constructive? Does it direct their attention to the future? Does it suggest how progress can be made? Constructive comments take the sting out of low marks. If a mark is accompanied by specific suggestions on how its recipient can do better next time, and by a maximum of encouragement, it is not likely to occasion a feeling of inferiority.
- 8. Does your report "accentuate the positive?" Does it begin with a favorable comment - with a positive statement about a subject or part of a subject in which the pupil is doing good work with praise for effort or effective study habits, or even with information about what the school is doing to improve certain conditions? The report should carry "a message of hope and a plan of action." It should never cause irritation or frustration, as in the cartoon in PUNCH: A boy stands before his irate father, who is looking at the boy's report card; the caption reads: "It seems to me Dad, that school report is ground for a libel action."
- 9. Does your report provide ample space for comments? Such space encourages flexibility in reporting by providing for individual differences in teacher, pupils, and parents.
- 10. Is your report to parents closely related to the cumulative pupil personnel record? The relation here should be a reciprocal one. The information on cumulative records is useful as a basis for writing reports to parents. Some items, such as the teacher's rating of the pupil's achievement, may be transferred directly from the cumulative record to the report. However, not everything on the cumulative record should go to the parent. Some items are only for the teacher's guidance; parents might misinterpret or misuse them. Other items may be given to parents in modified form. The reports to parents, in turn, are a valuable

- addition to the pupil's cumulative report folder; as summaries, they reveal trends and relationships among the separate items.
11. Is your report easily understood by the different parents in your community? Does it speak their language? This criterion is difficult to meet in communities in which a wide range of educational background is represented - where some parents are illiterate and others are professional people. In such a situation the simple report form must be supplemented by letters in some instances and by conferences in others. However, all parents probably welcome uncomplicated reports. They are more likely to do something constructive about a relatively few points on which improvement is possible.
  12. Can your report to parents be prepared without putting too great a burden on the teacher? Clerical work must be reduced to a minimum. If the teacher spends a disproportionate amount of time in writing reports to parents, his contacts with pupils, his preparation for classes or his health and personal development will suffer. If any of these things happen, he will become a less effective teacher. No amount of record keeping can take the place of successful teaching. In fact, many present reports to parents are unsatisfactory because the instruction and guidance that constitute the school day are inadequate. In many schools a different concept of the teacher's task is necessary. The newer concept considers studying pupils as individuals and doing what that study shows, to be desirable and necessary as essentials of effective teaching. Time for reporting to parents is provided as an intrinsic part of the teacher's professional day.
  13. Do pupils share in the writing of their own reports of progress? As soon as they are able to assess their own progress in any of its phases, they should share in the evaluating process. Their doing this has two values: (1) it relieves the teacher of some clerical work and supplements his limited observation of each pupil; and (2) more important, it makes the pupil a

partner in the venture of progressing toward sound educational goals. Of course, these goals should be stated in the form of behavior that the pupil can practice and the teacher can observe. Pupils who participate in making such reports, gradually learn to accept their necessary limitations, and develop their assets.

14. Is the philosophy underlying your report to parents consistent with the educational philosophy and procedure of the whole school? It should be noted in this regard that if the school's policies of promotion and marking are not sound, if its curriculum does not provide the experiences pupils need, if its teachers have not learned to observe and understand children - then the best record form in the world will not function."<sup>1</sup>

In general, the reports to parents seem to be becoming more humane, more personal, more astute, and more concerned with the future than with the past. These reports are more in line with the sound educational objectives than the traditional report card and, far more useful for guidance purposes. However, there is still much to be done. If schools would move forward along the paths indicated by the guideposts, marked improvement would be the result, not only in reports to the parents but in all aspects of the school's program.

1. D'Evelyn K., Individual Parent-Teacher Conferences, Bureau of Publications, Teachers College, Columbia University, 1954

## CHAPTER III

### A GUIDE FOR REPORTING TO PARENTS

#### I. Philosophy of Reporting to Parents

The philosophy of reporting to parents, as to the standing and potential of their children, can be broken up into the FOUR following areas:

1. Technique
2. Tact
3. Truth
4. Trust

An explanation of the Four Areas is, of course, necessary.

A. Technique - proper techniques of interviewing must be mastered.

1. College trained
2. In-service training by a supervisor.

Techniques available (both should be used.)

1. Mass Meeting - during open school week, to outline general overview and objectives of the curriculum and course of study.
2. Individualized - to discuss specific children and their problems with the parents.

B. Tact - A quality of character that must be developed in order to facilitate the reporting to parents. That quality, whereby the

teacher says the right thing at the right time.

C. Truth - Is the prime quality behind the personal interview technique, for only by and through a correct knowledge of the child's needs, interests, and abilities (at home, at play and in school) can a rapport be built up between parent and teacher to benefit the child.

D. Trust - That intangible quality developed within a relationship whereby, in this case, the child knows that the entire school, including his teacher, is there to help him; whereby, the parent is willing to confide to the teacher her feelings about and towards the child so that the teacher can come to understand the child better and; whereby, the teacher can accept this information on a high professional level and set it to work, not as a weapon of discipline but as a tool of learning.

## II. Evolution of Reporting

A. Various forms report cards may take.

### 1. Formal Reports

- (a) Traditional marks, such as A, B, C, D, E, or F for failure. Simple comments by the teacher.
- (b) Weak - Important aims are likely to be omitted; teachers are not afforded opportunity to emphasize the special gifts or needs of pupils.
- (c) Does not take up too much of the teacher's time and focuses attention on specific objectives of the school program.
- (d) Personal opinion - very inadequate. I would not permit this type of report, in my own school.

### 2. Letter Reports

- (a) Good for lower grades - difficult for the teacher who is not skilled in the art of writing.
- (b) Difficult to comment on pupil's work, with variety of expression and without tiresome repetition.
- (c) Of little value where foreign born population is large or rate of illiteracy is high.

### 3. Combination Report

- (a) Academic subjects given graded marks as A, B, C, etc.

(b) Social, physical and emotional capacities checked, and "S" and "U" used.

#### 4. Parent-teacher Interviews.

B. Frequency of reports and explaining the system to parents.

1. Skepticism by the administrators of a scheme of reporting, not uniform.

(a) Some parents should receive reports four times a year, others oftener.

1-Illiterate and neurotic parents should be considered.

2. Elasticity of program of reporting is desirable.

(a) Parents should understand this type of program for the best interest of the pupils.

(b) Emphasis put on aiding the child.

(c) Outworn theories should be discarded.

(d) Courteous treatment of parents, will remove anxiety of the changes in reporting.

1-Nothing accomplished without the cooperation of parents.

#### C. Parent-Teacher Interviews.

1. May be made at home, P.T.A. Meetings, or in the classroom after school.

(a) Courteous, patient, and understanding treatment

should be given the parent.

- (b) Good along with derogatory comments must be given.
- (c) Welfare of the child should be emphasized.
- (d) If the parent is dissatisfied, the principal should be asked in, after a briefing.
- (e) All records, such as report cards, letter reports to and from parents, daily and weekly papers, etc., should be available.
- (f) Thorough explanation of promotional policy of the school, should be explained.
- (g) Privacy should be observed.
- (h) Interviews with parents of the "normal" child should be had, but probably not as frequently.

### III. Aims, Objectives, and Guides of a Parent-Teacher Conference.

#### A. Need for Conferences.

The home and the school have joint responsibility for a child's development. What happens to him in either place affects his total behavior. Now in order to help him develop a well-balanced personality structure, the home and the school must cooperate in working out a suitable program of activities and experiences. Individual parent-teacher conferences are one of the most satisfactory means of making this



cooperative planning possible.

### B. Aim

The aim of all parent conferences should be, to make the teacher and the parent partners in their mutual responsibility for planning a good educational program for the child.

### C. General Guide

"The first important step, as emphasized in this manual, is to establish a working relationship with the parent. Nothing can be accomplished for the child unless the teacher knows how to do this. After such a relationship is established, the teacher must know the child's behavior well enough to be a definite help to the parent."<sup>1</sup>

Each partner can contribute to a better understanding of the child and his needs from the knowledge he has gained, living with him in the home or the school. "The teacher who understands child behavior will find it easier to win the parent's confidence and cooperation, as well as to lead the discussion into constructive planning."<sup>2</sup>

1. Driscoll, Gertrude, The Parent-Teacher Conference, Teachers College Record, April 1944, Bureau of Publications, Teachers College, Columbia University
2. D'Evelyn, K., Individual Parent-Teacher Conferences, Bureau of Publications, Teachers College, Columbia University, 1954

The teacher sets the tone of the conference by a friendly greeting, and by drawing the parent into the discussion by being unhurried, and by respecting the parent's contributions.

In giving an evaluation of a pupil's progress, and in enlisting the parent's aid in helping solve a child's problem, it is not necessary for the teacher to be critical of the parent's methods of working, or to criticize the child. Criticism of the parent or the child usually brings resentment and is a block to a partner relationship.

Parents, like teachers, do not like to be given advice on how to do things. Any plan of action for the child should come as a result of seeing needs during the discussion. If certain needs are seen, the parent can probably decide for herself how she will meet them at home; and the teacher can decide how he can meet them in school.

Sometimes parents do ask for advice, and it can be helpful to explore with them several possibilities, leaving it for them to determine what they can carry out at home. Since conferencing is a mutual discussion, the teacher should not be afraid to say he doesn't know (if he doesn't), so that the parent and the teacher together may seek the answer to a child's behavior.

If a child seems to have a serious adjustment problem, the teacher needs to be alert to his needs, and be ready to suggest some assistance from the guidance staff when he talks with the parent.

"The teacher should be ready to recognize problems that are so difficult as to prevent him from giving sufficient help to the parent. Parents with complex problems should be referred to the consulting psychologist or guidance specialist on the staff, who in turn, will refer the individual to a psychiatrist if there is such a need. If there is no one on the school staff to whom the teacher can refer, he should try to have available the names of specialists in the community. In referring, it is easy to say, "I wish I could help you, but I feel you need more help than I can give you. I have the names of two or three consultants if you wish them, or you may know someone yourself."<sup>1</sup>

If the goal is to give a report, the teacher can plan in advance and prepare to give a thoughtful evaluation of the pupil's over-all adjustment.

If the goal is to enlist the parent's aid in solving a child's problems, the teacher can help the parent see that he likes the child, is interested in

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1. Ibid.

him, and wants and needs the parent's help.

Success in any conference is relative. The teacher can do much to ensure success by keeping in mind his goals, in having a particular conference.

In any conference, it is well to keep the focus of attention on the child and his progress.

Children need the help, understanding and support of their parents and their teachers in learning to live happily and constructively.

This help can best be gained when parents and teachers sit down together as partners in a conference.

"It is well to arrange for no interruptions during a conference. Nothing is more disturbing to the serious effort of trying to think through a problem than to be interrupted at a crucial moment. It is easier to build a cooperative relationship if the teacher is not seated behind a desk. Behind a desk, the teacher is in the place of authority, not partnership. Listen and listen some more. The teacher did not invite the parent in to deliver a lecture to him, but to get, as well as to give help. Encourage the parent to talk, and then listen to what he has to say. Find out what the parent is feeling about the child. This is important, because the teacher cannot understand the child's behavior until he knows the parent's attitude."

In a good parent-teacher conference there is an

1. Ibid.

opportunity for each to ask questions of the other. There is opportunity also to discuss problems and share information concerning the child, and to plan together for an effective solution. The teacher can often explain things orally that are difficult to put in writing, and can make suggestions then and there for home help. The parent gives the teacher a view of the child at home, and the teacher gives the parent a picture of the child among classmates so that each arrives at a better understanding of the whole child.

We find that in some schools, before the parent-teacher conference there is usually a child-teacher conference to help the child be more specifically aware of his own progress and needs. The child may be asked to evaluate his own progress and write it out in preparation for his conference with the teacher. The teacher and the child will talk over the report that will be made to the parents in the parent-teacher conference.

The question might arise. "What must I bring to a conference?" For a successful conference, the parent and the teacher meet with a common interest in a particular child. They are friendly, sympathetic, and open-minded. Each brings a sincere respect for the other's unique knowledge of certain aspects of the

child's behavior. You might ask, "What will we discuss?" The things you worry about; the facts you want to learn of your child's progress in school; what you think the teacher would not be likely to know about your child's background or home behavior that would help him in teaching the child. The following are some suggested subjects for discussion. They are merely suggestions. You know your child best. There may be something else more pertinent to his growth and happiness at the moment. If so, that is what we will talk about.

1. Parents might discuss:

- Child's reaction to school.
- Evidences of initiative at home.
- Responsibility he assumes at home.
- How the child spends his time at home or out of school.
- Whether the child prefers to play alone or with other children.
- Child's reaction with family and neighbors.
- Child's response to rules and regulations in the home.
- Child's hobbies, special interests and abilities.
- Problems of the child in the home.

2. Teacher may discuss:

- Child's progress in the classroom, eg. Subjects
- Responsibility he assumes at school.
- Evidences of initiative at school.
- Work habits in school.
- Relationships of the child with other children in the classroom, playground, cafeteria, etc.
- Relation of the child with adults in the school.
- Evidences of special interests and abilities.
- Evidences of health problems, tenseness, etc.
- Problems of the child in school.

The National Elementary Principal recently published an article by Bertis E. Capehart, entitled "Building Parent-Teacher Relationships." Mr. Capehart is the Assistant Superintendent of the Oak Ridge Public Schools in Oak Ridge, Tennessee. The article stated:

"Most parents and educators agree that that the success of children in school is influenced by the attitudes, ideas, and understandings between homes and schools. Children do not develop to their highest possible level in a school that ignores the home. The home is the primary agency for promoting the basic security of the child. It takes both the home and the school to insure a well-balanced personality, one that is mature, poised, and rich in potentialities for meeting daily problems.....

In Oak Ridge, we feel that no aspect of child guidance is more important than conference between parents and teachers. Our success has been largely dependent upon the number and quality of parent contacts. We have had conferences in the home and in the school. We feel both are valuable. The school conferences make it possible for the teacher and parent to understand together the school environment of the child. While talking in her own room the teacher has access to the child's work and can show the progress sheets and other materials she has concerning the child. Sometimes we have found that the fathers and mothers have had a poor opinion of their child's progress until they have seen materials which give them greater confidence in the child's work, after they have discussed it with the teacher. ....Also, at such times we have been able to explain the meaning of the report card; our philosophy of education; our art, music, and physical education programs; as well as guidance of the

child in the fundamental activities of reading, writing and spelling. In our unit activity method of teaching, children are not always conscious of the value of their activities; neither are parents until the work has been interpreted by an interested teacher. When parents come to our school, they are encouraged to give any information they feel is necessary to help us understand their child.

Careful attention is given to conducting these conferences because we feel that our greatest understanding of the child can come from them. We have been prepared at all times to listen to what parents have had to say. If they have been critical, we have tried to profit by their criticism. A feeling of teamwork between parents and teachers has been established. We have had respect for all personalities and our attitude has been sincere. We like to have conferences with all parents from time to time, irrespective of whether or not the child is having difficulty. We must recognize that good conferences are based on mutual respect and sincerity in our relationships with parents.<sup>1</sup>

#### IV. Evaluation by the Administrator

A. Individual Parent-Teacher Conferences: A Manual for Teachers of Young Children, by Katherine E. D'Evelyn.

B. How to Write Conference Reports:

The criteria of satisfactory reports of parent conferences are briefness, objectivity, and ethics. Above all else, they should give a statement of the

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1. Capehart, Bertis E., "Building Parent-Teacher Relationships," The National Elementary Principal, April, 1958



steps taken in meeting the problem by the parent and the teacher, and enough of the dynamics of the problem discussed, so that the succeeding teacher will have a clear picture of past difficulties and planning.

**C. Implications for Teachers and Administrators:**

There are three main difficulties in the way of successful individual parent-teacher conferences in many schools today. One is lack of training for this work on the part of the teachers; another is lack of understanding of the meaning of parent conferences on the part of administrators; and a third is, lack of time and energy on the part of teachers because of heavy class loads and inadequate provision for such conferences in the regular school program.

**D. General Guides for Conferences:**

Not forgetting that each parent is unique in his personality and his problems, it may be helpful to list a few guides for conferences in general.

1. Responsibility for the success or failure rests primarily with the teacher. It is well to remember that success is relative, and each conference must be judged according to its own circumstances and results.
2. It is well to arrange for no interruptions

during a conference. Nothing is more disturbing, to the serious efforts of trying to think through a problem, than to be interrupted at a critical or crucial moment.

- 3. It is easier to build a cooperative relationship if the teacher isn't seated behind a desk. Behind a desk the teacher is in the place of authority, not a partnership.
- 4. The teacher's greeting should be friendly and relaxed. If he is hurried or tense, the parent will know it. It's difficult to discuss a problem with someone who looks as if he wished you weren't there or would soon leave.
- 5. Listen, and then listen some more. The teacher didn't invite the parent in to deliver a lecture to him, but to get as well as to give help. Encourage the parent to talk, and then listen to what he has to say.
- 6. Find out how the parent is thinking a feeling about his child. This is important because the teacher can't understand the child's behavior until he knows the parent's attitude.
- 7. If a parent says he is worried about his child's behavior, follow through. Find out why he is worried. The teacher should not assume that

he knows why. He and the parent may not feel the same way about the child.

8. If a parent gives what he thinks is the reason for a child's behavior, accept it, then lead the discussion on to the consideration of other possible causes. Behavior is the result of many causative factors, not of one.
9. If a parent suggests a plan of action, accept it if at all possible to do so. It's better for the parent to try it than for the teacher to force one of his own. One of the goals in parent counseling is to try to get the parent to take the initiative. If the parent's plan fails, it is always possible to suggest others that may strike nearer to the root of the difficulty.
10. If a parent can't suggest reasons for a child's behavior, or plans of actions to deal with it, the teacher might suggest an alternative for joint consideration. "This might be a possibility, what do you think? You know all the facts of the situation better than I do." Or, "We might try this and see what happens. It may take us a while to find the source of the difficulty." Such an approach makes the parent a participator in the final decision for tentative plans, and leads to

discussion that helps him to accept the plan as his own.

- 11. It does not help to argue with a parent. Arguing will arouse resentment and resistance.
- 12. It is better not to assume that a parent wants help or advice. Such assumption usually brings resistance, because it implies a form of criticism.
- 13. Most parents can't be objective about their own children. Therefore, do not criticize either directly or indirectly. Criticism is fatal to the building of a cooperative relationship.
- 14. Avoid giving direct advice when the parent gives a statement of his problem and then leans back saying, "Tell me what to do." Let any advice or suggestions grow out of mutual discussion and a growing insight, on the part of the parent, into the reasons for behavior.
- 15. Do not get ahead of the parent in his thinking. In other words, the teacher should not try to push his thinking onto a parent before the parent is ready to see it, through a process of discussion and mutual thinking.
- 16. Try to be aware of sensitive spots, and avoid embarrassing the parent, by noting facial expressions, gestures, and voice. These all give a clue to the parent's emotions.

17. Be accepting.....That is, accept anything the parent tells you without showing surprise or disapproval. If the teacher can't do this, he will not get an honest picture of the parent's attitudes and feelings.

18. The teacher should be ready to recognize problems that are so difficult as to prevent him from giving sufficient help to the parent. Parents with complex emotional problems should be referred to the consulting psychologist or guidance specialists on the staff, who in turn, will refer the individual to a psychiatrist, if there is such need. If there is no one on the school staff to whom the teacher can refer, he should try to have available the names of specialists in the community. In referring, it is easy to say, "I wish I could help you, but I feel you need more help than I can give you. I have the names of two or three consultants if you wish them, or you may know someone yourself."

If the teacher is in a community where there is no one to whom he can refer the parent, he can do his best in easing the troublesome behavior symptoms in the child, but he should not let the parent become involved in pouring out his emotions repeatedly. It will not help the parent beyond

giving the temporary relief of tension that comes from telling your troubles to any good listener. This relief is necessary but, unless the teacher can help the parent go on to constructive planning, he is not giving real help.

- 19. It is helpful to try to close the conference on a constructive, a pleasant, or a forward-going note, such as a plan for further consultation; a definite date for the next conference; a statement of encouragement or reassurance; a statement of a plan for cooperative action.

Successful counseling depends on the relationship between the parent and the teacher. It must be a relationship that permits the parent to express his thoughts and his feelings, with the knowledge that he will be listened to and understood by a sympathetic and accepting teacher who, in understanding and accepting, helps him in turn to understand and accept both himself and his child. Under such circumstances, the teacher and the parent can move together to intelligent and constructive planning for the child.

V. Techniques In Reporting To Parents In A Kdgn - 6B School

There are many avenues of communication which a school may use to report to parents. It should be kept in mind that reporting is a two-way channel of communi-

cation in which the parent gives valuable information about the child and, the teacher has an opportunity to clarify school objectives, etc.

### Avenues of Communication for Reporting to Parents

#### A. Oral Communication

##### 1. Parent-Teacher interview at school

- a. with no one else present
- b. with school nurse
- c. with school principal
- d. with school social worker
- e. with school attendance officer
- f. with any combination of these

##### 2. Home visit if necessary and feasible

##### 3. Telephone interview

- a. when face to face interview is impossible.

##### 4. Class visitation by individual parents or groups

- a. to observe children at work
- b. to observe children at play
- c. to participate in a special culminating activity

##### 5. Grade Mother Conferences or P.T.A. Meetings

- a. addressed by principal
- b. addressed by teacher
- c. addressed by guest speaker
- d. addressed by representatives of any of the school's special services. (Purpose: to acquaint parents with school objectives or curriculum, etc.)

##### 6. Use of local radio or television by the supervisor

- a. to discuss the school program
- b. to report on school drives, etc.

**B. Written Communication**

**1. Written reports at specified intervals.**

- a. Card variety with letter or numerical notation.
- b. Rating sheets.
- c. Written statement.
- d. Descriptive letters.

**2. Written reports (Special and Individual)**

- a. to report on special health or behavior problems
- b. to report on any special success the child might have achieved
- c. to report on too frequent absences - possibility of truancy
- d. to make known changes in shelter area procedures, dispersal drill, etc.
- e. to make known any changes in school routines which might affect home routines

**3. P.T.A. or School Newspaper**

- a. Letters or articles to acquaint the parents with objectives, etc.
- b. Articles on guidance, nutrition, etc., to help the parents

**4. Special printed material to explain curriculum**

- a. Your Child Learns To Spell
- b. Johnny Does Learn To Read
- c. Your Child's First Day At School

**VI. The Parent-Teacher Interview:**

**A. Preparation;**

- 1. The teacher begins in September, brief note-taking on each child for discussion with the parent.
- 2. The teacher saves individual folders of pupil's work.



3. The teacher prepares mimeographed reporting forms:

- a. one for each child
- b. class set kept in loose-leaf binder
- c. for memoranda of discussion items
- d. recording of relevant items gleaned from parents, done immediately after, never during the conference

4. The teacher sends printed or mimeographed information about reporting conference, to each parent.

5. The teacher notifies parent of conference date and time, one week in advance;

- a. provides for return of signed acceptance
- b. invites a maximum of four parents each hour
- c. invites some doubtful and some certain to attend
- d. the teacher makes every effort to get every parent to school.

B. Suggested Items and Areas to be included in Conference

1. Social Behavior

- a. Consideration of rights of others
- b. Growth in self-control and self-reliance
- c. Working and playing well with others
- d. Ability to make friends
- e. Courtesy
- f. Respect for public and private property

2. Work Habits

- a. Readiness for daily work
- b. Use of time
- c. Resourcefulness, initiative, independence
- d. Handling and care of materials

3. Health Habits

4. Growth in Curriculum Areas

5. Special Interests and Creative Activities

### C. Teacher-Techniques for a Successful Interview

1. Make careful preparation
2. Insure privacy
3. Have an informal setting. Sit together, not with teacher behind desk
4. Overlook parent's critical remarks
5. Establish rapport
6. Encourage parent to talk
7. Listen attentively
8. Begin on a positive note. Do not argue with parent
9. Develop an attitude of mutual cooperation
10. Delay making definite suggestions
11. Let suggestions come from parent
12. Summarize the points covered
13. Make plans together
14. End on a note of continuing cooperation
15. Take notes after the parent leaves.

### D. Teacher's Report to Parents

1. should show recognition of child's
  - a. abilities
  - b. aptitudes
  - c. attitudes
  - d. interests
  - e. needs.
2. should emphasize growth at the child's own level of ability.

### E. Some Guiding Principles in Making Written Reports

1. Report children's growth and development in simple English.
2. Report only such information as will aid in obtaining the cooperation of the parents.
3. Make the report brief but clear. Use no expression the parent may not clearly understand.
4. Report items to parents when they will have the greatest influence in producing changes in the children.
5. Make the reports as formal as possible.
6. Make a duplicate copy of every report.
7. Anticipate the nature of the responses which are likely to result from the report and be prepared to meet criticism that may be raised.

Teachers should be aware that any form of communication which serves to explain school programs, curriculum, etc. to parents is a form of reporting to parents. The more a parent knows about the school program, its aims and objectives, the better will he be able to cooperate with the school in helping his child to achieve them and the more meaningful will be to him the individual conferences concerning his own child. Moreover, it should be remembered that all forms of reporting to parents is a matter of good public relations. Skillfully

conducted interviews which are mutually satisfying to both teacher and parent, can win friends and support for the entire school system.

## VII. Difficulties To Be Overcome

A. Successful reporting program must solve the following difficulties.

1. Orienting parents and teachers
  - a. Establishing need for program
  - b. Establish values of program
  - c. Gaining acceptance of program
2. Training teachers to handle a conference
3. Providing time for teacher preparation
4. Providing ample time for successful parent-teacher conference
5. Personal interviews often difficult to arrange
  - a. Working parents
  - b. Disinterested parents
  - c. Resentful parents
6. Tactless handling of parents may have adverse effects
7. Handling the difficult parent
8. In Non-English speaking areas, special problems will be faced
9. Providing ample time to write up record of conference
  - a. What to record and
  - b. How

10. Problems of supervision will increase

- a. Checking letters to parents
- b. Checking on interviews and record of interviews
- c. Releasing teachers for interviews

11. Evaluation

## CHAPTER IV

## HISTORY OF THE TOWN OF PENFIELD

The town of Penfield was established on March 30th, 1810 by the laws of New York State. Ten years before, in 1800, Daniel Penfield, a wealthy merchant in New York City, completed his purchase of the entire township and hired James Smedley, a surveyor from Canandaigua to lay out farm-sized lots and roads. This was done by the end of July, 1800. In this year a saw mill was built for Daniel Penfield and John Strowger came as the first operator. Calvin Clark and his family of six children were counted in the census of 1800 and the Strowger family with three children. These were the first permanent settlers in the town. By 1810 about 210 heads of families were in the territory that became Penfield. This included all of the present town of Penfield, plus a small section along Allen's Creek that was included in Brighton when it was formed four years later, and also the entire town of Webster, which until 1840 was known as North Penfield.

The Falls of the Irondequoit were the reason for the rapid growth of the town of Penfield. In a one-mile course the creek drops ninety feet over a series of rocky ledges. This power was easily harnessed by the pioneer millers. Along this section, where today only a few ruins of dams or

stone foundations can be found, there were nearly two dozen mills built before 1850.

The first grist mill was built in 1803 for Daniel Penfield. This was a frame building and John Strowger was the first miller. It was the finest mill in the area, for the others were an inadequate log mill on the Irondequoit near the spot where the Barge Canal now crosses it, and Indian Allen's on the Genesee which had been erected and gone to ruin in the years before 1800. A 25-mile trip to the mill near Canandaigua was necessary before Penfield's mill started running. Daniel Penfield's liberal policy of taking "good, merchantable winter wheat" as payment on the mortgages given for the land he sold, made it possible for the early settlers to take up land in Penfield with a small amount of "hard cash" if they were industrious and ready for the hard work necessary to clear the land and raise a crop.

In 1814, Mr. Penfield's second mill was erected. This was a flouring mill which sent barrels of flour to the markets in Montreal before the eastern markets could be reached. When the Erie Canal came to Western New York, the flour shipped from this section was made in Penfield's mill, in Livingston's mill built in 1835, and in Lincoln's mill built in 1848.

The history of the town divides into three periods. The first, of early industry and rapid growth, ended with the

Civil War. The second, was one of development of agriculture and farmland of fine quality. It extended over the last decades of the 19th century and into the twentieth until the First World War and the popularity of the automobile. The past fifty years have been a time of awakening and while continuing as an excellent rural community, it has become increasingly popular as one of Rochester's desirable suburbs.

Expansion in the present decade is rapid, but under the guidance of capable members of the town and school boards, is progressing in an orderly acceptable manner. Two churches of the Baptist and Lutheran denominations are found in the town and one each of the Advent Christian, Episcopalian, Methodist, Presbyterian and Roman Catholic. In connection with the latter, is an expanding parochial school.

The Penfield Library, a member of the Monroe County Library System, consists of many thousands of books with a spiraling circulation. Service Clubs include Kiwanis, Lions and Rotary. The Masons have a century-old charter and it and the Eastern Star have a large membership. The Grange has long been an active unit in the town. The American Legion, in their own building since 1949, serves the community in many capacities.



CHAPTER V

HISTORY OF PENFIELD SCHOOLS

Firehall School

This building was built in 1857 as a private school called the Penfield Seminary, which was a replacement for an earlier private school called the Penfield Academy.

Whether the Academy stood on this same spot is not known. This 1857 building, after serving as a private school for several years, became the District Number One schoolhouse. It cost \$8,000, including the site and the hanging of a school bell.

District Number 5 School

This building was erected about 1862 and remained a school building until 1875. At this time it was remodeled as the headquarters for the administrative officials of the Penfield School District.

This building was the four room school of District Five until centralization in 1948 with other Penfield Districts. It has been called the "Grove" School because an earlier building of this district was surrounded by a grove of trees that used to be a favorite picnic spot for villagers.

Cobblestone School

Formerly the building for District Eleven, this building,

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at 1886 Fairport-Webster Road, was built in 1849. It is the only cobblestone building in all of Penfield. This building is no longer in use as a school and was sold to the present owners in 1932.

#### Pound School

This was the site of the town pound where stray animals were brought.

A school was later built here which took the name "Pound School." The last building here was of a brick construction. It was torn down in 1959 after a fire in the preceeding year. Students from this district now go to the Baird Road School.

#### Baird Road School

This 20 classroom elementary school was built as part of the Penfield Central School System and dedicated in 1956. It is located on a 20 acre tract on the former Leonard Farm on the west side of Baird Road. Its property joins with other pieces owned by the district and makes a continuous piece of school property reaching from 5 Mile Line Road to Baird Road.

The school on Atlantic Avenue is a duplicate of this one and the two together cost \$147,000 for the two plots of land plus \$880,000 and \$930,000 for their construction and complete outfitting.

Mr. Willard Peters and Mr. George Glicqunoi are the

Principals of Atlantic Avenue School and Baird Road School respectively since 1956.

Penfield Junior High School

This building was originally built in 1890 but was added to in 1936 and again in 1951. It was used for all of the grades until the completion of the two elementary buildings in 1957.

It now houses the sixth, seventh and eighth grades which make up about 800 students.

Penfield High School

This building was completed in September of 1958 at the cost of over two million dollars. It will eventually have a student body of twelve hundred students.

## CHAPTER VI

## DEFINITIONS OF REPORT CARD TERMS

I. Areas of Character Building Traits

A. Work Habits - Good says, work habits are the "procedures in learning activities that through repeated use, has been established or has become semi-automatic or automatic."<sup>1</sup>

B. Study Habits - Good says, study habit is the "(1) tendency of a pupil or student to study when the opportunity is given; (2) the pupil's or students way of studying, whether systematic or unsystematic, efficient or inefficient."<sup>2</sup>

C. Industrious and Perseverence - Good says, persevering is the "quality of persisting in an activity for a long time or despite opposition, disappointment or interference."<sup>3</sup>

The New Century Dictionary says, industrious "is given to or characterized as a person, the disposition or habits, activity or labor, etc., diligent, busy; also zealous, as in a cause." It says, persevering is to "persist in anything undertaken, maintain a purpose in spite of difficulty or obstacles, continue steadfastly."<sup>4</sup>

D. Initiative and Creative Thought - Good says, this is "thinking that is inventive, that explores novel situations or reaches new solutions to old problems, or that results in thoughts original with the

1. Good, Carter V., editor, Dictionary of Education, McGraw Hill Book Company, Inc., New York, 1945, p.609
2. Ibid. p.532
3. Ibid. p.392
4. New Century Dictionary, 1957

thinker."<sup>1</sup>

Thinking is " (1) an unregulated flow of ideas or streams of images, impressions, recollections, and hopes sometimes indicated by the pleasantry "a penny for your thoughts. (2) an undisciplined guessing that threads lightly and superficially over grounds and evidence, in an effort to reach a conclusion. (3) the contemplation of ideas, or meditation, without an endeavor to control nature or experience. (4) reflective, cognitive or critical looking into something for the sake of establishing belief or controlling action."<sup>2</sup>

Creative Thought is "any free expression of the child through such mediums as language, visual art, music or rhythms, spontaneously evoked by the child's own feeling and experience and furthered by any means that promote adequacy and clarity of perception and, deepen the emotional drive prompting expressions."<sup>3</sup>

The New Century Dictionary says, initiative is "the readiness and ability in initiating action or the right or power of originating something. This Dictionary says of Creative Thought, "the capacity or faculty of thinking, having the quality or power of creating or originating, the product of mental action. To evolve from one's own thoughts or imagination."<sup>4</sup>

E. Adequate Use of Study Skills - Good says, study skills are "any special ability used in study, such as reading, outlining, summarizing or locating materials."<sup>5</sup>

1. G. V. Good, op.cit. p.570
2. Ibid, p.570
3. Ibid, p.144
4. New Century Dictionary, op. cit.
5. G. V. Good, op.cit. p.504

A Skill is "anything that the individual has learned to do with ease and precision; may be either a physical or mental performance."<sup>1</sup>

F. Accurate in Work - Good says, accuracy is "the (1) correspondence of statements with fact or reality; exactness within the limits of completeness, demanded by the purpose of the investigator or observer; (2) a degree of freedom from both variable and constant error as on the part of a set of test scores, to be distinguished from reliability; which is affected directly by variable errors only; (3) the degree of agreement between the result of a calculation or measurement and the accepted value for that calculation or measurement; evaluated in terms of the relative error made, the smaller the relative error, the greater the accuracy."<sup>2</sup>

Webster's New Collegiate Dictionary says, "accuracy is the careful conformity to truth, freedom from mistake or error; precision; exactness."<sup>3</sup>

G. Social Growth - Good says, social growth "concerns the child's ability to identify himself with the needs of others; often manifested by his close feeling of self-identification with his own experience and also with those of others and by spatial correlations in his drawings."<sup>4</sup>

H. Social Adjustment - Good says, "it is the process whereby the individual attempts to maintain or further his security, comfort, status or creative inclinations, in the face of the ever-changing conditions and pressures of his social environment, or the state or condition attained through such efforts; (1) the pattern

1. Ibid. p.503  
2. Ibid. p.6  
3. Webster's New Collegiate Dictionary, 1949 edition, p.7  
4. G. V. Good, op.cit., p.258

of the modes of response built up by the individual with respect to his social environment and evaluated in terms of the standards of his culture group as acceptable, desirable, or successful; (2) the process by which individuals or groups accept, compromise with, or acquiesce with social forces or one another."<sup>1</sup>

1. Ibid. p.12

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II. Reporting Devices used in Penfield Central School



### III. The Progress of Penfield's Children

There is now need for teachers to improve their educational practices in marking, promoting, and reporting, if all pupils are to have more continuous progress through school and a better quality of education.

### IV. The Penfield Marking System

The Penfield marking system or the marking system of any good school should recognize that a pupil should be marked for his work in all learning areas, creative activities, work habits, and character traits, according to his own achievement in relation to his ability. Rarely and only after an adequate study of the whole child in school, should a child be marked failure.

In the improvement of any marking system, these two questions need to be answered: Why should professional workers in elementary schools accept the normal progress plan of marking? What resources and aids are available to help teachers to evaluate the achievement and behavior of each child in relation to his own ability? These questions form a backdrop for the situational factors involved in the investigation of the Penfield marking system. It must be remembered with these two questions in mind that normal progress,

as Penfield knows it, means that children enter Kindergarten at approximately five years of age and Grade 1 at approximately six years of age. If they attend regularly, with normal health, and do their best, they should progress through an elementary school of Kindergarten and six grades in seven years. Normal progress in a Kindergarten and seven grades would mean eight years in school. In an eight grade elementary school with Kindergarten, normal progress would require nine years of school attendance.

Penfield's normal progress promotion plan assumes that marking and promotion will be based on each child's growth as compared with his own mental development. If a child is not developing and not learning as much as he is capable, he would naturally receive a lower mark, a check that improvement is necessary or a note on the report card that he should try harder. If the teacher feels that it is necessary to have a conference with the parent to help the child make satisfactory growth, it is done through a regular progress report to the parents. These conferences usually follow the guide in Chapter III, pages 29 - 34.

In Penfield, the child's grades are usually based on his own achievement in relation to his ability. The child is then not in competition with anyone but himself.

Therefore, no matter how the mark or score is given, the teacher, the child and the parent know that it represents an evaluation of how well the child is meeting the education objectives in the light of his abilities and capacities. The school personnel are facing an evaluation task that embraces several approaches and calls for the use of different skills and instruments to assay the educational growth and development of the child. The principal helps bring about unity and acceptance of the marking system, by defining the terms and organizing a system that will meet with total approval."<sup>1</sup>

A recent study of educational literature points to some aids for educators in marking and promoting children in elementary schools in accordance with the normal progress plan. One of the most important aids, is the cumulative record which is used for each child every year in school. In many of the schools in the Penfield area, these records are discussed at faculty meetings in light of their use as a resource for helping the staff determine to what degree each child is performing, up to his ability. A comprehensive cumulative record shows the marks in the basic subjects and all other areas of learning, standardized achievement test results, work-study habit records,

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1. Shuster, Albert H., and Wetzler, Wilson F., Leadership in Elementary School Administration and Supervision, Boston, Houghton Mifflin Co., 1958, Chapter XII

anecdotal notes, character building traits and family background. Many teachers have found that comments on anecdotal notes are one of the most useful sources of information on the child over his school years.

Achievement tests are usually given at the beginning and end of the school year to show the pupil and teacher the growth made over the school year. This comparison is very useful as a motivating factor for the child to keep up with his work and maintain a high level of achievement. This system of testing is also used to point out what diagnostic, aptitude, and projective tests and remedial teaching are needed to help every pupil to work fully up to his abilities and capacities.

It has been discovered that by using all of these aids, the teachers and principals work together in planning and understanding the marking system. They have a much broader background of the child's needs in achieving and developing what he is capable of doing.

V. Reporting To Parents

This area has been covered more fully in Chapter III but its uses and success in the Penfield School District have not been discussed.

The Parent-Conference has not been used as a fundamental basis but rather just one facet in the school reporting system. In many cases, it has been found to be

the best tool in improving pupil progress because the child's over-all achievement is discussed rather than just a small area of work. It has proven to be most successful in showing the child's own achievement and educational growth in relation to his ability and aptitude. Many questions can be answered at these conferences, regarding the mechanics of the marking system, in as much as the parents are not aware of the many new innovations coming in to use.

The parent conference cannot be satisfactory unless it is accompanied with supplementary written reports which provides an analysis of how well the child is doing in the subject areas.

## VI. Some Conclusions

The whole study of the marking system has come down to one problem, how to lessen or eliminate the number of non-promotions in the elementary school? School systems have been able to decrease the number of retardation in the last decade by means of grouping and non-graded classes. It has been found that the main causes of non-promotions are: lack of consideration for the differences in the rate of mental development and growth of children; acceptance of the grade standard plan of marking; promoting and reporting immature entrance of pupils in the elementary schools; irregular attendance in school; and

lack of pupil interest and effort.

Various studies, including one in the Penfield District, of repeaters and age grade status of pupils show: that grade retardation still exists in varying degrees of intensity in elementary schools; that the greatest percent of non-promotion occurs with children who are the youngest in their grades;<sup>1</sup> that there is more retardation of boys than girls because boys mature approximately three months later than girls.<sup>2</sup>

The schools that have been successful in lowering the amount of non-promotion are the ones who have changed from the grade standard plan to the normal progress plan of marking, promoting and reporting. The schools that have adopted the ability grouping plan has also been successful in this area because of their competence to teach and guide every pupil to develop at a rate consistent with his aptitude, maturity and educational development. This decreasing rate of non-promotion is a step in the right direction. It is so because schools with a low rate of retardation have an equal to or better achievement record than those with a higher percentage of non-promotion.

1. Kelly, Edward John, "Promotion, Policies and Practices in Elementary Schools of the United States" (MA Thesis, University of Minnesota, Minneapolis, 1949, p.61)  
2. Pauly, Frank R., "School Boys Enter School Later Than Girls," NEA Journal, January 1952, pp. 29-31

Throughout the country, we find many excellent types of report cards but none of these can be considered the best one because the needs of the children and the community vary greatly. We find a continual trend in the cooperative planning of educator and parent in regard to improving pupil progress. This has been proven to be a great success, with the children as the benefactor.

CHAPTER VII  
PROFESSIONAL BACKGROUND  
OF  
PENFIELD TEACHERS



Name	Position	Years Prior Exper.	Years Exper. Dist.	Highest Degree	School	Date of Degree
Byers, Mrs. Sylvia	Kdgn	2	1	B. S.	Juniata College	1956
Leary, Mrs. Mary	Kdgn	0	30	N	Rochester	1929
Lefort, Miss Denise	Kdgn	1	1	B. S.	Plattsburgh	1956
Mowrer, Mrs. Ruth	Kdgn	5	13	B. S.	Brockport	1953
Riley, Mrs. Mary	Kdgn	2	2-1/2	N	Geneseo	1940
Waldon, Mrs. Marion	Kdgn	9	1	B. S.	Syracuse U.	1948
Schwink, Mrs. Rhea	Kdgn	1	6-1/2	B. S.	Miami Univ.	1941
Dennis, Mrs. Rita	Gr.1	11	1	B. S.	Geneseo	1958
Ferguson, Mrs. Joan	Gr.1	0	4-1/2	B. S.	Geneseo	1950
Holcomb, Mrs. Jacqueline	Gr.1	4	14	B. S.	Fredonia	1950
Johnson, Mrs. Audrey	Gr.1	0	5	B. S.	Brockport	1954
Meacham, Miss Marilyn	Gr.1	4	3	B. S.	Brockport	1952
Montgomery, Mrs. Edith	Gr.1	8	7	N	Geneseo	1928
Starr, Mrs. Ruth	Gr.1	10	1	B. S.	Millersville St.Pa.	1938
Weisenberger, Miss Helen	Gr.1	12	11	N	Brockport	1927
Williams, Mrs. Melba	Gr.1	5	10	B. S.	Geneseo	1951
VanDyk, Mrs. Ruth	Gr.1	2	8	B. S.	Brockport	1952
Voelzer, Mrs. Lucille	Gr.1	3	11	N	Cortland	1936
Vollmer, Mrs. Mary Lou	Gr.1	4	1	M. S.	Syracuse	1954
Bukowski, Mrs. Patricia	Gr.2	1	1	B. S.	Brockport	1951
DeBrine, Mrs. Patience	Gr.2	4	27	B. S.	Brockport	1947
Gudovitz, Mrs. Elaine	Gr.2	1	1	B. S.	Buffalo State	1957
Hunter, Mrs. Eleanore	Gr.2	2	1	B. S.	Potsdam	1956
Mercer, Mrs. Helen	Gr.2	10+	1	B. S.	Brockport	1937
Nekos, Mrs. Pam	Gr.2	5	2	B. A.	New Paltz	1952
Rothfuss, Mrs. Anna	Gr.2	6	3	N	Brockport	1923
VanHooser, Mrs. Dawn	Gr.2	5+	4	M. S.	Geneseo	1955
Ward, Mrs. Edna	Gr.2	33	5	N	Buffalo State	1933
Wood, Mrs. Dorothy	Gr.2	9	4	B. S.	Brockport	1951
Young, Miss Ruth	Gr.2	18-1/2	5	B. S.	Geneseo	1951

Name	Position	Years Prior Exper.	Years Exper. Dist.	Highest Degree	School	Date of Degree
Clement, Mrs. Mary	Gr.3	1/2	4	B. S.	Rochester	1955
Kucharski, Mrs. Stella	Gr.3	0	11	M. S.		1952
Shafer, Mrs. Florence	Gr.3	19	5	B. S.	Geneseo	1952
Sunsted, Mrs. Priscilla	Gr.3	3	1	B. S.	Syracuse	1955
Behringer, Miss Katherine	Gr.3	0	6	M. S.	Oneonta	1956
Dunbar, Miss Suzanne	Gr.3	0	2	B. S.	Oswego	1957
Ostrye, Mrs. Catherine	Gr.3	3	8	B. S.	Brockport	1950
Polis, Mrs. Amelie	Gr.3	1	1	B. S.	U. of R. Island	1956
Gardner, Mrs. Doris	Gr.3	8	2-1/2	N	Brockport	1940
Nolan, Mrs. Mary	Gr.3	9	8	B. S.	Geneseo	1956
Waterstraat, Mrs. Doris	Gr.3	3	8	B. S.	Geneseo	1955
Crane, Mrs. Althea	Gr.4	4	2	N	Geneseo	1935
Leonard, Mrs. Dorothy	Gr.4	-	3	N		1930
Lorson, Mrs. Catherine	Gr.4	12	6	N	Brockport	1934
Mertz, Miss Lauretta	Gr.4	2	19	N	Geneseo	1936
Nichols, Mrs. Helen	Gr.4	6-1/2	9	N	Rochester	1929
Wymar, Mrs. Catherine	Gr.4	0	16	B. S.	Geneseo	1943
Baird, Miss Louise	Gr.4	6	15	M. S.	Geneseo	1954
Boyce, Mrs. Marion	Gr.4	5	3	B. S.	Albany State	1940
Collins, Miss June	Gr.4	0	1	B. S.	Geneseo	1958
Desmond, Mrs. Mathilde	Gr.4	0	0	Ed.M.	U. of R.	1958
Broderick, Miss Mary	Gr.5	4	1	B. A.	Nazareth	1954
McKie, Mrs. Elenore	Gr.5	0	7	Ed.M.	U. of R.	1957
Thompson, Mr. Jay	Gr.5	0	3	B. S.	Geneseo	1954
Warren, Mrs. Dorothy	Gr.5	9	11	B. S.	Geneseo	1951
Attridge, Mrs. Jane	Gr.5	3-1/2	7	N	Geneseo	1939
Hall, Mr. Leonard	Gr.5	3-1/2	4	B. S.	Geneseo	1952
Powers, Miss Geraldine	Gr.5	0	3	B. S.	Geneseo	1956
Rathke, Mrs. Olive	Gr.5	27	12	N		
Clark, Mrs. Luise	Gr.5	11	4	B. S.	U. of R.	1953
Emery, Mrs. Roma	Gr.5	0	3	B. S.	Geneseo	1956

Name	Position	Years Prior Exper.	Years Exper. Dist.	Highest Degree	School	Date of Degree
Garland, Mr. Richard	Gr.5	0	3	B. S.	Catawba	1956
Masciangelo, Miss Marie	Gr.5	0	1	B. S.	Brockport	1958
Booden, Mr. Donald	Gr.6	0	3-1/2	B. S.	Brockport	1955
Carter, Mr. Walter	Gr.6	1	1	B. A.	Wittenberg	1955
Decker, Mrs. Pauline	Gr.6	12	12	N	Geneseo	1930
DeJohn, Mr. Philip	Gr.6	5	1	M. S.	Brockport	1953
Finley, Mr. Russell	Gr.6	2	1	B. S.	Brockport	1956
Freitas, Mr. Archie	Gr.6	0	4	B. S.	Brockport	1952
Johnson, Mrs. Lelia	Gr.6	12	10	N	Brockport	1922
Sherry, Mr. Sheldon	Gr.6	0	1	B. A.	Arizona State	1951
Walsh, Mr. Robert	Gr.6	1	1	B. S.	Brockport	1955
Emery, Mr. Richard	Math	0	1	B. S.	Geneseo	1958
Erwin, Mr. John	Math	8	1	B. S.	Brockport	1950
Hefner, Mr. Norbert	Math	1	3	B. S.	Brockport	1955
Knight, Mr. Willard	Math	4	5	B. S.	U. of Maine	1952
Sowinski, Mr. Donald	Math	0	7	B. S.	Buffalo	1952
Burt, Mr. Donald	Math	4	2	Ed.M.	Albany State	1952
Neely, Mr. Lewis	Math	23	13	M. S.	Rochester	1930
Travis, Mr. Richard	Math	3	4	B. S.	Brockport	1952
Chang, Mrs. Martha	Cit.Ed.	0	1	M.Ed.	U. of R.	1958
Davidson, Mr. Bruce	Cit.Ed.	11	4	Ed.M.	Rochester	1949
Gibbons, Mr. Richard	Cit.Ed.	9-1/2	5	M. S.	Syracuse	1941
Howard, Mr. Harry	Cit.Ed.	4	3	B. S.	U. of Mass.	1958
Brainerd, Mr. Richard	Cit.Ed.	0	5	M. S.	Brockport	1952
Korpeck, Mr. Hiram	Cit.Ed.	0	4	Ed.M.	Syracuse	1952
Osterling, Mr. Philip	Cit.Ed.	0	8	M. S.	Brockport	1950
Bartolotta, Mr. Victor	English	3	1	M. A.	U. of R.	1955
Deane, Mr. Henry	English	0	5	B. A.	Hobart	1950
Kimball, Mrs. Marjorie	English	4	2	B. A.	Middlebury	1937

Name	Position	Years Prior Exper.	Years Exper. Dist.	Highest Degree	School	Date of Degree
Mason, Mrs. Marjorie	English	7	12	B. A.	U. of R.	1952
Reynolds, Miss Marianne	English	0	3	B. A.	Nazareth	1956
Shafer, Mrs. Anna	English	3	26	N	Genesec	1933
DeRitter, Mr. William	English	2	2	B. A.	St. Lawrence	1951
Hosenfeld, Miss Mildred	English	16	4	B. A.	Nazareth	1933
Kehoe, Mr. William	English	3	1	M. A.	Albany State	1956
Kraai, Mrs. Rolette	English	7	1	B. A.	St. Olaf, Minn.	1950
Wilson, Mrs. Esther	English	9	9	Ed.M.	Rochester	1954
Ketcham, Mr. Keith	Science	6	1	Ed.M.	U. of R.	1955
Ronsheim, Mr. Samuel	Science	5	3	M. S.	Ohio State	1951
Tucker, Mrs. Katherine	Science	8	4	B. S.	Temple	1938
Lowe, Mr. Richard	Science	2	2	B. S.	Brockport	1953
Pathic, Mr. Gerald	Science	3	3	B. S.	Brockport	1953
Wittig, Mr. Theodore	Science	2	4	B. S.	Brockport	1953
Camp, Mrs. Anita	Lang.	13	7	M. A.	Cornell	1930
Lorensen, Mrs. Ingeborg	Lang.	12	8	M. A.	U. of Hamburg	1945
Ritter, Miss Judy	Spanish	13	1	M. A.	Syracuse	1952
Wurlod, Mrs. Evelyne	French	8	1		U. of Lyon	
Fahr, Miss Janet	El. French	0	2	B. A.	U. of R.	1957
Ketchem, Mrs. Anne	Business	4	1	B. S.	Albany State	1956
McGrath, Miss Margaret	Business	0	6	B. S.	Nazareth	1953
Schmitt, Mrs. Margarite	Business	2	7	B. S.	Nazareth	1945
Chinelly, Mr. Joseph	Art	5	3	B. S.	Buffalo State	1950
Harms, Mrs. Eleanor	Art	2	2	B. S.	Bowling Green	1955
Oppen, Mrs. Barbara	Art	1	2	B. A.	Buffalo State	1957
May, Mrs. Rita	Art	0	3	B. S.	Nazareth	1956
Hungerford, Mrs. Mildred	Art	10	9	N	R. I. T.	1930

Name	Position	Years Prior Exper.	Years Exper. Dist.	Highest Degree	School	Date of Degree
Winfield, Mr. George	Ind. Arts	0	3	B. S.	Oswego	1955
Beerse, Mr. Fred	Ind. Arts	0	1	B. S.	Oswego	1958
Straub, Mr. Henry	Ind. Arts	0	6-1/2	B. S.	Oswego	1953
Vanderslice, Mr. Ray	Music	2-1/2	1	M. M.	Eastman	1958
Briggs, Mrs. William	Music	3	2	M. M.	Eastman	1954
Campbell, Mrs. Doris	Music	11	1	B. M.	Potsdam	1941
Miller, Mr. Thomas	Music	3	3	M. M.	Eastman	1954
Steele, Mrs. Ruth	Dir. of Music	7	6	M. M.	Eastman	1939
Knitzer, Mrs. Eliz.	Inst. Music	4	1	M. A.	Ohio State	1953
Virkhaus, Mr. Taavo	Inst. Music	1	1	M. M.	Eastman	1957
Higgs, Miss Isabel	Vocal Music	3	1	B. M.	Eastman	1955
Vanderslice, Mrs. Hilda	Vocal Music	9	1	B. M.	Eastman	1949
Sens, Mr. John	Phys. Ed.	0	4	M. A.	Ithaca	1953
Dinse, Mr. Earl	Phys. Ed.	0	9	M. A.	Columbia	1953
Stillman, Miss Florrie	Phys. Ed.	2	1	B. S.	Brockport	1956
Bolger, Miss Bernadette	Phys. Ed.	0	4	B. S.	Brockport	1949
Steitz, Mr. George	Phys. Ed.	5	4	M. A.	Ithaca	1952
Mark, Mr. Herman	Phys. Ed.	15	1	B. S.	Ithaca	1940
Reiners, Mr. Joseph	Phys. Ed.	6	1	B. A.	Colgate	1950
Paddock, Mrs. Margaret	Librarian	6	3	B. S.	Geneseo	1944
Myrus, Mrs. Frances	Librarian	13	4	B. A.	Hartwick	1918
Meagher, Mrs. Catherine	Librarian	14	1	M. S.	Geneseo	1958
Post, Miss Helen	Librarian	1	6	M. S.	Albany State	1952
Cary, Mrs. Jean	Librarian	0	3	B. S.	Geneseo	1956
King, Mr. Guy	Driver Ed.	7	4	B. S.	Columbia	1948

Name	Position	Years Prior Exper.	Years Exper. Dist.	Highest Degree	School	Date of Degree
Mark, Mrs. Pauline	Nurse	10	1	R. N.		
Wojcik, Mrs. Mary	Nurse	0	4	R. N.	U. of Denver	1953
Allen, Mrs. June	Nurse	0	4	R. N.	Rochester	1950
Freeman, Mrs. Viola	Nurse	0	9	R. N.	Genesee	1939
Price, Mrs. Bethany	Nurse	0	3	B. S.	Plattsburgh	1956
Ritter, Mrs. Ruth	Home Ec.	19	3	B. S.	Buffalo State	1935
Pratt, Mrs. Charlotte	Home Ec.	0	3	B. S.	Syracuse	1955
Joint, Miss Mary	Guidance	8	5	M. A.	Cornell	1949
Rose, Mr. Charles	Guidance	11	0	M. A.	Rochester	1950
Kerber, Mr. Richard	Guidance	7	4	M. A.	Rochester	1952
Meagher, Mr. James	Audio V.	20	2	M. S.	Genesee	1950
Glicquenzi, Mr. George	El. Prin.		4	M. A.	Albany	
Mercer, Mr. Bert	El. Prin.		6	M. A.	N. Y. U.	
Peters, Mr. Willard	El. Prin.		4	Ed. M.	Rochester	
Homet, Mr. C. Emerson	Jr. H. Prin.		3	Ed. M.	Buffalo	
Howell, Mr. Wallace	Sr. H. Prin.		4	M. A.	Syracuse	
Hayden, Mr. Paul	Asst. Dist. Prin.	8	2	M. A.	St. Lawrence	1950
Scott, Mr. Donald	Admin. Assist.		3	M. S.	Syracuse	

## APPENDIX A

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PROGRESS REPORT

Date \_\_\_\_\_

To: \_\_\_\_\_ Subject: \_\_\_\_\_

Please return to Guidance Office by \_\_\_\_\_

Re: Special report on homework completion, tests, and  
classroom attitude, since \_\_\_\_\_ for  
\_\_\_\_\_, Section \_\_\_\_\_

Comments:

Date \_\_\_\_\_

Dear \_\_\_\_\_:

Do you think \_\_\_\_\_ should be placed in a  
faster/slower group or is his placement O.K.? Please check one and return  
to the Guidance Office:

\_\_\_\_\_ Should be moved

\_\_\_\_\_ O.K. where he is

Comments:

PENFIELD CENTRAL SCHOOL  
GUIDANCE OFFICE  
PARENT REPORT

Name of Student \_\_\_\_\_

Section: \_\_\_\_\_

Periodically between report cards an evaluation of each student's progress in school is made by the faculty. Occasionally you will receive a report of this evaluation. It is often helpful to visit the school and talk with the teacher and guidance counselor regarding your son's or daughter's progress in school and future plans.

SUBJECT \_\_\_\_\_

MARK \_\_\_\_\_

Teacher: Please circle appropriate numbers:

- |   |  |
|---|--|
| 1. Too much class absence                           | 9. <del>Does</del> to class poorly prepared                    |
| 2. Needs to develop more enthusiasm toward subject  | 10. Working below capacity; more effort needed                 |
| 3. Not persistent in efforts                        | 11. Improper class behavior contributes to poor work           |
| 4. Careless, poorly done classwork and homework     | 12. Appears to be trying                                       |
| 5. Frequently fails to hand in homework assignments | 13. Low test mark  |
| 6. In danger of failing subject                     | 14. Appears to lack background or aptitude in subject or field |
| 7. Improving but still not doing acceptable work    | 15. Neglects make-up work                                      |
| 8. Needs to work independently                      | 16. Notable improvement during period                          |
|   | 17. Poor study habits  |

ADDITIONAL COMMENT:

**PENFIELD CENTRAL SCHOOL**  
**Guidance Office**  
**Pupil Progress Report**

Student's Name \_\_\_\_\_  
Grade \_\_\_\_\_  
Teacher \_\_\_\_\_  
Date Due \_\_\_\_\_

Subject \_\_\_\_\_ Estimated mark \_\_\_\_\_

**Reason for referral:** Please give all facts concerning each area listed and make any additional comments that might be pertinent to the situation. A sample copy of work attached to this report is sometimes helpful.

\_\_\_\_\_  
\_\_\_\_\_

**Class behavior:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**List overdue assignments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Recent Test marks:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**When did student fail to report for extra help?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Other comments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

PENFIELD CENTRAL SCHOOL

Program of Studies

for

1961 - 1962

Guidance Office

## PREFACE

This booklet has been prepared to help you get acquainted with high school requirements and course offerings. If there are still some unanswered questions, do not hesitate to ask your teachers or your guidance counselor for help.

Your personal growth and happiness as well as your future success will be the result of a wise choice of high school subjects. Plan on a well rounded program - one that will include participation in at least one extracurricular activity. Do not try to partake of too many activities. Very often your scholastic standing suffers as a result.

Your personal program is arrived at through the co-operative planning of you, your parents, and your counselor.

## GENERAL NOTES

1. Sixteen units arranged and approved in sequence plan are required for a local school diploma. The number of units required for a Regents diploma is raised from sixteen to eighteen, effective June 1961. A unit is the value given to a subject which is taken five periods a week for approximately forty-five minutes each period for forty weeks.

2. The passing mark for school examinations in grades nine through twelve is 65%. The passing mark for Regents examinations is 65%.

3. A constant is a subject which must be taken by all pupils. The constants required by New York State and Penfield Central School are:

English I, II, III, IV  
Citizenship Education 9  
World History  
American History I  
General Science  
One year of Mathematics  
One-half unit in health is required unless the  
student has taken biology or majored in homemaking.  
Physical Education is required of all pupils unless  
excused by a physician.

4. All diplomas require a three year major in some subject other than English or Citizenship Education. A major sequence consists of three units of work in a single field or subject matter. Major sequences may be selected in art, business subjects, foreign languages, homemaking, industrial arts, mathematics, music or science. The major sequence that a student selects should be closely related to his educational and vocational goal.

5. An elective is a subject which a student may choose according to his own wishes. Electives give a student an opportunity to explore and learn about those things in which he is interested. Remember that many colleges and schools have requirements which almost determine what your electives must be.

6. Students may take neither less than four nor more than five units without special permission from the guidance counselor. No changes may be made in the schedule without the prior approval of the guidance counselor. No subject may be dropped without the approval of the guidance counselor.

7. Penfield Central School offers two types of diplomas: a New York State Regents Diploma or a Local School Diploma.

8. Requirements for State High School Regents Diploma:
- |           |          |
|-----------|----------|
| Constants | 9½ units |
| Major     | 3 units  |
| Electives | 5½ units |
|           | 18 units |

This diploma requires the passing of Regents examinations in any of the subjects claimed if the Regents examination is offered.

New York State Regents Scientific Diploma

High school principals have been authorized to designate as "scientific" a Regents diploma which, through successful completion of Regents examinations, represents a sequence in mathematics, including either the 11th grade mathematics course or both intermediate algebra and trigonometry; also through successful completion of Regents examinations, a three year sequence in science selected from earth science, biology, chemistry and physics, which with ninth year general science constitutes four years or units in science.

In the case of pupils who have completed the equivalent of ninth year science by the end of the eighth year, and three of the advanced science courses mentioned above in combination with the specified mathematics sequence this entitles a pupil to receive a Regents diploma designated as "scientific".

New York State Regents Honor Diploma

A diploma may be issued "with honor" if the student has earned an average of at least 90% in the Regents examinations required for the diploma under group I and group II. Regents examination marks in other subjects may not be included.

To qualify for a scientific diploma with honor, a student must achieve a Regents examination average of at least 90% in 2 units of mathematics; 3 units of science, English and citizenship education.

9. Requirements for the Local School Diploma:
- |           |          |
|-----------|----------|
| Constants | 9½ units |
| Major     | 3 units  |
| Electives | 3½ units |
|           | 16 units |

This diploma does not require the passing of Regents examinations, but may be granted if the student has maintained an average of 65% in each subject.

10. Business majors are limited to the following 3 unit sequences in meeting the requirements for the state high school diploma:

- |   |   |
|---|---|
| <p>1. Introduction to Business<br/>Business Arithmetic<br/>Business Law</p> <p>2. Introduction to Business<br/>Salesmanship &amp; Bus. Mngmt.<br/>Bus. Law or Bus. Arithmetic</p> <p>3. Business Arithmetic<br/>Salesmanship &amp; Bus. Mngmt.<br/>Business Law -</p> <p>4. Bookkeeping 1<br/>Salesmanship &amp; Bus. Mngmt.<br/>Bus. Law or Bus. Arithmetic</p> <p>5. Business Arithmetic<br/>Bookkeeping 1<br/>Business Law</p> | <p>6. Introduction to Business<br/>Typewriting<br/>Business Law</p> <p>7. Shorthand 1 *<br/>Shorthand II &amp; Transcription<br/>Secretarial Practice</p> <p>8. Typewriting<br/>Bookkeeping 1<br/>Bookkeeping 2</p> <p>9. Business Arithmetic<br/>Bookkeeping 1<br/>Bookkeeping 2</p> |
|---|---|

\* Pupils choosing this major sequence must also complete typewriting as an elective.



11. Admission to classes. Those with three years of English, two years of citizenship education and seven other units are Seniors. Those with one year of citizenship education and two years of English and five other units are Juniors. Those with one year of English, one year of citizenship education and two other units are Sophomores. Those with less credits are Freshmen.

### Description of Courses

- Homemaking 1a: Foods and nutrition, meals for nutrition and enjoyment, purchasing preparing and serving food, making mealtime a social time.
- Homemaking 1b: Personal and family relations, home emergencies.
- Homemaking 2a: Clothing, economical and suitable choices. Construction of garments for family and self.
- Homemaking 2b: Home planning, home furnishing and home care.
- Homemaking 3: Family relations, child study, housing, management, advanced foods, advanced clothing.
- Homemaking 4: Homemaking for boys.
- Homemaking 5: Home and family living.
- Homemaking 10: Advanced Foods.
- Homemaking 11: Advanced Sewing.
- Mechanical Drawing 1: An introduction to Mechanical Drawing.
- Mechanical Drawing 2a: Development drawing and making patterns used in the sheet metal trade.
- Mechanical Drawing 2b: Introduction to machine drawing and design.
- Introduction to Business: General business knowledge useful to everyone. Information concerning filing, types of business organizations, contracts, negotiable instruments, law, insurance, credit buying, banking, invoices, statements, business letters, etc.
- Business Arithmetic: A practical course in everyday mathematics.
- Bookkeeping: Much clerical work included. Practical everyday bookkeeping for personal use.
- Office Machines: This course includes advanced typing, use of various types of calculators, duplicating machines, and dictaphone. Filing experience is also included.
- Earth Science: Covers the fields of geology, astronomy, and meteorology. The standards for this course are comparable to those set up for Chemistry and Physics.
- Auto Mechanics: Theory and repair of all parts of a car. Practical work on cars along with theory.
- Voice 1: Objectives of such a course not only include the improvement of the student's singing and speaking voice, but the development of poise and confidence through self-expression.

**Music Appreciation:** This will be of interest to those boys and girls who wish to broaden their general education as well as to those who are students of piano, instrumental or vocal music. The program will include a wide variety of basic musical activities centering around an extensive listening program.

**Voice 11:** In the second year of voice, stress is placed on the uniformity of vowel sounds, precise articulation and contrasts in tempo, dynamics and range. A thorough review of rudiments of theory of music is included in this course to assure all students of a technical background for the increased difficulty in repertoire.

**Theory of Music:** This course covers the rudiments of music, together with rhythmic reading, elementary partwriting and ear training through melodic and harmonic dictation.

**Cabinetmaking:** Most types of furniture construction using various wood joints. Demonstrations will include the making and using of special jigs for the different machines in the shop.

**Electricity:** This course teaches and demonstrates the basic principles of electricity. There are innumerable tests and experiments possible, along with practical house wiring and home repairs.

**Machine Shop:** This course covers designing, pattern making, casting and machining the cast; making tools and parts of engines; foundry, metal lathes shaper, milling and welding.

PROGRAM OF SUBJECTS OFFERED AT PENFIELD CENTRAL SCHOOL

Ninth Year

<u>Required of all Students</u>	<u>Units</u>
English . . . . .	1
Social Studies (9). . . . .	1
General Science or Earth Science . . . . .	1

One or two units to be selected from:

Latin I . . . . .	1	
French I . . . . .	1	
Spanish I . . . . .	1	
German I . . . . .	1	
10th year Math. (Plane Geometry) . . . . .	1	
Elementary Algebra . . . . .	1	
General Mathematics . . . . .	1	
Earth Science . . . . .	1	
Introduction to Business . . . . .	1	
Comprehensive General Shop . . . . .	1	
Basic Art . . . . .	1	or 1/2
Homemaking 1a & 1b . . . . .	1	
Band . . . . .	1	
Orchestra . . . . .	1	
Junior Choir or Girls' Choir . . . . .	1/2	

Tenth Year

English 11 . . . . .	1
Social Studies 10 (World History) . . . . .	1

Two or three units to be selected from:

10th yr. Math. (Plane Geometry). . . . .	1	
11th yr. Math. (Accelerated) . . . . .	1	
Latin 11 . . . . .	1	
French 11 . . . . .	1	
German 11 . . . . .	1	
Spanish 11 . . . . .	1	
Business Arithmetic . . . . .	1	
Typewriting 1 . . . . .	1/2	
Mechanical Drawing 1 or 2a . . . . .	1/2	
General Wood; or Indust. Arts Crafts . . . . .	1	or 1/2
Homemaking 2a & 2b . . . . .	1	or 1/2
Advanced Art (crafts 1st term, Painting 2nd term). . . . .	1	or 1/2
Health . . . . .	1	
Biology . . . . .	1	
Biology (N.R.) (Life Science) . . . . .	1	
Shorthand 1 . . . . .	1	
Voice 1 . . . . .	1	
Music Appreciation . . . . .	1	
Senior Choir . . . . .	1/2	

Any 9th grade elective

Eleventh Year  
Required of all Students

	<u>Units</u>
English III . . . . .	1
Social Studies II (American History I) . . . . .	1

Two or three units to be selected from:

Intermediate Algebra . . . . .	1
11th yr. Math. (int. Alg. & Trig.) . . . . .	1
Latin III . . . . .	1
French III . . . . .	1
German III . . . . .	1
Spanish III . . . . .	1
Chemistry . . . . .	1
Physics . . . . .	1
General Metal . . . . .	1
Homemaking 3, 4 or 5 . . . . .	1 or $\frac{1}{2}$
Homemaking 10 (Advanced Foods) . . . . .	$\frac{1}{2}$
Homemaking 11 (Advanced Sewing) . . . . .	$\frac{1}{2}$
Machine Shop . . . . .	1
Cabinet Making . . . . .	1
Bookkeeping I . . . . .	1
Shorthand II and Transcription . . . . .	$1\frac{1}{2}$
Business Law . . . . .	1
Personal Typing . . . . .	$\frac{1}{2}$
Advanced Art . . . . .	1 or $\frac{1}{2}$
Mechanical Drawing 2b . . . . .	$\frac{1}{2}$
Voice II . . . . .	1
Journalism . . . . .	$\frac{1}{2}$
Language Craft . . . . .	$\frac{1}{2}$

Any 9th or 10th grade elective except Intro. to Bus.

Twelfth Year

Required of all Students

English IV . . . . .	1
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Two or three units to be selected from:

Trigonometry . . . . .	$\frac{1}{2}$
12th yr. Math (Adv. Alg. & Solid Geom.) . . . . .	1
12-A Math. (Adv. Algebra) . . . . .	$\frac{1}{2}$
Engineering Math. . . . .	$\frac{1}{2}$
Secretarial Practice . . . . .	1
Auto Mechanics . . . . .	$\frac{1}{2}$
Problems of American Democracy . . . . .	1
Economics . . . . .	$\frac{1}{2}$
Spanish IV . . . . .	1
French IV . . . . .	1
Latin IV . . . . .	1
German IV. . . . .	1
Office Machines . . . . .	1
Salesmanship & Business Management . . . . .	1
Voice III . . . . .	1
Driver Education (must be 16) . . . . .	$\frac{1}{2}$

Tentative High School Program

Please bring this when you come for the conference with Mr. Kerber.

<u>9th Grade</u>	<u>Units</u>	<u>10th Grade</u>	<u>Units</u>
<u>English</u>	<u>1</u>	<u>English</u>	<u>1</u>
<u>Social Studies</u>	<u>1</u>	<u>World History</u>	<u>1</u>
<u>Gen. or Earth Science</u>	<u>1</u>	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>11th Grade</u>	<u>Units</u>	<u>12th Grade</u>	<u>Units</u>
<u>English</u>	<u>1</u>	<u>English</u>	<u>/</u>
<u>Amer. History</u>	<u>1</u>	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Teacher's Name \_\_\_\_\_

\_\_\_\_\_ is coming in on \_\_\_\_\_  
to discuss \_\_\_\_\_. Please give us any information you think  
might add to the discussion.

\_\_\_\_\_ Want to see parent.

\_\_\_\_\_ Do not want to see parent.

Comments:

Dear Parents:

Your child, \_\_\_\_\_, has been very unsuccessful in French thus far this year. This has been due to a number of factors, two of which seem to be: 1. Lack of interest in the subject, and 2. Behavior in French class.

Since it is impossible to expect all seventh grade students to enjoy taking French, it is now possible for those children who are not interested or don't care to continue the study of French to have a study hall during the two periods per week when they would ordinarily take French.

If it is all right for your child to drop French, we must have your written consent. Please sign this letter and have your child return it.

Should you have any questions, please call the Guidance Office at Ludlow 6-2030.

Sincerely yours,

Richard J. Kerber,  
Guidance Counselor

I approve of my child dropping French \_\_\_\_\_

I do not approve of my child dropping French \_\_\_\_\_

\_\_\_\_\_  
Parent's Signature

Penfield Junior High School

Dear Parent

We have scheduled a conference with you  
and \_\_\_\_\_ at \_\_\_\_\_  
on \_\_\_\_\_ in the Junior High  
Guidance office for high school programming.

Would you please check below and have  
your child return this to the Guidance office,

App<sup>t</sup> satisfactory \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

Alternate time \_\_\_\_\_

Alternate date \_\_\_\_\_

Thank you,

Richard J. Kerber  
Guidance Counselor

adj dw



PENFIELD JUNIOR HIGH SCHOOL  
Penfield, New York

March 20, 1961

Dear Parents:

Attached is a graph of results obtained by your child on the Stanford Achievement Test. These tests were machine scored by the Board of Cooperative Services, and an individual profile had to be drawn for each child, hence the delay from the completion of the tests to the results being sent to you.

The Stanford Achievement Test is not an intelligence test. This is a test on the amount of scholastic material students have retained in the years they have been in school. The scores your child obtained on this test indicate his/her strong or weak subject matter areas. There are some bright youngsters who do poorly and some slow learners who do well on these tests. The degree of motivation, interest, and school adjustment plays an important part in the test results.

A word of explanation for interpreting the test is necessary. The blue vertical line in the middle of the graph is the national average grade equivalent for each test: seventh grade, fifth month for grade seven; and eighth grade, fifth month, for grade eight. The red line to the right of the vertical line represents the Penfield scores on each test. The blue line represents the grade equivalent your child obtained for each test.

Please remember that these are not percent scores, but grade equivalents. Thus, a score of 7.2 is really seventh grade, second month, not 72%.

Listed below are definitions for each of the sub-tests:

1. Paragraph meaning - a test of reading comprehension.
2. Word meaning - vocabulary, a test in which a word is given and the student has a choice of four or five word meanings from which to choose.
3. Spelling - self-explanatory.
4. Language - a test in grammar, punctuation, verb usage, etc.
5. Arithmetic reasoning - a test on reading a mathematical problem, setting up the problem, and solving it correctly.
6. Arithmetic computation - a test in the four fundamentals of mathematics: addition, subtraction, multiplication, and division.
7. Social studies - a test covering material now designated as citizenship education.
8. Science - self-explanatory.
9. Study skills - a test in ability to read graphs, charts, and maps, and how to use sources of information.

The last battery median (Batt. Mdn) is the middle score of the 9 tests taken. There are then 4 scores below and 4 scores above this one. It corresponds to an average.

These results are valuable to the school and to you parents. High scores indicate that your child is actually capable of superior work. Perhaps his day-by-day work reflects a tendency to find the easy way. Low scores, on the other hand, indicate that your child is having difficulty. Perhaps he or she is not "bookminded". The scores are a constant challenge to our teachers to try to help your child achieve to the very best of his ability.

You parents can help us and in the process can do a great service for your child. Go over these results together. Work on the subject or skill areas which are weakest. See to it that a place away from radio and T.V. is available for homework. Help your child by providing a dictionary and reference materials, if at all possible. Encourage your child to excel in school.

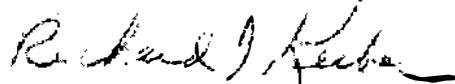
These results are being sent for your information. It would be well to discuss these results at home and not with other families.

Should you desire to discuss your child's results more fully, please call the junior high guidance office at Ludlow 6;9050 to make arrangements.

Very truly yours,



C. Emerson Homet, Principal

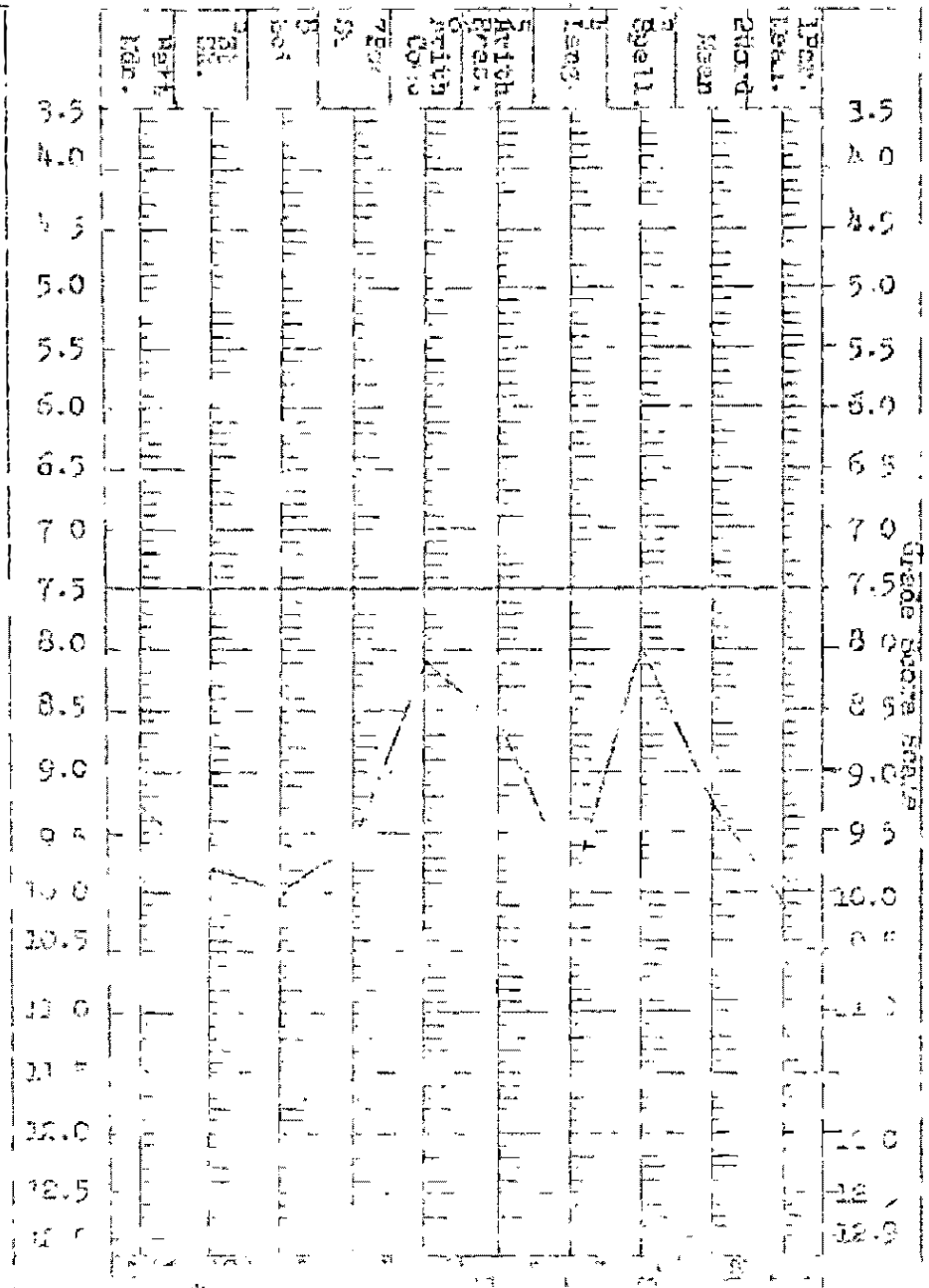


Richard J. Kerber, Counselor

SEMPER PARVUS ADHESIVUM 1954

Individual Profile Chart

Grade 1



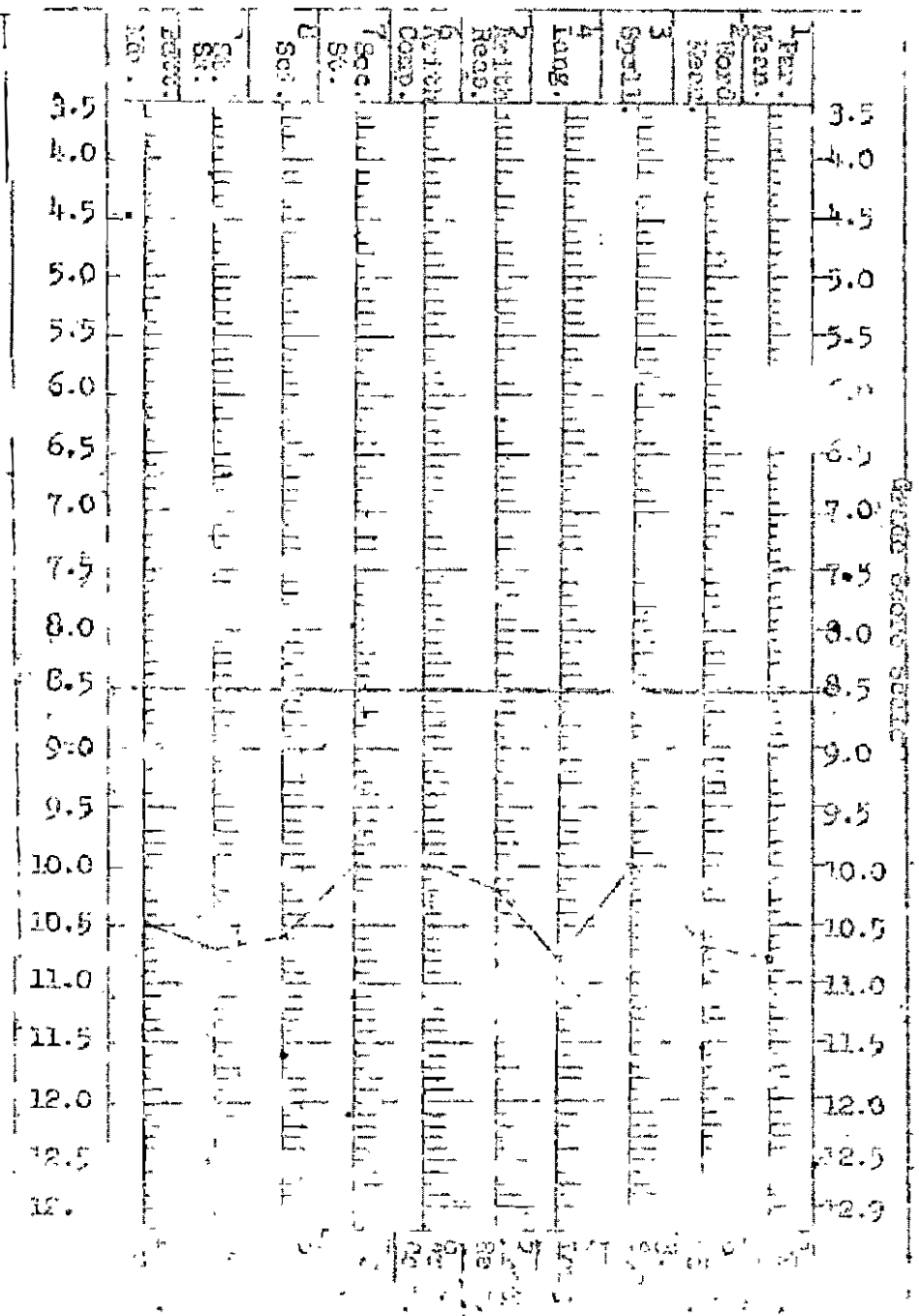
National Average →

Penfield Average →

STANDARD ACHIEVEMENT TESTS

Individual Test Results Chart

Grade 8



National Average →

Penfield Average →



PENFIELD CENTRAL SCHOOL  
GUIDANCE OFFICE  
PARENT REPORT

Name of Student \_\_\_\_\_

Period Ending \_\_\_\_\_

Periodically between report cards an evaluation of each student's progress in school is made by the faculty. Occasionally you will receive a report of this evaluation. It is often helpful to visit the school and talk with the teacher and guidance counselor regarding your son's or daughter's progress in school and future plans.

SUBJECT	MARK	REASON(see key)

KEY

- |  |   |
|--|---|
| 1 Too much class absence                           | 9 Comes to class poorly prepared                              |
| 2 Needs to develop more enthusiasm toward subject  | 10 Working below capacity; more effort needed                 |
| 3 Not persistent in efforts                        | 11 Improper class behavior contributes to poor work           |
| 4 Careless, poorly done class-work and homework    | 12 Appears to be trying                                       |
| 5 Frequently fails to hand in homework assignments | 13 Low test mark  |
| 6 In danger of failing subject                     | 14 Appears to lack background or aptitude in subject or field |
| 7 Improving but still not doing acceptable work    | 15 Neglects make-up work                                      |
| 8 Needs to work independently                      | 16 Notable improvement during period                          |
|  | 17 Poor study habits  |

ADDITIONAL COMMENT:

PENFIELD CENTRAL SCHOOL  
GUIDANCE OFFICE  
PARENT REPORT

Name of Student \_\_\_\_\_

Section: \_\_\_\_\_

Periodically between report cards an evaluation of each student's progress in school is made by the faculty. Occasionally you will receive a report of this evaluation. It is often helpful to visit the school and talk with the teacher and guidance counselor regarding your son's or daughter's progress in school and future plans.

SUBJECT \_\_\_\_\_

MARK \_\_\_\_\_

Teacher: Please circle appropriate numbers:

- |   |  |
|---|--|
| 1. Too much class absence                           | 9. Comes to class poorly prepared                              |
| 2. Needs to develop more enthusiasm toward subject  | 10. Working below capacity; more effort needed                 |
| 3. Not persistent in efforts                        | 11. Improper class behavior contributes to poor work           |
| 4. Careless, poorly done classwork and homework     | 12. Appears to be trying                                       |
| 5. Frequently fails to hand in homework assignments | 13. Low test mark  |
| 6. In danger of failing subject                     | 14. Appears to lack background or aptitude in subject or field |
| 7. Improving but still not doing acceptable work    | 15. Neglects make-up work                                      |
| 8. Needs to work independently                      | 16. Notable improvement during period                          |
|   | 17. Poor study habits  |

ADDITIONAL COMMENT:

To: \_\_\_\_\_ Special Progress Report on: \_\_\_\_\_  
From: Guidance Office ( ) Date: \_\_\_\_\_

Please indicate this student's recent progress in your class. Kindly leave report in guidance office mailbox by \_\_\_\_\_. Thank you.

Subject	Est. of grades	Comments (See key below)

Key

1. Too much class absence.
2. Needs to develop more enthusiasm toward subject.
3. Not persistent in efforts.
4. Careless, poorly done classwork and homework.
5. Frequently fails to hand in homework assignments.
6. Danger of failing in subject.
7. Improving but still not doing acceptable work.
8. Needs to work independently.
9. Comes to class poorly prepared.
10. Working below capacity; more effort needed.
11. Improper class behavior contributes to poor work.
12. Appears to be trying.
13. Low test mark.
14. Appears to lack background or aptitude in subject or field.
15. Neglects make-up work.
16. Notable improvement during period.
17. Poor study habits.
18. Satisfactory work.
19. Superior.

Additional Comments or Suggestions (if any):



# PENFIELD CENTRAL SCHOOLS

SENIOR HIGH SCHOOL

**Penfield, New York**

STUDENT PROGRESS REPORT

for

SCHOOL YEAR ENDING JUNE 19\_\_

NAME	GRADE
------	-------

TO PARENT OR GUARDIAN:

*You are cordially invited to visit the school and to become familiar with any or all phases of a student's school life. Visits may be arranged through the school office.*

*Irregular or tardy attendance interferes greatly with a student's progress. It is important that the student be present and on time every day.*

*The signature of parent or guardian is evidence that the report has been examined. Please sign and return promptly. Please make any comments or suggestions in space provided over signature.*

*Warren J. Howell*  
*Principal H.S.*

NAME \_\_\_\_\_

SUBJECTS	ACADEMIC ACHIEVEMENT								DEVELOPMENT OF ATTITUDES AND HABITS								
	1		2		3		4		FINAL SCHOOL EXAM	FINAL SCHOOL MARK	REGENTS EXAM	SUBJECTS	1	2	3	4	COMMENTS
	AV	T	AV	T	AV	T	AV	T									
ENGLISH											ENGLISH						
CITIZENSHIP EDUCATION											CITIZENSHIP EDUCATION						
LANGUAGE											LANGUAGE						
SCIENCE											SCIENCE						
MATHEMATICS											MATHEMATICS						
HOMEMAKING											HOMEMAKING						
INDUSTRIAL ARTS											INDUSTRIAL ARTS						
BUSINESS											BUSINESS						
ART											ART						
MECHANICAL DRAWING											MECHANICAL DRAWING						
MUSIC											MUSIC						
DRIVER EDUCATION											DRIVER EDUCATION						
HEALTH											HEALTH						
PHYSICAL EDUCATION											PHYSICAL EDUCATION						
1/2 DAYS ABSENT																	

T—Ten Weeks Test Work.

Av.—Average—based  $\frac{2}{3}$  on class work and  $\frac{1}{3}$  on 10 week test mark.

Final School Mark—based  $\frac{2}{3}$  on Av. of report card marks;  $\frac{1}{3}$  on final test mark.

Passing mark—65%.

NUMBERS IN SPACES INDICATE NEEDED IMPROVEMENT

Comment Key

1. Dependability
2. Self-reliance
3. Perseverance
4. Attentiveness
5. Participation
6. Citizenship
7. Budgeting time
8. ....
9. ....

**PENFIELD CENTRAL SCHOOLS**  
**FIVE MILE LINE ROAD SCHOOL**

**Penfield, New York**

**STUDENT PROGRESS REPORT**

for

SCHOOL YEAR ENDING JUNE 19\_\_

---

**NAME**

**GRADE**

---

TO PARENT OR GUARDIAN:

*You are cordially invited to visit the school and to become familiar with any or all phases of a student's school life. Visits may be arranged through the school office.*

*Irregular or tardy attendance interferes greatly with a student's progress. It is important that the student be present and on time every day.*

*The signature of parent or guardian is evidence that the report has been examined. Please sign and return promptly. Please make any comments or suggestions in space provided over signature.*

*J. E. Horner*  
*Junior High Principal*

**ACADEMIC ACHIEVEMENT**

	1		2		3		4		FINAL MARK		FINAL TEST
	AV	M	AV	M	AV	M	AV	M	AV	M	
	English .....										
Citizenship Education .....											
Mathematics .....											
Science .....											
Art .....											
French .....											
Music .....											
Band and Orchestra .....											
Physical Education .....											
Shop or Home Ec. (7 & 8 only) .....											
Reading (6 only) .....											
Spelling (6 only) .....											

Days Absent	1	2	3	4

F—is a mark below 60%.

Av.—Average—based  $\frac{2}{3}$  on class work +  $\frac{1}{3}$  on 10 week tests.

Final Av.—based  $\frac{2}{3}$  on Av. of report card marks;  $\frac{1}{3}$  final test mark.

GRADES 6, 7, and 8—Passing 75%.

CLASS MEDIAN—is the midpoint of the class range of marks and shows the relationship of the student's average to the rest of the class.

TEACHER'S COMMENTS:

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

**DEVELOPMENT OF ATTITUDES AND HABITS**

	1		2		3		4	
	SR	AR	SR	AR	SR	AR	SR	AR
	English .....							
Citizenship Education .....								
Mathematics .....								
Science .....								
Art .....								
French .....								
Music .....								
Band and Orchestra .....								
Physical Education .....								
Shop or Home Ec. (7 & 8 only) .....								
Reading (6 only) .....								
Spelling (6 only) .....								

Numbers in Spaces Indicate Needed Improvement

SR—Social Relationship

AR—Activity Relationship

- INITIATIVE—By doing more work
- COURTESY—More thoughtful of teachers
- COURTESY—More thoughtful of other students
- RESPECTFUL—Of regulations
- RESPONSIBILITY—Assuming and carrying out
- CONTRIBUTION—Entering class discussion
- SELF-DIRECTION—Following directions

- DEPENDABLE—Completing work on time
- BUDGETING TIME—Using it to good advantage
- CARE—Materials and equipment
- WORK—Neat and orderly
- SELF-RELIANCE—Working independently
- ATTENTIVE—In class activity
- PERSEVERANCE—Staying at work until learned
- PREPARATION—More out of school work necessary

I — Improvement in previous area noted

TEACHER'S COMMENTS:

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

# **PENFIELD CENTRAL SCHOOLS**

## **PUPIL PROGRESS REPORT . INTERMEDIATE**

_____	_____
<b>NAME</b>	<b>GRADE</b>
_____	_____
<b>TEACHER</b>	<b>SCHOOL YEAR</b>

---

### **TO PARENT OR GUARDIAN:**

This report is sent to you so that the home and the school may work together in helping the child. We urge you to consider the child's social and work habits as well as his scholastic growth.

The Individual Rating of your child is based on the use of his own abilities. The Comparative Rating indicates his progress in relation to the average achievement for the grade.

The Principal and Teachers welcome the opportunity to talk to you. We can do a better job for your child as we become better acquainted with you. You are cordially invited to visit the school and to become familiar with all phases of your child's school life. Visits may be arranged through the school office.

### CHARACTER BUILDING TRAITS

	1	2	3	4
<b>WORK AND STUDY HABITS</b>				
Follows directions carefully				
Industrious and Persevering				
Displays initiative and creative thought				
Makes adequate use of study skills				
Organizes time to best advantage				
Neat and accurate in work				
<b>PERSONAL TRAITS</b>				
Cares for property				
Considerate and thoughtful of others				
Dependable in word and deed				
Reacts wholesomely to success or failure				
Contributes to and cooperates with group				
<b>RECORD OF ATTENDANCE</b>				
Number of days of school				
Number of days absent				
Number of times tardy				

Individual Rating  
 S - Satisfactory for this Student  
 U - Unsatisfactory for this Student

Sub-Headings May Be Marked:  
 ✓ - indicates need for improvement  
 + - indicates improvement being made

### SCHOLASTIC DEVELOPMENT

SUBJECTS	1		2		3		4	
	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE
ENGLISH								
READING								
HANDWRITING								
SPELLING								
ARITHMETIC								
SCIENCE								
HEALTH EDUCATION								
CITIZENSHIP EDUCATION (History - Geography - Civics)								
MUSIC								
ART								
PHYSICAL EDUCATION								

#### METHOD OF RECORDING PROGRESS IN SCHOLASTIC DEVELOPMENT

Comparative Rating:  
 A - Excellent work for grade level  
 B - Commendable work for grade level  
 C - Satisfactory - average work for grade level  
 D - Need to improve - below average work for grade level  
 E - Unsatisfactory.

Individual Rating:  
 S - Satisfactory  
 U - Unsatisfactory progress for this student.

# **PENFIELD CENTRAL SCHOOLS**

## **PUPIL PROGRESS REPORT . PRIMARY**

---

**NAME**

---

**GRADE**

---

**TEACHER**

---

**SCHOOL  
YEAR**

---

### **TO PARENT OR GUARDIAN:**

This report is sent to you so that the home and the school may work together in helping the child. We urge you to consider the child's social and work habits as well as his scholastic growth.

The Individual Rating of your child is based on the use of his own abilities. The Comparative Rating indicates his progress in relation to the average achievement for the grade.

The principal and teachers welcome the opportunity to talk with you. We can do a better job for your child as we become better acquainted with you. You are cordially invited to visit the school and to become familiar with all phases of your child's school life. Visits may be arranged through the school office.

METHOD OF RECORDING PROGRESS	PERIODS							
	1		2		3		4	
	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE
<b>Main Headings will be marked:</b> Comparative Rating A - Excellent work for grade level B - Commendable work for grade level C - Satisfactory work for grade level D - Needs to improve - below average E - Unsatisfactory  Individual Rating S - Satisfactory for this student U - Unsatisfactory for this student  <b>Subheadings May be checked:</b> ✓ - Indicates Need for improvement + - Indicates improvement is being made								
<b>HEALTH AND SAFETY</b>								
I come to school rested								
I keep neat and clean								
I use my handkerchief when needed								
I obey the safety rules								
<b>SOCIAL GROWTH</b>								
I am learning self-control								
I am learning to be courteous								
I work and play well with others								
I react wholesomely to success or failure								
<b>WORK AND STUDY HABITS</b>								
I follow directions carefully								
I work independently								
I finish my work								
My work is neat								
I take care of materials								
I make good use of time								
<b>LANGUAGE</b>								
I speak clearly								
I listen carefully								
I express my ideas so that others understand								
I take part in conversation								
I can tell stories								

	PERIODS							
	1		2		3		4	
	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE	INDIVIDUAL	COMPARATIVE
<b>READING</b>								
I like books								
I recognize likeness and differences								
I can read stories on the blackboard and charts								
I can read stories in books								
Reading in:								
Pre-Primer Primer First Second Third								
I understand what I read								
I can read orally so that others understand								
I help myself with words								
<b>HANDWRITING (Manuscript grades 1 &amp; 2)</b>								
<b>SPELLING (Second and Third Grades)</b>								
<b>ARITHMETIC</b>								
I understand the meaning of numbers								
I recognize and write numbers								
I am learning number facts								
I am learning to be accurate								
I am learning to reason with numbers								
<b>CITIZENSHIP EDUCATION ( Geography ) ( Third Grade ) ( History )</b>								
I am learning important facts								
I take part in class discussions								
I contribute to class activities								
<b>PHYSICAL EDUCATION</b>								
<b>OTHER ACTIVITIES</b>								
My art work shows growth in ideas using different materials								
I can sing songs								
I can carry a melody								
I can keep time to rhythm								



# PENFIELD CENTRAL SCHOOLS

## PUPIL PROGRESS REPORT - KINDERGARTEN

NAME

TEACHER

SCHOOL  
YEAR

### TO PARENT OR GUARDIAN:

This report is sent to you so that the home and school may work together in helping the child. We urge you to consider the child's social and work habits as well as his scholastic growth.

The principal and teachers welcome the opportunity to talk with you. We can do a better job for your child as we become better acquainted with you. You are cordially invited to visit the school and to become familiar with all phases of your child's school life. Visits may be arranged through the school office.

	MARKING PERIODS	
	1	2
<b>SOCIAL ADJUSTMENT</b>		
Plays happily with others		
Assumes reasonable responsibility		
Cooperates in school activities		
Thinks of others and is usually courteous		
<b>WORK HABITS</b>		
Works well with others		
Follows directions		
Finishes work		
Shares materials with others		
Puts materials away promptly and properly		
Begins to use time wisely		
<b>HEALTH</b>		
Relaxes in rest periods		
Uses handkerchief properly		
Uses toilet and drinking facilities properly		
Uses play equipment safely		
Keeps fingers and objects out of mouth		
Plays actively		
<b>LANGUAGE AND LITERATURE</b>		
Likes to contribute		
Keeps to subject		
Enjoys stories told		
Enjoys stories and poems read		
Enunciates clearly		
Enjoys looking at picture books		
Contributes original stories		
Likes to repeat stories and poems		
<b>MUSIC</b>		
Keeps tone soft and light		
Carries tune well with group		
Carries tune well alone		
Enjoys rhythms with music		
Controls body rhythmically in marching, skipping, galloping, walking, running, jumping, hopping, tip-toeing.		
Contributes new rhythm ideas		

	MARKING PERIODS	
	1	2
<b>PLAY AND WORK INTERESTS</b>		
Enjoys constructing with blocks, clay, paste, easel painting, peg-boards, puzzles, crayons, scissors, cloth, paper.		
Enjoys variety of materials for play: doll equipment, toys, blocks, balls, telephones, fireman's hat, cash register.		
Begins to solve individual problems.		
Interest holds until worthwhile goal is reached		
<b>PERSONAL DATA</b>		
Knows his address		
Can tie own shoes		
Puts wraps on quickly		
Cares for wraps correctly		
Knows name of parent or guardian		
<b>METHOD OF RECORDING PROGRESS</b>		
Main headings will be marked		
<ol style="list-style-type: none"> <li>1. Well developed</li> <li>2. Showing steady growth</li> <li>3. Developing slowly</li> </ol>		
Subheadings may be checked		
<ul style="list-style-type: none"> <li>✓ Almost always</li> <li>0 Not yet</li> </ul>		
No check - Not evaluated at this time		
<b>ATTENDANCE</b>	Days Absent	
	Times Tardy	