

# New York State School Report Card Comprehensive Information Report

BEDS Code: 68-06-01-06-0001  
 Name: Penn Yan Academy  
 Principal: Keith Mathews

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	0	0	0
Ninth	160	189	155
Tenth	156	163	180
Eleventh	152	158	164
Twelfth	178	143	146
Ungraded Secondary	1	2	0
Total K-12 Enrollment	647	655	645

## 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	5	0.8%	6	0.9%	2	0.3%
Black (Not Hispanic)	2	0.3%	3	0.5%	4	0.6%
Hispanic	4	0.6%	4	0.6%	7	1.1%
White (Not Hispanic)	636	98.3%	642	98.0%	632	98.0%

## 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	22	24	22
Mathematics Grade 10	21	24	26
Science Grade 10	23	22	19
Social Studies Grade 10	22	24	25

(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
50	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 middle 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	0	0.0%	0	0.0%	1	0.2%
Eligible for Free Lunch	51	7.9%	74	11.3%	100	15.5%

### 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		92.1%		91.0%		96.0%
Student Suspensions	33	5.2%	42	6.5%	36	5.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.9%	9.9%	7.4%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	96%	98%	99%

### Staff Counts

Staff	2003-04
Total Teachers	54
Total Other Professional Staff	8
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	141	120	85%	113	88	78%	112	91	81%
Students with Disabilities	9	1	11%	12	0	0%	9	3	33%
All Students	150	121	81%	125	88	70%	121	94	78%

\*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	56	44	0	5	15	1
Percent	46%	36%	0%	4%	12%	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)
9	3	10	19

\*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	13		14		9	1.6%
	Entered GED Program*	10		10		3	0.5%
	Total Noncompleters	23		24		12	2.1%
Students with Disabilities	Dropped Out	2		2		3	3.3%
	Entered GED Program*	5		1		5	5.4%
	Total Noncompleters	7		3		8	8.7%
All Students	Dropped Out	15	2.3%	16	2.4%	12	1.8%
	Entered GED Program*	15	2.3%	11	1.7%	8	1.2%
	Total Noncompleters	30	4.6%	27	4.1%	20	3.1%

\*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	0	573	510
	Number of Students with Disabilities	0	79	137
	Number of All Students	0	652	647
	Percent of Enrollment	0%	100%	100%

## 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	2	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	75%	15	100%	6	83%

## Students with Disabilities

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	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	1	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	22	91%	20	60%
Science	13	46%	13	54%	6	83%
Reading	4	#	7	100%	9	100%
Writing	7	100%	8	100%	9	100%
Global Studies	2	#	9	33%	10	90%
U.S. Hist & Gov't	8	38%	7	14%	8	75%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	136	149	167	11	14	21
Number Scoring 55-100	132	140	157	7	9	14
Number Scoring 65-100	120	128	147	4	3	11
Number Scoring 85-100	49	39	73	0	1	2
Percentage of Tested Scoring 55-100	97%	94%	94%	64%	64%	67%
Percentage of Tested Scoring 65-100	88%	86%	88%	36%	21%	52%
Percentage of Tested Scoring 85-100	36%	26%	44%	0%	7%	10%
<b>Mathematics A</b>						
Number Tested	67	156	192	2	13	21
Number Scoring 55-100	61	145	191	#	7	21
Number Scoring 65-100	57	127	183	#	5	16
Number Scoring 85-100	23	22	34	#	0	1
Percentage of Tested Scoring 55-100	91%	93%	99%	#	54%	100%
Percentage of Tested Scoring 65-100	85%	81%	95%	#	38%	76%
Percentage of Tested Scoring 85-100	34%	14%	18%	#	0%	5%
<b>Mathematics B</b>						
Number Tested	0	71	103	0	2	2
Number Scoring 55-100	0	60	92	0	#	#
Number Scoring 65-100	0	42	76	0	#	#
Number Scoring 85-100	0	8	19	0	#	#
Percentage of Tested Scoring 55-100	0%	85%	89%	0%	#	#
Percentage of Tested Scoring 65-100	0%	59%	74%	0%	#	#
Percentage of Tested Scoring 85-100	0%	11%	18%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	152	168	186	15	20	19
Number Scoring 55-100	147	149	174	13	13	15
Number Scoring 65-100	138	138	161	9	12	14
Number Scoring 85-100	54	62	59	0	1	0
Percentage of Tested Scoring 55-100	97%	89%	94%	87%	65%	79%
Percentage of Tested Scoring 65-100	91%	82%	87%	60%	60%	74%
Percentage of Tested Scoring 85-100	36%	37%	32%	0%	5%	0%
<b>U.S. History and Government</b>						
Number Tested	146	153	161	16	14	20
Number Scoring 55-100	134	153	154	12	14	14
Number Scoring 65-100	115	148	146	5	11	11
Number Scoring 85-100	31	81	83	0	0	4
Percentage of Tested Scoring 55-100	92%	100%	96%	75%	100%	70%
Percentage of Tested Scoring 65-100	79%	97%	91%	31%	79%	55%
Percentage of Tested Scoring 85-100	21%	53%	52%	0%	0%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	135	99	246	8	12	23
Number Scoring 55–100	135	98	245	8	11	22
Number Scoring 65–100	132	94	235	6	10	16
Number Scoring 85–100	47	28	54	1	1	0
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	92%	96%
Percentage of Tested Scoring 65–100	98%	95%	96%	75%	83%	70%
Percentage of Tested Scoring 85–100	35%	28%	22%	12%	8%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	130	186	72	10	17	7
Number Scoring 55–100	126	179	63	9	16	5
Number Scoring 65–100	119	164	48	8	14	3
Number Scoring 85–100	50	56	13	1	0	0
Percentage of Tested Scoring 55–100	97%	96%	88%	90%	94%	71%
Percentage of Tested Scoring 65–100	92%	88%	67%	80%	82%	43%
Percentage of Tested Scoring 85–100	38%	30%	18%	10%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	76	132	113	2	3	4
Number Scoring 55–100	72	117	104	#	#	#
Number Scoring 65–100	50	88	71	#	#	#
Number Scoring 85–100	4	11	13	#	#	#
Percentage of Tested Scoring 55–100	95%	89%	92%	#	#	#
Percentage of Tested Scoring 65–100	66%	67%	63%	#	#	#
Percentage of Tested Scoring 85–100	5%	8%	12%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			32			0
Number Scoring 55–100			32			0
Number Scoring 65–100			32			0
Number Scoring 85–100			11			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			34%			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
<b>Comprehensive French</b>						
Number Tested	40	36	32	2	0	0
Number Scoring 55–100	38	36	32	#	0	0
Number Scoring 65–100	35	36	32	#	0	0
Number Scoring 85–100	6	27	26	#	0	0
Percentage of Tested Scoring 55–100	95%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	15%	75%	81%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	62	81	91	0	4	2
Number Scoring 55–100	61	81	89	0	#	#
Number Scoring 65–100	58	75	87	0	#	#
Number Scoring 85–100	31	53	42	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	98%	0%	#	#
Percentage of Tested Scoring 65–100	94%	93%	96%	0%	#	#
Percentage of Tested Scoring 85–100	50%	65%	46%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	98	21	0	2	0	0
Number Scoring 55-100	87	17	0	#	0	0
Number Scoring 65-100	83	15	0	#	0	0
Number Scoring 85-100	31	8	0	#	0	0
Percentage of Tested Scoring 55-100	89%	81%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	85%	71%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	32%	38%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	100%	54	98%	62	98%
Students with Disabilities	14	100%	8	88%	17	65%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 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	125	125	125	17	17	17	142	142	142
Number Scoring 55–64	2	0	2	0	2	1	2	2	3
Number Scoring 65–84	66	40	60	7	6	8	73	46	68
Number Scoring 85–100	55	79	63	0	0	0	55	79	63
Approved Alternatives	0	0	0	0	0	0	0	0	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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

\*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)