

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 26-14-01-06-0010  
 Name: Pittsford-Mendon High School  
 Principal: Karl Thielking

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	238	238	250
Tenth	242	233	246
Eleventh	254	245	237
Twelfth	228	248	245
Ungraded Secondary	0	0	0
Total K-12 Enrollment	962	964	978

### 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	75	7.8%	69	7.2%	57	5.8%
Black (Not Hispanic)	38	4.0%	33	3.4%	26	2.7%
Hispanic	11	1.1%	11	1.1%	10	1.0%
White (Not Hispanic)	838	87.1%	851	88.3%	885	90.5%

### 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	22	19	22
Mathematics Grade 10	20	15	22
Science Grade 10	22	18	14
Social Studies Grade 10	20	20	18

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
52	All schools in this group are secondary level schools in school districts with low 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	5	0.5%	3	0.3%	5	0.5%
<b>Eligible for Free Lunch</b>	20	2.1%	16	1.7%	13	1.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		97.0%		96.8%		97.3%
<b>Student Suspensions</b>	24	2.7%	13	1.4%	10	1.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.2%	0.7%	0.6%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	96%	99%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	79
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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	203	186	92%	218	206	94%	224	218	97%
Students with Disabilities	16	11	69%	26	18	69%	10	5	50%
All Students	219	197	90%	244	224	92%	234	223	95%

\*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	197	24	3	1	0	9
Percent	84%	10%	1%	0%	0%	4%

## 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)
10	5	0	10

\*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	19		1		1	0.1%
	Entered GED Program*	0		1		5	0.6%
	Total Noncompleters	19		2		6	0.7%
Students with Disabilities	Dropped Out	6		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	6		1		0	0.0%
All Students	Dropped Out	25	2.6%	2	0.2%	1	0.1%
	Entered GED Program*	0	0.0%	1	0.1%	5	0.5%
	Total Noncompleters	25	2.6%	3	0.3%	6	0.6%

\*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	48	104	0
	Number of Students with Disabilities	10	36	0
	Number of All Students	58	140	0
	Percent of Enrollment	6%	15%	0%

## 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; completion 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	38	100%	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	1	#	16	94%	0	0%

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

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

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

(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	256	242	236	24	28	15
Number Scoring 55–100	256	240	235	24	27	15
Number Scoring 65–100	254	238	234	23	27	14
Number Scoring 85–100	191	172	187	5	12	3
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	96%	100%
Percentage of Tested Scoring 65–100	99%	98%	99%	96%	96%	93%
Percentage of Tested Scoring 85–100	75%	71%	79%	21%	43%	20%
<b>Mathematics A</b>						
Number Tested	207	250	246	17	29	21
Number Scoring 55–100	202	244	244	16	29	20
Number Scoring 65–100	185	230	240	14	24	18
Number Scoring 85–100	114	87	166	5	3	7
Percentage of Tested Scoring 55–100	98%	98%	99%	94%	100%	95%
Percentage of Tested Scoring 65–100	89%	92%	98%	82%	83%	86%
Percentage of Tested Scoring 85–100	55%	35%	67%	29%	10%	33%
<b>Mathematics B</b>						
Number Tested	0	0	192	0	0	4
Number Scoring 55–100	0	0	178	0	0	#
Number Scoring 65–100	0	0	163	0	0	#
Number Scoring 85–100	0	0	91	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	47%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	244	240	246	23	28	27
Number Scoring 55–100	242	239	245	23	27	27
Number Scoring 65–100	240	233	243	22	26	27
Number Scoring 85–100	152	150	157	5	7	7
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	96%	100%
Percentage of Tested Scoring 65–100	98%	97%	99%	96%	93%	100%
Percentage of Tested Scoring 85–100	62%	62%	64%	22%	25%	26%
<b>U.S. History and Government</b>						
Number Tested	259	247	232	25	30	13
Number Scoring 55–100	256	246	231	25	29	13
Number Scoring 65–100	248	243	231	20	27	13
Number Scoring 85–100	155	192	194	3	16	6
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	97%	100%
Percentage of Tested Scoring 65–100	96%	98%	100%	80%	90%	100%
Percentage of Tested Scoring 85–100	60%	78%	84%	12%	53%	46%

(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	253	213	227	21	26	20
Number Scoring 55–100	253	213	227	21	26	20
Number Scoring 65–100	253	213	227	21	26	20
Number Scoring 85–100	204	165	157	15	15	6
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	81%	77%	69%	71%	58%	30%
<b>Physical Setting/Earth Science</b>						
Number Tested	151	166	174	23	25	28
Number Scoring 55–100	151	166	174	23	25	28
Number Scoring 65–100	148	165	171	22	24	27
Number Scoring 85–100	93	115	99	11	9	7
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	98%	96%	96%	96%
Percentage of Tested Scoring 85–100	62%	69%	57%	48%	36%	25%
<b>Physical Setting/Chemistry</b>						
Number Tested	212	202	190	7	7	4
Number Scoring 55–100	212	202	189	7	7	#
Number Scoring 65–100	199	200	182	6	7	#
Number Scoring 85–100	72	72	63	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65–100	94%	99%	96%	86%	100%	#
Percentage of Tested Scoring 85–100	34%	36%	33%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			130			2
Number Scoring 55–100			127			#
Number Scoring 65–100			124			#
Number Scoring 85–100			69			#
Percentage of Tested Scoring 55–100			98%			#
Percentage of Tested Scoring 65–100			95%			#
Percentage of Tested Scoring 85–100			53%			#

\* 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	38	62	57	0	1	2
Number Scoring 55–100	38	62	57	0	#	#
Number Scoring 65–100	38	62	57	0	#	#
Number Scoring 85–100	37	51	55	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	97%	82%	96%	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	90	100	148	1	5	7
Number Scoring 55–100	90	100	148	#	5	7
Number Scoring 65–100	90	98	146	#	4	7
Number Scoring 85–100	56	66	87	#	0	2
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	98%	99%	#	80%	100%
Percentage of Tested Scoring 85–100	62%	66%	59%	#	0%	29%
<b>Comprehensive Latin</b>						
Number Tested	35	17	22	1	1	0
Number Scoring 55–100	35	17	22	#	#	0
Number Scoring 65–100	34	17	22	#	#	0
Number Scoring 85–100	28	12	14	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	80%	71%	64%	#	#	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	234	131	17	14	19	0
Number Scoring 55–100	231	116	15	13	15	0
Number Scoring 65–100	225	101	15	13	12	0
Number Scoring 85–100	164	30	1	3	3	0
Percentage of Tested Scoring 55–100	99%	89%	88%	93%	79%	0%
Percentage of Tested Scoring 65–100	96%	77%	88%	93%	63%	0%
Percentage of Tested Scoring 85–100	70%	23%	6%	21%	16%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	48	0%	0	0%	1	#
Students with Disabilities	10	0%	0	0%	0	0%

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	218	218	218	7	7	7	225	225	225
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	67	32	32	3	3	3	70	35	35
Number Scoring 85–100	148	184	186	3	4	4	151	188	190
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)