

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 26-14-01-06-0006  
 Name: Pittsford Sutherland High School  
 Principal: Liz Konar

Grade Range : 9-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	233	249	242
Tenth	217	243	242
Eleventh	241	220	239
Twelfth	198	240	221
Ungraded Secondary	0	0	0
Total K-12 Enrollment	889	952	944

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	32	3.6%	37	3.9%	34	3.6%
Black (Not Hispanic)	33	3.7%	38	4.0%	31	3.3%
Hispanic	5	0.6%	5	0.5%	7	0.7%
White (Not Hispanic)	819	92.1%	872	91.6%	872	92.4%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	23	23
Mathematics Grade 10	16	23	21
Science Grade 10	19	21	11
Social Studies Grade 10	21	23	21

(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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	6	0.6%	5	0.5%
<b>Eligible for Free Lunch</b>	12	1.4%	10	1.1%	7	0.7%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		96.2%		97.4%		96.4%
<b>Student Suspensions</b>	37	4.2%	36	4.1%	46	4.8%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	0.2%	0.3%	0.4%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	98%	98%	95%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	83
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	164	208	193
	Regents Diplomas	156	190	184
	% Regents Diplomas	95%	91%	95%
	Regents Diplomas with Advanced Designation**			158
	% Regents Diplomas with Advanced Designation			82%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	28	25	26
	Regents Diplomas	16	19	25
	% Regents Diplomas	57%	76%	96%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			19%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	192	233	219
	Regents Diplomas	172	209	209
	% Regents Diplomas	90%	90%	95%
	Regents Diplomas with Advanced Designation**			163
	% Regents Diplomas with Advanced Designation			74%
	IEP Diplomas or Local Certificates	0	0	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	169	15	4	1	0	0	3	1
	Percent	88%	8%	2%	1%	0%	0%	2%	1%
Students with Disabilities	Number	20	6	0	0	0	0	0	0
	Percent	77%	23%	0%	0%	0%	0%	0%	0%
All Students	Number	189	21	4	1	0	0	3	1
	Percent	86%	10%	2%	0%	0%	0%	1%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		0	0.0%	0	0.0%
	Entered GED Program*	0		5	0.6%	1	0.1%
	Total Noncompleters	4		5	0.6%	1	0.1%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		1	0.8%	0	0.0%
	Total Noncompleters	1		1	0.8%	0	0.0%
All Students	Dropped Out	5	0.6%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	6	0.6%	1	0.1%
	Total Noncompleters	5	0.6%	6	0.6%	1	0.1%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	100%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	3	#	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	0	0%
Science	0	0%	1	#	0	0%
Reading	2	#	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	244	230	232	32	32	33
Number Scoring 55-100	235	229	231	27	31	32
Number Scoring 65-100	233	226	229	27	29	30
Number Scoring 85-100	117	169	162	5	9	5
Percentage of Tested Scoring 55-100	96%	100%	100%	84%	97%	97%
Percentage of Tested Scoring 65-100	95%	98%	99%	84%	91%	91%
Percentage of Tested Scoring 85-100	48%	73%	70%	16%	28%	15%
<b>Mathematics A</b>						
Number Tested	233	222	230	21	22	39
Number Scoring 55-100	233	222	230	21	22	39
Number Scoring 65-100	229	219	230	20	20	39
Number Scoring 85-100	124	169	189	7	6	25
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	100%	95%	91%	100%
Percentage of Tested Scoring 85-100	53%	76%	82%	33%	27%	64%
<b>Mathematics B</b>						
Number Tested	0	173	192	0	14	11
Number Scoring 55-100	0	171	186	0	14	10
Number Scoring 65-100	0	163	173	0	12	9
Number Scoring 85-100	0	91	79	0	4	0
Percentage of Tested Scoring 55-100	0%	99%	97%	0%	100%	91%
Percentage of Tested Scoring 65-100	0%	94%	90%	0%	86%	82%
Percentage of Tested Scoring 85-100	0%	53%	41%	0%	29%	0%
<b>Global History and Geography</b>						
Number Tested	220	240	235	34	36	33
Number Scoring 55-100	217	238	234	33	34	33
Number Scoring 65-100	214	234	228	31	32	28
Number Scoring 85-100	153	169	153	13	8	4
Percentage of Tested Scoring 55-100	99%	99%	100%	97%	94%	100%
Percentage of Tested Scoring 65-100	97%	97%	97%	91%	89%	85%
Percentage of Tested Scoring 85-100	70%	70%	65%	38%	22%	12%
<b>U.S. History and Government</b>						
Number Tested	241	219	231	31	26	31
Number Scoring 55-100	240	218	231	31	26	31
Number Scoring 65-100	240	214	228	31	23	30
Number Scoring 85-100	197	189	194	17	15	18
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	98%	99%	100%	88%	97%
Percentage of Tested Scoring 85-100	82%	86%	84%	55%	58%	58%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	240	253	222	36	24	56
Number Scoring 55-100	240	253	220	36	24	54
Number Scoring 65-100	239	251	218	35	22	52
Number Scoring 85-100	132	132	93	10	0	9
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	96%
Percentage of Tested Scoring 65-100	100%	99%	98%	97%	92%	93%
Percentage of Tested Scoring 85-100	55%	52%	42%	28%	0%	16%
<b>Physical Setting/Earth Science</b>						
Number Tested	150	159	179	13	33	38
Number Scoring 55-100	149	159	178	13	33	37
Number Scoring 65-100	146	147	169	11	26	29
Number Scoring 85-100	88	49	87	4	2	3
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	100%	97%
Percentage of Tested Scoring 65-100	97%	92%	94%	85%	79%	76%
Percentage of Tested Scoring 85-100	59%	31%	49%	31%	6%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	181	188	200	10	13	6
Number Scoring 55-100	181	188	199	10	13	6
Number Scoring 65-100	172	187	198	8	13	5
Number Scoring 85-100	59	83	116	2	2	2
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	95%	99%	99%	80%	100%	83%
Percentage of Tested Scoring 85-100	33%	44%	58%	20%	15%	33%
<b>Physical Setting/Physics</b>						
Number Tested		110	113		3	6
Number Scoring 55-100		110	111		#	6
Number Scoring 65-100		102	103		#	5
Number Scoring 85-100		42	56		#	0
Percentage of Tested Scoring 55-100		100%	98%		#	100%
Percentage of Tested Scoring 65-100		93%	91%		#	83%
Percentage of Tested Scoring 85-100		38%	50%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	56	55	63	1	2	0
Number Scoring 55-100	56	55	63	#	#	0
Number Scoring 65-100	56	55	63	#	#	0
Number Scoring 85-100	45	45	53	#	#	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	80%	82%	84%	#	#	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	94	102	89	9	4	5
Number Scoring 55-100	94	102	89	9	#	5
Number Scoring 65-100	93	102	89	8	#	5
Number Scoring 85-100	85	86	74	6	#	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	99%	100%	100%	89%	#	100%
Percentage of Tested Scoring 85-100	90%	84%	83%	67%	#	60%
<b>Comprehensive Latin</b>						
Number Tested	12	23	18	0	0	0
Number Scoring 55-100	12	23	18	0	0	0
Number Scoring 65-100	12	23	18	0	0	0
Number Scoring 85-100	11	21	13	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	92%	91%	72%	0%	0%	0%

(Form – H)

# New York State Alternate Assessments (NYSAA) 2004–05

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

## 2001 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	187	187	187	28	28	28	215	215	215
Number Scoring 55–64	0	1	0	1	3	0	1	4	0
Number Scoring 65–84	40	16	49	16	7	16	56	23	65
Number Scoring 85–100	139	169	135	10	17	11	149	186	146
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		6	6		1	0
Beginning		0	0		#	0
Intermediate		0	1		#	0
Advanced		3	0		#	0
Proficient		3	5		#	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		6	6		1	0
Beginning		0	0		#	0
Intermediate		1	2		#	0
Advanced		3	2		#	0
Proficient		2	2		#	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)