

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-14-01-06-0006

Grade Range : 9-12

Name: Pittsford Sutherland High School

Principal: Liz Konar

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	249	212	233
Tenth	212	240	217
Eleventh	227	205	241
Twelfth	206	222	198
Ungraded Secondary	1	0	0
Total K-12 Enrollment	895	879	889

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	36	4.0%	38	4.3%	32	3.6%
Black (Not Hispanic)	42	4.7%	44	5.0%	33	3.7%
Hispanic	5	0.6%	5	0.6%	5	0.6%
White (Not Hispanic)	812	90.7%	792	90.1%	819	92.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	20	20
Mathematics Grade 10	17	20	16
Science Grade 10	15	16	19
Social Studies Grade 10	19	23	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.4%	2	0.2%	0	0.0%
Eligible for Free Lunch	10	1.1%	9	1.0%	12	1.4%

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		96.0%		96.5%		96.2%
Student Suspensions	81	9.2%	59	6.6%	37	4.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.4%	0.8%	0.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	97%	98%

Staff Counts

Staff	2002–2003
Total Teachers	86
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	173	151	87%	190	172	91%	164	156	95%
Students with Disabilities	33	17	52%	27	20	74%	28	16	57%
All Students	206	168	82%	217	192	88%	192	172	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	160	23	1	1	2	5
Percent	83%	12%	1%	1%	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)
28	16	0	28

*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			31		4	
	Entered GED Program*			1		0	
	Total Noncompleters			32		4	
Students with Disabilities	Dropped Out			5		1	
	Entered GED Program*			0		0	
	Total Noncompleters			5		1	
All Students	Dropped Out	1	0.1%	36	4.1%	5	0.6%
	Entered GED Program*	0	0.0%	1	0.1%	0	0.0%
	Total Noncompleters	1	0.1%	37	4.2%	5	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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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%	1	#	0	0%
Spanish	0	0%	7	86%	6	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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	0	0%	2	#	3	#

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	222	204	244	29	26	32
Number Scoring 55–100	219	197	235	28	21	27
Number Scoring 65–100	215	187	233	25	17	27
Number Scoring 85–100	129	109	117	5	6	5
Percentage of Tested Scoring 55–100	99%	97%	96%	97%	81%	84%
Percentage of Tested Scoring 65–100	97%	92%	95%	86%	65%	84%
Percentage of Tested Scoring 85–100	58%	53%	48%	17%	23%	16%
Mathematics A						
Number Tested	0	178	233	0	17	21
Number Scoring 55–100	0	175	233	0	17	21
Number Scoring 65–100	0	166	229	0	17	20
Number Scoring 85–100	0	90	124	0	1	7
Percentage of Tested Scoring 55–100	0%	98%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	0%	93%	98%	0%	100%	95%
Percentage of Tested Scoring 85–100	0%	51%	53%	0%	6%	33%
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	203	238	220	34	26	34
Number Scoring 55–100	202	237	217	33	25	33
Number Scoring 65–100	201	234	214	32	25	31
Number Scoring 85–100	156	130	153	15	6	13
Percentage of Tested Scoring 55–100	100%	100%	99%	97%	96%	97%
Percentage of Tested Scoring 65–100	99%	98%	97%	94%	96%	91%
Percentage of Tested Scoring 85–100	77%	55%	70%	44%	23%	38%
U.S. History and Government (first administered June 2001)						
Number Tested	228	200	241	30	25	31
Number Scoring 55–100	228	200	240	30	25	31
Number Scoring 65–100	224	191	240	29	21	31
Number Scoring 85–100	170	110	197	12	9	17
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	95%	100%	97%	84%	100%
Percentage of Tested Scoring 85–100	75%	55%	82%	40%	36%	55%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	196	221	240	15	24	36
Number Scoring 55–100	196	221	240	15	24	36
Number Scoring 65–100	196	220	239	15	24	35
Number Scoring 85–100	84	50	132	5	0	10
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	100%	97%
Percentage of Tested Scoring 85–100	43%	23%	55%	33%	0%	28%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	155	173	150	17	31	13
Number Scoring 55–100	155	173	149	17	31	13
Number Scoring 65–100	153	169	146	16	30	11
Number Scoring 85–100	78	83	88	4	9	4
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	97%	94%	97%	85%
Percentage of Tested Scoring 85–100	50%	48%	59%	24%	29%	31%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		165	181		6	10
Number Scoring 55–100		164	181		6	10
Number Scoring 65–100		151	172		6	8
Number Scoring 85–100		43	59		0	2
Percentage of Tested Scoring 55–100		99%	100%		100%	100%
Percentage of Tested Scoring 65–100		92%	95%		100%	80%
Percentage of Tested Scoring 85–100		26%	33%		0%	20%
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	51	63	56	2	1	1
Number Scoring 55–100	51	63	56	#	#	#
Number Scoring 65–100	51	63	56	#	#	#
Number Scoring 85–100	34	48	45	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	67%	76%	80%	#	#	#
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	80	91	94	5	3	9
Number Scoring 55–100	80	91	94	5	#	9
Number Scoring 65–100	80	90	93	5	#	8
Number Scoring 85–100	71	69	85	5	#	6
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	100%	#	89%
Percentage of Tested Scoring 85–100	89%	76%	90%	100%	#	67%
Comprehensive Latin						
Number Tested	17	21	12	3	2	0
Number Scoring 55–100	17	21	12	#	#	0
Number Scoring 65–100	17	21	12	#	#	0
Number Scoring 85–100	17	16	11	#	#	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	100%	76%	92%	#	#	0%

(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	218	154	9	25	27	2
Number Scoring 55–100	201	145	8	15	25	#
Number Scoring 65–100	192	140	8	14	23	#
Number Scoring 85–100	135	59	4	5	6	#
Percentage of Tested Scoring 55–100	92%	94%	89%	60%	93%	#
Percentage of Tested Scoring 65–100	88%	91%	89%	56%	85%	#
Percentage of Tested Scoring 85–100	62%	38%	44%	20%	22%	#
Sequential Mathematics, Course III						
Number Tested	183	199	127	17	20	19
Number Scoring 55–100	178	190	119	16	18	19
Number Scoring 65–100	173	181	108	15	18	14
Number Scoring 85–100	96	106	27	8	3	3
Percentage of Tested Scoring 55–100	97%	95%	94%	94%	90%	100%
Percentage of Tested Scoring 65–100	95%	91%	85%	88%	90%	74%
Percentage of Tested Scoring 85–100	52%	53%	21%	47%	15%	16%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	7	0%	108	100%
Students with Disabilities	0	0%	1	#	9	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	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	165	165	165	30	30	30	195	195	195
Number Scoring 55–64	0	2	1	0	6	1	0	8	2
Number Scoring 65–84	26	63	104	17	14	22	43	77	126
Number Scoring 85–100	137	100	55	13	10	6	150	110	61
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)