

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	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	238	238	238
Tenth	259	242	233
Eleventh	229	254	245
Twelfth	177	228	248
Ungraded Secondary	0	0	0
Total K-12 Enrollment	903	962	964

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	58	6.4%	75	7.8%	69	7.2%
Black (Not Hispanic)	43	4.8%	38	4.0%	33	3.4%
Hispanic	12	1.3%	11	1.1%	11	1.1%
White (Not Hispanic)	790	87.5%	838	87.1%	851	88.3%

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

(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
53	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 middle 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	5	0.5%	5	0.5%	3	0.3%
Eligible for Free Lunch	12	1.3%	20	2.1%	16	1.7%

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		96.9%		97.0%		96.8%
Student Suspensions	33	3.8%	24	2.7%	13	1.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.7%	0.2%	0.7%
Public Assistance	None	1-10%	1-10%
Student Stability	98%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	84
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	158	142	90%	203	186	92%	218	206	94%
Students with Disabilities	17	11	65%	16	11	69%	26	18	69%
All Students	175	153	87%	219	197	90%	244	224	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 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	213	19	3	0	3	6
Percent	87%	8%	1%	0%	1%	2%

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)
26	18	0	26

*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			19		1	
	Entered GED Program*			0		1	
	Total Noncompleters			19		2	
Students with Disabilities	Dropped Out			6		1	
	Entered GED Program*			0		0	
	Total Noncompleters			6		1	
All Students	Dropped Out	2	0.2%	25	2.6%	2	0.2%
	Entered GED Program*	5	0.6%	0	0.0%	1	0.1%
	Total Noncompleters	7	0.8%	25	2.6%	3	0.3%

*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		6%	15%

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%	38	100%	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%	1	#	16	94%

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

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	218	256	242	18	24	28
Number Scoring 55–100	216	256	240	16	24	27
Number Scoring 65–100	213	254	238	14	23	27
Number Scoring 85–100	144	191	172	1	5	12
Percentage of Tested Scoring 55–100	99%	100%	99%	89%	100%	96%
Percentage of Tested Scoring 65–100	98%	99%	98%	78%	96%	96%
Percentage of Tested Scoring 85–100	66%	75%	71%	6%	21%	43%
Mathematics A						
Number Tested	0	207	250	0	17	29
Number Scoring 55–100	0	202	244	0	16	29
Number Scoring 65–100	0	185	230	0	14	24
Number Scoring 85–100	0	114	87	0	5	3
Percentage of Tested Scoring 55–100	0%	98%	98%	0%	94%	100%
Percentage of Tested Scoring 65–100	0%	89%	92%	0%	82%	83%
Percentage of Tested Scoring 85–100	0%	55%	35%	0%	29%	10%
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	262	244	240	29	23	28
Number Scoring 55–100	262	242	239	29	23	27
Number Scoring 65–100	261	240	233	28	22	26
Number Scoring 85–100	179	152	150	10	5	7
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	96%
Percentage of Tested Scoring 65–100	100%	98%	97%	97%	96%	93%
Percentage of Tested Scoring 85–100	68%	62%	62%	34%	22%	25%
U.S. History and Government (first administered June 2001)						
Number Tested	226	259	247	21	25	30
Number Scoring 55–100	224	256	246	20	25	29
Number Scoring 65–100	219	248	243	16	20	27
Number Scoring 85–100	151	155	192	7	3	16
Percentage of Tested Scoring 55–100	99%	99%	100%	95%	100%	97%
Percentage of Tested Scoring 65–100	97%	96%	98%	76%	80%	90%
Percentage of Tested Scoring 85–100	67%	60%	78%	33%	12%	53%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	267	253	213	27	21	26
Number Scoring 55–100	267	253	213	27	21	26
Number Scoring 65–100	265	253	213	26	21	26
Number Scoring 85–100	158	204	165	6	15	15
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	100%	96%	100%	100%
Percentage of Tested Scoring 85–100	59%	81%	77%	22%	71%	58%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	141	151	166	15	23	25
Number Scoring 55–100	141	151	166	15	23	25
Number Scoring 65–100	141	148	165	15	22	24
Number Scoring 85–100	104	93	115	11	11	9
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	98%	99%	100%	96%	96%
Percentage of Tested Scoring 85–100	74%	62%	69%	73%	48%	36%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		212	202		7	7
Number Scoring 55–100		212	202		7	7
Number Scoring 65–100		199	200		6	7
Number Scoring 85–100		72	72		0	0
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		94%	99%		86%	100%
Percentage of Tested Scoring 85–100		34%	36%		0%	0%
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	68	38	62	0	0	1
Number Scoring 55–100	67	38	62	0	0	#
Number Scoring 65–100	67	38	62	0	0	#
Number Scoring 85–100	53	37	51	0	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	99%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	78%	97%	82%	0%	0%	#
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	115	90	100	4	1	5
Number Scoring 55–100	115	90	100	#	#	5
Number Scoring 65–100	115	90	98	#	#	4
Number Scoring 85–100	101	56	66	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	98%	#	#	80%
Percentage of Tested Scoring 85–100	88%	62%	66%	#	#	0%
Comprehensive Latin						
Number Tested	33	35	17	1	1	1
Number Scoring 55–100	33	35	17	#	#	#
Number Scoring 65–100	33	34	17	#	#	#
Number Scoring 85–100	24	28	12	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 85–100	73%	80%	71%	#	#	#

(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	254	157	11	18	27	2
Number Scoring 55–100	252	144	10	18	23	#
Number Scoring 65–100	244	139	8	18	23	#
Number Scoring 85–100	165	64	2	6	7	#
Percentage of Tested Scoring 55–100	99%	92%	91%	100%	85%	#
Percentage of Tested Scoring 65–100	96%	89%	73%	100%	85%	#
Percentage of Tested Scoring 85–100	65%	41%	18%	33%	26%	#
Sequential Mathematics, Course III						
Number Tested	249	234	131	19	14	19
Number Scoring 55–100	238	231	116	15	13	15
Number Scoring 65–100	225	225	101	11	13	12
Number Scoring 85–100	154	164	30	2	3	3
Percentage of Tested Scoring 55–100	96%	99%	89%	79%	93%	79%
Percentage of Tested Scoring 65–100	90%	96%	77%	58%	93%	63%
Percentage of Tested Scoring 85–100	62%	70%	23%	11%	21%	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	50	100%	48	0%	0	0%
Students with Disabilities	9	100%	10	0%	0	0%

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	220	220	220	24	24	24	244	244	244
Number Scoring 55–64	0	1	1	0	2	0	0	3	1
Number Scoring 65–84	53	72	79	16	20	18	69	92	97
Number Scoring 85–100	166	145	124	8	2	6	174	147	130
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)