

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-12-01-06-0006  
 Name: Penfield Senior High School  
 Principal: Mark Van Vliet

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	1	0
Ninth	438	418	379
Tenth	424	429	415
Eleventh	337	404	414
Twelfth	369	331	403
Ungraded Secondary	0	1	5
Total K-12 Enrollment	1568	1584	1616

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	41	2.6%	64	4.0%	77	4.8%
Black (Not Hispanic)	36	2.3%	63	4.0%	56	3.5%
Hispanic	9	0.6%	29	1.8%	27	1.7%
White (Not Hispanic)	1482	94.5%	1428	90.2%	1456	90.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	20	20
Mathematics Grade 10	23	24	20
Science Grade 10	22	22	23
Social Studies Grade 10	25	23	24

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.6%	7	0.4%	8	0.5%
Eligible for Free Lunch	54	3.4%	56	3.5%	52	3.2%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		89.7%		91.5%
Student Suspensions	140	9.4%	99	6.3%	129	8.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	2.1%	1.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	99%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	132
Total Other Professional Staff	25
Total Paraprofessionals	NA
Teaching Out of Certification*	6
Teachers with Temporary Licenses	2

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	327	242	74%	280	228	81%	336	283	84%
Students with Disabilities	21	5	24%	19	5	26%	20	8	40%
All Students	348	247	71%	299	233	78%	356	291	82%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	228	106	1	4	13	4
Percent	64%	30%	0%	1%	4%	1%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
20	8	3	23

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			17		17	
	Entered GED Program*			7		13	
	Total Noncompleters			24		30	
Students with Disabilities	Dropped Out			4		7	
	Entered GED Program*			0		3	
	Total Noncompleters			4		10	
All Students	Dropped Out	18	1.1%	21	1.3%	24	1.5%
	Entered GED Program*	15	1.0%	7	0.4%	16	1.0%
	Total Noncompleters	33	2.1%	28	1.8%	40	2.5%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		476	1130
	Number of Students with Disabilities		98	110
	Number of All Students		574	1240
	Percent of Enrollment		36%	77%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	0	0%
Spanish	0	0%	39	95%	40	95%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	0	0%	10	70%	9	100%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	3	#
Science	2	#	1	#	1	#
Reading	0	0%	0	0%	2	#
Writing	1	#	0	0%	1	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	16	75%	0	0%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	79%	22	59%	23	78%
Science	20	50%	10	60%	23	65%
Reading	21	76%	9	100%	22	95%
Writing	18	94%	8	88%	21	86%
Global Studies	14	21%	19	58%	17	71%
U.S. Hist & Gov't	6	67%	7	43%	10	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	313	363	386	23	23	30
Number Scoring 55–100	298	336	362	17	11	21
Number Scoring 65–100	277	303	323	9	9	13
Number Scoring 85–100	110	155	131	0	2	3
Percentage of Tested Scoring 55–100	95%	93%	94%	74%	48%	70%
Percentage of Tested Scoring 65–100	88%	83%	84%	39%	39%	43%
Percentage of Tested Scoring 85–100	35%	43%	34%	0%	9%	10%
<b>Mathematics A</b>						
Number Tested	1	3	427	1	0	39
Number Scoring 55–100	#	#	383	#	0	25
Number Scoring 65–100	#	#	353	#	0	22
Number Scoring 85–100	#	#	109	#	0	1
Percentage of Tested Scoring 55–100	#	#	90%	#	0%	64%
Percentage of Tested Scoring 65–100	#	#	83%	#	0%	56%
Percentage of Tested Scoring 85–100	#	#	26%	#	0%	3%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	421	415	432	21	38	40
Number Scoring 55–100	415	394	410	19	27	31
Number Scoring 65–100	390	372	382	16	16	26
Number Scoring 85–100	219	182	209	1	4	4
Percentage of Tested Scoring 55–100	99%	95%	95%	90%	71%	78%
Percentage of Tested Scoring 65–100	93%	90%	88%	76%	42%	65%
Percentage of Tested Scoring 85–100	52%	44%	48%	5%	11%	10%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	313	379	410	21	21	29
Number Scoring 55–100	297	366	398	17	16	24
Number Scoring 65–100	276	327	381	8	9	19
Number Scoring 85–100	160	156	225	0	3	6
Percentage of Tested Scoring 55–100	95%	97%	97%	81%	76%	83%
Percentage of Tested Scoring 65–100	88%	86%	93%	38%	43%	66%
Percentage of Tested Scoring 85–100	51%	41%	55%	0%	14%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	375	401	412	29	28	39
Number Scoring 55–100	374	400	405	28	28	35
Number Scoring 65–100	371	388	389	26	25	27
Number Scoring 85–100	156	186	191	4	5	5
Percentage of Tested Scoring 55–100	100%	100%	98%	97%	100%	90%
Percentage of Tested Scoring 65–100	99%	97%	94%	90%	89%	69%
Percentage of Tested Scoring 85–100	42%	46%	46%	14%	18%	13%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	450	437	410	29	46	37
Number Scoring 55–100	417	406	380	16	30	21
Number Scoring 65–100	376	374	364	13	23	19
Number Scoring 85–100	170	177	153	5	5	0
Percentage of Tested Scoring 55–100	93%	93%	93%	55%	65%	57%
Percentage of Tested Scoring 65–100	84%	86%	89%	45%	50%	51%
Percentage of Tested Scoring 85–100	38%	41%	37%	17%	11%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		254	283		2	6
Number Scoring 55–100		251	281		#	6
Number Scoring 65–100		211	240		#	5
Number Scoring 85–100		34	63		#	1
Percentage of Tested Scoring 55–100		99%	99%		#	100%
Percentage of Tested Scoring 65–100		83%	85%		#	83%
Percentage of Tested Scoring 85–100		13%	22%		#	17%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	74	73	95	1	0	1
Number Scoring 55–100	74	69	95	#	0	#
Number Scoring 65–100	74	68	95	#	0	#
Number Scoring 85–100	50	30	78	#	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	93%	100%	#	0%	#
Percentage of Tested Scoring 85–100	68%	41%	82%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	25	18	39	1	2	1
Number Scoring 55–100	25	18	38	#	#	#
Number Scoring 65–100	23	17	37	#	#	#
Number Scoring 85–100	11	7	19	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	92%	94%	95%	#	#	#
Percentage of Tested Scoring 85–100	44%	39%	49%	#	#	#
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	245	227	192	11	7	4
Number Scoring 55–100	243	224	191	11	7	#
Number Scoring 65–100	232	222	189	11	7	#
Number Scoring 85–100	144	141	133	6	2	#
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	100%	#
Percentage of Tested Scoring 65–100	95%	98%	98%	100%	100%	#
Percentage of Tested Scoring 85–100	59%	62%	69%	55%	29%	#
<b>Comprehensive Latin</b>						
Number Tested	7	19	19	0	0	1
Number Scoring 55–100	7	19	19	0	0	#
Number Scoring 65–100	7	19	19	0	0	#
Number Scoring 85–100	6	15	14	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	86%	79%	74%	0%	0%	#

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	389	377	25	14	18	2
Number Scoring 55–100	331	296	12	10	10	#
Number Scoring 65–100	289	254	12	7	5	#
Number Scoring 85–100	128	114	1	1	2	#
Percentage of Tested Scoring 55–100	85%	79%	48%	71%	56%	#
Percentage of Tested Scoring 65–100	74%	67%	48%	50%	28%	#
Percentage of Tested Scoring 85–100	33%	30%	4%	7%	11%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	259	288	364	8	7	14
Number Scoring 55–100	232	257	297	8	6	11
Number Scoring 65–100	213	241	268	3	5	9
Number Scoring 85–100	111	112	112	3	3	3
Percentage of Tested Scoring 55–100	90%	89%	82%	100%	86%	79%
Percentage of Tested Scoring 65–100	82%	84%	74%	38%	71%	64%
Percentage of Tested Scoring 85–100	43%	39%	31%	38%	43%	21%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	95%	40	0%	0	0%
Students with Disabilities	13	85%	6	0%	2	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	352	352	352	22	22	22	374	374	374
Number Scoring 55–64	3	18	4	4	4	2	7	22	6
Number Scoring 65–84	136	174	172	11	7	14	147	181	186
Number Scoring 85–100	205	151	176	3	2	1	208	153	177
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)