

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-14-01-06-0000
 Name: Pittsford Central School District
 Superintendent: Mary Alice Price

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	401	386	397
First	412	428	415
Second	410	423	456
Third	464	431	438
Fourth	414	488	440
Fifth	451	436	501
Sixth	482	471	455
Ungraded Elementary	37	0	0
Seventh	448	488	494
Eighth	437	456	484
Ninth	487	450	471
Tenth	471	482	450
Eleventh	456	459	486
Twelfth	383	450	446
Ungraded Secondary	1	0	0
Total K-12 Enrollment	5754	5848	5933

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	307	5.3%	311	5.3%	281	4.7%
Black (Not Hispanic)	205	3.6%	178	3.0%	123	2.1%
Hispanic	48	0.8%	49	0.8%	44	0.7%
White (Not Hispanic)	5194	90.3%	5310	90.8%	5485	92.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	20	19
Common Branch	22	22	22
English Grade 8	23	24	26
Mathematics Grade 8	21	20	21
Science Grade 8	24	23	24
Social Studies Grade 8	24	25	26
English Grade 10	22	21	20
Mathematics Grade 10	17	20	16
Science Grade 10	17	18	18
Social Studies Grade 10	21	21	21

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
NA	NA

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	53	0.9%	41	0.7%	35	0.6%
Eligible for Free Lunch	78	1.5%	87	1.6%	83	1.5%

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		96.4%		96.3%		96.3%
Student Suspensions	136	2.4%	96	1.7%	70	1.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.6%	0.5%	0.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	467
Total Other Professional Staff	56
Total Paraprofessionals	234
Teaching Out of Certification*	17
Teachers with Temporary Licenses	0

*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	331	293	89%	396	358	90%	384	363	95%
Students with Disabilities	50	28	56%	47	32	68%	59	35	59%
All Students	381	321	84%	443	390	88%	443	398	90%

*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	373	46	4	2	5	13
Percent	84%	10%	1%	0%	1%	3%

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)
59	35	2	61

*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			52		5	
	Entered GED Program*			4		3	
	Total Noncompleters			56		8	
Students with Disabilities	Dropped Out			12		3	
	Entered GED Program*			1		1	
	Total Noncompleters			13		4	
All Students	Dropped Out	3	0.2%	64	3.5%	8	0.4%
	Entered GED Program*	5	0.3%	5	0.3%	4	0.2%
	Total Noncompleters	8	0.4%	69	3.7%	12	0.6%

*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		48	104
	Number of Students with Disabilities		10	36
	Number of All Students		58	140
	Percent of Enrollment		3%	8%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	137	99%	38	100%	151	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	118	24%	1	#	29	97%
Spanish	197	99%	8	75%	276	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	19	100%	3	#	6	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	0	0%	0	0%	1	#
Science	1	#	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	8	88%
Science	3	#	0	0%	7	86%
Reading	1	#	0	0%	2	#
Writing	3	#	0	0%	3	#
Global Studies	3	#	1	#	4	#
U.S. Hist & Gov't	4	#	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	446	461	497	53	50	69
Number Scoring 55–100	439	454	482	48	45	59
Number Scoring 65–100	432	442	477	43	40	59
Number Scoring 85–100	274	300	291	7	11	18
Percentage of Tested Scoring 55–100	98%	98%	97%	91%	90%	86%
Percentage of Tested Scoring 65–100	97%	96%	96%	81%	80%	86%
Percentage of Tested Scoring 85–100	61%	65%	59%	13%	22%	26%
Mathematics A						
Number Tested	2	386	494	2	35	58
Number Scoring 55–100	#	378	482	#	34	53
Number Scoring 65–100	#	352	463	#	32	46
Number Scoring 85–100	#	204	213	#	6	10
Percentage of Tested Scoring 55–100	#	98%	98%	#	97%	91%
Percentage of Tested Scoring 65–100	#	91%	94%	#	91%	79%
Percentage of Tested Scoring 85–100	#	53%	43%	#	17%	17%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	474	483	464	72	49	66
Number Scoring 55–100	472	480	459	70	48	63
Number Scoring 65–100	468	474	450	66	47	60
Number Scoring 85–100	335	282	303	25	11	20
Percentage of Tested Scoring 55–100	100%	99%	99%	97%	98%	95%
Percentage of Tested Scoring 65–100	99%	98%	97%	92%	96%	91%
Percentage of Tested Scoring 85–100	71%	58%	65%	35%	22%	30%
U.S. History and Government (first administered June 2001)						
Number Tested	457	460	498	54	51	69
Number Scoring 55–100	454	457	495	52	51	67
Number Scoring 65–100	444	440	490	46	42	63
Number Scoring 85–100	322	265	390	20	12	34
Percentage of Tested Scoring 55–100	99%	99%	99%	96%	100%	97%
Percentage of Tested Scoring 65–100	97%	96%	98%	85%	82%	91%
Percentage of Tested Scoring 85–100	70%	58%	78%	37%	24%	49%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	466	476	462	45	47	70
Number Scoring 55–100	466	476	462	45	47	70
Number Scoring 65–100	464	475	460	44	47	68
Number Scoring 85–100	242	254	297	11	15	25
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	98%	100%	97%
Percentage of Tested Scoring 85–100	52%	53%	64%	24%	32%	36%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	300	324	318	36	54	38
Number Scoring 55–100	300	324	317	36	54	38
Number Scoring 65–100	297	317	313	34	52	35
Number Scoring 85–100	182	176	205	15	20	13
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	98%	94%	96%	92%
Percentage of Tested Scoring 85–100	61%	54%	64%	42%	37%	34%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		377	383		13	17
Number Scoring 55–100		376	383		13	17
Number Scoring 65–100		350	372		12	15
Number Scoring 85–100		115	131		0	2
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		93%	97%		92%	88%
Percentage of Tested Scoring 85–100		31%	34%		0%	12%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	119	101	118	2	1	2
Number Scoring 55–100	118	101	118	#	#	#
Number Scoring 65–100	118	101	118	#	#	#
Number Scoring 85–100	87	85	96	#	#	#
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	73%	84%	81%	#	#	#
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	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 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	195	181	195	9	4	15
Number Scoring 55–100	195	181	195	9	#	15
Number Scoring 65–100	195	180	192	9	#	13
Number Scoring 85–100	172	125	151	8	#	6
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	99%	98%	100%	#	87%
Percentage of Tested Scoring 85–100	88%	69%	77%	89%	#	40%
Comprehensive Latin						
Number Tested	50	56	29	4	3	1
Number Scoring 55–100	50	56	29	#	#	#
Number Scoring 65–100	50	55	29	#	#	#
Number Scoring 85–100	41	44	23	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	82%	79%	79%	#	#	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	475	313	20	46	55	4
Number Scoring 55–100	454	291	18	34	49	#
Number Scoring 65–100	436	281	16	32	47	#
Number Scoring 85–100	300	124	6	11	13	#
Percentage of Tested Scoring 55–100	96%	93%	90%	74%	89%	#
Percentage of Tested Scoring 65–100	92%	90%	80%	70%	85%	#
Percentage of Tested Scoring 85–100	63%	40%	30%	24%	24%	#
Sequential Mathematics, Course III						
Number Tested	432	434	259	36	34	39
Number Scoring 55–100	416	422	236	31	31	35
Number Scoring 65–100	398	407	210	26	31	27
Number Scoring 85–100	250	271	57	10	6	6
Percentage of Tested Scoring 55–100	96%	97%	91%	86%	91%	90%
Percentage of Tested Scoring 65–100	92%	94%	81%	72%	91%	69%
Percentage of Tested Scoring 85–100	58%	62%	22%	28%	18%	15%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	50	100%	55	0%	109	100%
Students with Disabilities	18	100%	13	0%	11	100%

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
Nov 2002	General-Education Students	459	0%	1%	46%	53%
	Students with Disabilities	45	7%	11%	62%	20%
	All Students	504	1%	2%	47%	50%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	414	0%	4%	52%	44%
	Students with Disabilities	70	0%	20%	73%	7%
	All Students	484	0%	6%	55%	39%

(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
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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	388	388	388	58	58	58	446	446	446
Number Scoring 55–64	1	3	2	0	9	1	1	12	3
Number Scoring 65–84	80	137	185	33	34	41	113	171	226
Number Scoring 85–100	304	246	180	22	13	13	326	259	193
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)