

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	386	397	394
First	428	415	432
Second	423	456	431
Third	431	438	463
Fourth	488	440	459
Fifth	436	501	448
Sixth	471	455	514
Ungraded Elementary	0	0	0
Seventh	488	494	458
Eighth	456	484	493
Ninth	450	471	499
Tenth	482	450	489
Eleventh	459	486	457
Twelfth	450	446	485
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5848	5933	6022

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	311	5.3%	281	4.7%	322	5.3%
Black (Not Hispanic)	178	3.0%	123	2.1%	153	2.5%
Hispanic	49	0.8%	44	0.7%	41	0.7%
White (Not Hispanic)	5310	90.8%	5485	92.4%	5506	91.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	20
Common Branch	22	22	23
English Grade 8	24	26	26
Mathematics Grade 8	20	21	21
Science Grade 8	23	24	26
Social Studies Grade 8	25	26	26
English Grade 10	21	20	23
Mathematics Grade 10	20	16	22
Science Grade 10	18	18	20
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	41	0.7%	35	0.6%	57	1.0%
Eligible for Free Lunch	87	1.6%	83	1.5%	96	1.7%

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		96.3%		96.3%		96.8%
Student Suspensions	96	1.7%	70	1.2%	56	0.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.6%	0.5%	0.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	480
Total Other Professional Staff	59
Total Paraprofessionals	200
Teaching Out of Certification*	8

*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	396	358	90%	384	363	95%	432	408	94%
Students with Disabilities	47	32	68%	59	35	59%	36	24	67%
All Students	443	390	88%	443	398	90%	468	432	92%

*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	397	50	5	1	3	12
Percent	85%	11%	1%	0%	1%	3%

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)
36	24	1	37

*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	52		5		1	0.1%
	Entered GED Program*	4		3		11	0.6%
	Total Noncompleters	56		8		12	0.7%
Students with Disabilities	Dropped Out	12		3		1	0.4%
	Entered GED Program*	1		1		1	0.4%
	Total Noncompleters	13		4		2	0.8%
All Students	Dropped Out	64	3.5%	8	0.4%	2	0.1%
	Entered GED Program*	5	0.3%	4	0.2%	12	0.6%
	Total Noncompleters	69	3.7%	12	0.6%	14	0.7%

*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	3%	8%	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%	151	99%	105	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	29	97%	43	95%
Spanish	8	75%	276	99%	264	94%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	2	#
Spanish	3	#	6	100%	22	68%

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%	2	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	8	88%	8	100%
Science	0	0%	7	86%	3	#
Reading	0	0%	2	#	7	71%
Writing	0	0%	3	#	4	#
Global Studies	1	#	4	#	1	#
U.S. Hist & Gov't	0	0%	4	#	2	#

(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	461	497	469	50	69	49
Number Scoring 55-100	454	482	467	45	59	48
Number Scoring 65-100	442	477	463	40	59	45
Number Scoring 85-100	300	291	356	11	18	12
Percentage of Tested Scoring 55-100	98%	97%	100%	90%	86%	98%
Percentage of Tested Scoring 65-100	96%	96%	99%	80%	86%	92%
Percentage of Tested Scoring 85-100	65%	59%	76%	22%	26%	24%
Mathematics A						
Number Tested	386	494	474	35	58	44
Number Scoring 55-100	378	482	471	34	53	42
Number Scoring 65-100	352	463	464	32	46	38
Number Scoring 85-100	204	213	339	6	10	13
Percentage of Tested Scoring 55-100	98%	98%	99%	97%	91%	95%
Percentage of Tested Scoring 65-100	91%	94%	98%	91%	79%	86%
Percentage of Tested Scoring 85-100	53%	43%	72%	17%	17%	30%
Mathematics B						
Number Tested	0	0	365	0	0	18
Number Scoring 55-100	0	0	349	0	0	17
Number Scoring 65-100	0	0	326	0	0	15
Number Scoring 85-100	0	0	182	0	0	5
Percentage of Tested Scoring 55-100	0%	0%	96%	0%	0%	94%
Percentage of Tested Scoring 65-100	0%	0%	89%	0%	0%	83%
Percentage of Tested Scoring 85-100	0%	0%	50%	0%	0%	28%
Global History and Geography						
Number Tested	483	464	490	49	66	67
Number Scoring 55-100	480	459	487	48	63	65
Number Scoring 65-100	474	450	480	47	60	62
Number Scoring 85-100	282	303	329	11	20	18
Percentage of Tested Scoring 55-100	99%	99%	99%	98%	95%	97%
Percentage of Tested Scoring 65-100	98%	97%	98%	96%	91%	93%
Percentage of Tested Scoring 85-100	58%	65%	67%	22%	30%	27%
U.S. History and Government						
Number Tested	460	498	454	51	69	42
Number Scoring 55-100	457	495	452	51	67	42
Number Scoring 65-100	440	490	448	42	63	39
Number Scoring 85-100	265	390	384	12	34	22
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	97%	100%
Percentage of Tested Scoring 65-100	96%	98%	99%	82%	91%	93%
Percentage of Tested Scoring 85-100	58%	78%	85%	24%	49%	52%

(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	476	462	482	47	70	46
Number Scoring 55-100	476	462	482	47	70	46
Number Scoring 65-100	475	460	480	47	68	44
Number Scoring 85-100	254	297	289	15	25	6
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	100%	97%	96%
Percentage of Tested Scoring 85-100	53%	64%	60%	32%	36%	13%
Physical Setting/Earth Science						
Number Tested	324	318	333	54	38	61
Number Scoring 55-100	324	317	333	54	38	61
Number Scoring 65-100	317	313	318	52	35	53
Number Scoring 85-100	176	205	148	20	13	9
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	98%	95%	96%	92%	87%
Percentage of Tested Scoring 85-100	54%	64%	44%	37%	34%	15%
Physical Setting/Chemistry						
Number Tested	377	383	378	13	17	17
Number Scoring 55-100	376	383	377	13	17	17
Number Scoring 65-100	350	372	369	12	15	17
Number Scoring 85-100	115	131	146	0	2	2
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	93%	97%	98%	92%	88%	100%
Percentage of Tested Scoring 85-100	31%	34%	39%	0%	12%	12%
Physical Setting/Physics						
Number Tested			240			5
Number Scoring 55-100			237			5
Number Scoring 65-100			226			5
Number Scoring 85-100			111			2
Percentage of Tested Scoring 55-100			99%			100%
Percentage of Tested Scoring 65-100			94%			100%
Percentage of Tested Scoring 85-100			46%			40%

* 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	101	118	112	1	2	4
Number Scoring 55-100	101	118	112	#	#	#
Number Scoring 65-100	101	118	112	#	#	#
Number Scoring 85-100	85	96	100	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	84%	81%	89%	#	#	#
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	181	195	250	4	15	11
Number Scoring 55-100	181	195	250	#	15	11
Number Scoring 65-100	180	192	248	#	13	11
Number Scoring 85-100	125	151	173	#	6	4
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	99%	98%	99%	#	87%	100%
Percentage of Tested Scoring 85-100	69%	77%	69%	#	40%	36%
Comprehensive Latin						
Number Tested	56	29	45	3	1	0
Number Scoring 55-100	56	29	45	#	#	0
Number Scoring 65-100	55	29	45	#	#	0
Number Scoring 85-100	44	23	35	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	79%	79%	78%	#	#	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	434	259	40	34	39	3
Number Scoring 55-100	422	236	38	31	35	#
Number Scoring 65-100	407	210	37	31	27	#
Number Scoring 85-100	271	57	7	6	6	#
Percentage of Tested Scoring 55-100	97%	91%	95%	91%	90%	#
Percentage of Tested Scoring 65-100	94%	81%	93%	91%	69%	#
Percentage of Tested Scoring 85-100	62%	22%	17%	18%	15%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	55	0%	109	100%	3	#
Students with Disabilities	13	0%	11	100%	3	#

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	406	0%	0%	25%	75%
	Students with Disabilities	43	9%	12%	51%	28%
	All Students	449	1%	1%	28%	70%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	434	0%	5%	54%	41%
	Students with Disabilities	59	0%	46%	47%	7%
	All Students	493	0%	10%	53%	37%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	424	424	424	46	46	46	470	470	470
Number Scoring 55–64	0	0	0	1	1	1	1	1	1
Number Scoring 65–84	144	55	106	22	20	29	166	75	135
Number Scoring 85–100	267	363	312	10	17	7	277	380	319
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
Listening and Speaking (Grade K-1)						
Number Tested			17			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			9			0
Reading and Writing (Grade K-1)						
Number Tested			17			0
Beginning (0-14)			2			0
Intermediate (15-24)			3			0
Advanced (25-32)			11			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 2-4)						
Number Tested			22			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			8			#
Proficient (37-39)			13			#
Reading and Writing (Grade 2-4)						
Number Tested			22			1
Beginning (0-14)			1			#
Intermediate (15-24)			9			#
Advanced (25-32)			8			#
Proficient (33-35)			4			#
Listening and Speaking (Grade 5-6)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			4			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 - K)

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			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			4			0
Reading and Writing (Grade 7-8)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			11			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			3			#
Proficient (37-39)			6			#
Reading and Writing (Grade 9-12)						
Number Tested			11			1
Beginning (0-14)			2			#
Intermediate (15-24)			1			#
Advanced (25-32)			6			#
Proficient (33-35)			2			#

*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)