

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	2001-02	2002-03	2003-04
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	1	0	0
Ninth	418	379	423
Tenth	429	415	371
Eleventh	404	414	402
Twelfth	331	403	399
Ungraded Secondary	1	5	0
Total K-12 Enrollment	1584	1616	1595

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	64	4.0%	77	4.8%	90	5.6%
Black (Not Hispanic)	63	4.0%	56	3.5%	64	4.0%
Hispanic	29	1.8%	27	1.7%	29	1.8%
White (Not Hispanic)	1428	90.2%	1456	90.1%	1412	88.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	20	20	21
Mathematics Grade 10	24	20	25
Science Grade 10	22	23	21
Social Studies Grade 10	23	24	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.4%	8	0.5%	12	0.8%
Eligible for Free Lunch	56	3.5%	52	3.2%	66	4.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.7%		91.5%		92.5%
Student Suspensions	99	6.3%	129	8.1%	115	7.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	2.1%	1.7%	1.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	96%

Staff Counts

Staff	2003-04
Total Teachers	128
Total Other Professional Staff	22
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	280	228	81%	336	283	84%	370	314	85%
Students with Disabilities	19	5	26%	20	8	40%	2	1	50%
All Students	299	233	78%	356	291	82%	372	315	85%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	237	101	1	6	23	4
Percent	64%	27%	0%	2%	6%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
2	1	3	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	17		17		14	1.0%
	Entered GED Program*	7		13		4	0.3%
	Total Noncompleters	24		30		18	1.2%
Students with Disabilities	Dropped Out	4		7		3	2.3%
	Entered GED Program*	0		3		2	1.5%
	Total Noncompleters	4		10		5	3.8%
All Students	Dropped Out	21	1.3%	24	1.5%	17	1.1%
	Entered GED Program*	7	0.4%	16	1.0%	6	0.4%
	Total Noncompleters	28	1.8%	40	2.5%	23	1.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	476	1130	1430
	Number of Students with Disabilities	98	110	153
	Number of All Students	574	1240	1583
	Percent of Enrollment	36%	77%	99%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	2	#	0	0%	0	0%
Spanish	39	95%	40	95%	31	90%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	1	#	0	0%	0	0%
Spanish	10	70%	9	100%	9	78%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	4	#
Science	1	#	1	#	1	#
Reading	0	0%	2	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	59%	23	78%	30	63%
Science	10	60%	23	65%	9	44%
Reading	9	100%	22	95%	16	88%
Writing	8	88%	21	86%	19	84%
Global Studies	19	58%	17	71%	15	7%
U.S. Hist & Gov't	7	43%	10	50%	8	63%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	363	386	429	23	30	34
Number Scoring 55-100	336	362	404	11	21	20
Number Scoring 65-100	303	323	378	9	13	12
Number Scoring 85-100	155	131	221	2	3	1
Percentage of Tested Scoring 55-100	93%	94%	94%	48%	70%	59%
Percentage of Tested Scoring 65-100	83%	84%	88%	39%	43%	35%
Percentage of Tested Scoring 85-100	43%	34%	52%	9%	10%	3%
Mathematics A						
Number Tested	3	427	380	0	39	35
Number Scoring 55-100	#	383	367	0	25	25
Number Scoring 65-100	#	353	350	0	22	18
Number Scoring 85-100	#	109	127	0	1	4
Percentage of Tested Scoring 55-100	#	90%	97%	0%	64%	71%
Percentage of Tested Scoring 65-100	#	83%	92%	0%	56%	51%
Percentage of Tested Scoring 85-100	#	26%	33%	0%	3%	11%
Mathematics B						
Number Tested	0	0	283	0	0	8
Number Scoring 55-100	0	0	254	0	0	3
Number Scoring 65-100	0	0	224	0	0	3
Number Scoring 85-100	0	0	62	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	38%
Percentage of Tested Scoring 65-100	0%	0%	79%	0%	0%	38%
Percentage of Tested Scoring 85-100	0%	0%	22%	0%	0%	0%
Global History and Geography						
Number Tested	415	432	399	38	40	28
Number Scoring 55-100	394	410	366	27	31	13
Number Scoring 65-100	372	382	340	16	26	12
Number Scoring 85-100	182	209	190	4	4	3
Percentage of Tested Scoring 55-100	95%	95%	92%	71%	78%	46%
Percentage of Tested Scoring 65-100	90%	88%	85%	42%	65%	43%
Percentage of Tested Scoring 85-100	44%	48%	48%	11%	10%	11%
U.S. History and Government						
Number Tested	379	410	401	21	29	34
Number Scoring 55-100	366	398	376	16	24	22
Number Scoring 65-100	327	381	355	9	19	19
Number Scoring 85-100	156	225	206	3	6	4
Percentage of Tested Scoring 55-100	97%	97%	94%	76%	83%	65%
Percentage of Tested Scoring 65-100	86%	93%	89%	43%	66%	56%
Percentage of Tested Scoring 85-100	41%	55%	51%	14%	21%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	401	412	362	28	39	26
Number Scoring 55-100	400	405	350	28	35	19
Number Scoring 65-100	388	389	342	25	27	14
Number Scoring 85-100	186	191	169	5	5	1
Percentage of Tested Scoring 55-100	100%	98%	97%	100%	90%	73%
Percentage of Tested Scoring 65-100	97%	94%	94%	89%	69%	54%
Percentage of Tested Scoring 85-100	46%	46%	47%	18%	13%	4%
Physical Setting/Earth Science						
Number Tested	437	410	398	46	37	19
Number Scoring 55-100	406	380	380	30	21	17
Number Scoring 65-100	374	364	361	23	19	16
Number Scoring 85-100	177	153	160	5	0	4
Percentage of Tested Scoring 55-100	93%	93%	95%	65%	57%	89%
Percentage of Tested Scoring 65-100	86%	89%	91%	50%	51%	84%
Percentage of Tested Scoring 85-100	41%	37%	40%	11%	0%	21%
Physical Setting/Chemistry						
Number Tested	254	283	322	2	6	11
Number Scoring 55-100	251	281	318	#	6	8
Number Scoring 65-100	211	240	283	#	5	6
Number Scoring 85-100	34	63	78	#	1	1
Percentage of Tested Scoring 55-100	99%	99%	99%	#	100%	73%
Percentage of Tested Scoring 65-100	83%	85%	88%	#	83%	55%
Percentage of Tested Scoring 85-100	13%	22%	24%	#	17%	9%
Physical Setting/Physics						
Number Tested			152			0
Number Scoring 55-100			142			0
Number Scoring 65-100			117			0
Number Scoring 85-100			42			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			77%			0%
Percentage of Tested Scoring 85-100			28%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	73	95	69	0	1	0
Number Scoring 55-100	69	95	69	0	#	0
Number Scoring 65-100	68	95	68	0	#	0
Number Scoring 85-100	30	78	47	0	#	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	93%	100%	99%	0%	#	0%
Percentage of Tested Scoring 85-100	41%	82%	68%	0%	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	18	39	25	2	1	0
Number Scoring 55-100	18	38	25	#	#	0
Number Scoring 65-100	17	37	24	#	#	0
Number Scoring 85-100	7	19	15	#	#	0
Percentage of Tested Scoring 55-100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65-100	94%	95%	96%	#	#	0%
Percentage of Tested Scoring 85-100	39%	49%	60%	#	#	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	227	192	181	7	4	3
Number Scoring 55-100	224	191	181	7	#	#
Number Scoring 65-100	222	189	181	7	#	#
Number Scoring 85-100	141	133	128	2	#	#
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	#	#
Percentage of Tested Scoring 65-100	98%	98%	100%	100%	#	#
Percentage of Tested Scoring 85-100	62%	69%	71%	29%	#	#
Comprehensive Latin						
Number Tested	19	19	21	0	1	0
Number Scoring 55-100	19	19	21	0	#	0
Number Scoring 65-100	19	19	21	0	#	0
Number Scoring 85-100	15	14	17	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	79%	74%	81%	0%	#	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	288	364	51	7	14	0
Number Scoring 55-100	257	297	30	6	11	0
Number Scoring 65-100	241	268	19	5	9	0
Number Scoring 85-100	112	112	4	3	3	0
Percentage of Tested Scoring 55-100	89%	82%	59%	86%	79%	0%
Percentage of Tested Scoring 65-100	84%	74%	37%	71%	64%	0%
Percentage of Tested Scoring 85-100	39%	31%	8%	43%	21%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	0%	0	0%	42	98%
Students with Disabilities	6	0%	2	#	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	371	371	371	11	11	11	382	382	382
Number Scoring 55–64	6	8	6	2	2	1	8	10	7
Number Scoring 65–84	177	128	153	2	2	5	179	130	158
Number Scoring 85–100	175	219	205	0	0	0	175	219	205
Approved Alternatives	0	1	0	0	0	0	0	1	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			10			1
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			1			#
Proficient (37-39)			5			#
Reading and Writing (Grade 9-12)						
Number Tested			9			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			3			0
Proficient (33-35)			3			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)