

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	397	394	385
First	415	432	408
Second	456	431	432
Third	438	463	446
Fourth	440	459	467
Fifth	501	448	467
Sixth	455	514	457
Ungraded Elementary	0	0	0
Seventh	494	458	508
Eighth	484	493	449
Ninth	471	499	500
Tenth	450	489	485
Eleventh	486	457	481
Twelfth	446	485	456
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5933	6022	5941

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	281	4.7%	322	5.3%	330	5.6%
Black (Not Hispanic)	123	2.1%	153	2.5%	129	2.2%
Hispanic	44	0.7%	41	0.7%	51	0.9%
White (Not Hispanic)	5485	92.4%	5506	91.4%	5431	91.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	20	17
Common Branch	22	23	23
English Grade 8	26	26	24
Mathematics Grade 8	21	21	20
Science Grade 8	24	26	24
Social Studies Grade 8	26	26	24
English Grade 10	20	23	21
Mathematics Grade 10	16	22	21
Science Grade 10	18	20	15
Social Studies Grade 10	21	21	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	35	0.6%	57	1.0%	64	1.1%
Eligible for Free Lunch	83	1.5%	96	1.7%	62	1.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		96.8%		96.8%
Student Suspensions	70	1.2%	56	0.9%	79	1.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.5%	0.6%	0.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	484
Total Other Professional Staff	57
Total Paraprofessionals	173
Teaching Out of Certification*	3

*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*	384	432	414
	Regents Diplomas	363	408	401
	% Regents Diplomas	95%	94%	97%
	Regents Diplomas with Advanced Designation**			328
	% Regents Diplomas with Advanced Designation			79%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	59	36	43
	Regents Diplomas	35	24	38
	% Regents Diplomas	59%	67%	88%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			26%
	IEP Diplomas or Local Certificates	2	1	2
All Students	Total Graduates*	443	468	457
	Regents Diplomas	398	432	439
	% Regents Diplomas	90%	92%	96%
	Regents Diplomas with Advanced Designation**			339
	% Regents Diplomas with Advanced Designation			74%
	IEP Diplomas or Local Certificates	2	1	2

* 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	360	41	4	1	1	0	5	2
	Percent	87%	10%	1%	0%	0%	0%	1%	0%
Students with Disabilities	Number	29	12	1	1	0	0	0	0
	Percent	67%	28%	2%	2%	0%	0%	0%	0%
All Students	Number	389	53	5	2	1	0	5	2
	Percent	85%	12%	1%	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	5		1	0.1%	1	0.1%
	Entered GED Program*	3		11	0.6%	1	0.1%
	Total Noncompleters	8		12	0.7%	2	0.1%
Students with Disabilities	Dropped Out	3		1	0.4%	2	0.8%
	Entered GED Program*	1		1	0.4%	0	0.0%
	Total Noncompleters	4		2	0.8%	2	0.8%
All Students	Dropped Out	8	0.4%	2	0.1%	3	0.2%
	Entered GED Program*	4	0.2%	12	0.6%	1	0.1%
	Total Noncompleters	12	0.6%	14	0.7%	4	0.2%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	424
	Number of Students with Disabilities	0	0	67
	Number of All Students	0	0	491
	Percent of Enrollment	0%	0%	35%
9-12	Number of General-Education Students	104	0	122
	Number of Students with Disabilities	36	0	5
	Number of All Students	140	0	127
	Percent of Enrollment	8%	0%	7%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	151	99%	105	99%	84	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	29	97%	43	95%	58	97%
Spanish	276	99%	264	94%	242	99%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	4	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	3	#
Spanish	6	100%	22	68%	19	84%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	3	#	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	8	88%	8	100%	5	40%
Science	7	86%	3	#	4	#
Reading	2	#	7	71%	1	#
Writing	3	#	4	#	0	0%
Global Studies	4	#	1	#	2	#
U.S. Hist & Gov't	4	#	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	497	469	466	69	49	58
Number Scoring 55-100	482	467	463	59	48	55
Number Scoring 65-100	477	463	459	59	45	51
Number Scoring 85-100	291	356	343	18	12	10
Percentage of Tested Scoring 55-100	97%	100%	99%	86%	98%	95%
Percentage of Tested Scoring 65-100	96%	99%	98%	86%	92%	88%
Percentage of Tested Scoring 85-100	59%	76%	74%	26%	24%	17%
Mathematics A						
Number Tested	494	474	463	58	44	60
Number Scoring 55-100	482	471	463	53	42	60
Number Scoring 65-100	463	464	460	46	38	58
Number Scoring 85-100	213	339	378	10	13	35
Percentage of Tested Scoring 55-100	98%	99%	100%	91%	95%	100%
Percentage of Tested Scoring 65-100	94%	98%	99%	79%	86%	97%
Percentage of Tested Scoring 85-100	43%	72%	82%	17%	30%	58%
Mathematics B						
Number Tested	0	365	393	0	18	19
Number Scoring 55-100	0	349	357	0	17	16
Number Scoring 65-100	0	326	317	0	15	13
Number Scoring 85-100	0	182	140	0	5	1
Percentage of Tested Scoring 55-100	0%	96%	91%	0%	94%	84%
Percentage of Tested Scoring 65-100	0%	89%	81%	0%	83%	68%
Percentage of Tested Scoring 85-100	0%	50%	36%	0%	28%	5%
Global History and Geography						
Number Tested	464	490	475	66	67	60
Number Scoring 55-100	459	487	473	63	65	59
Number Scoring 65-100	450	480	466	60	62	54
Number Scoring 85-100	303	329	308	20	18	13
Percentage of Tested Scoring 55-100	99%	99%	100%	95%	97%	98%
Percentage of Tested Scoring 65-100	97%	98%	98%	91%	93%	90%
Percentage of Tested Scoring 85-100	65%	67%	65%	30%	27%	22%
U.S. History and Government						
Number Tested	498	454	467	69	42	57
Number Scoring 55-100	495	452	465	67	42	55
Number Scoring 65-100	490	448	456	63	39	52
Number Scoring 85-100	390	384	390	34	22	31
Percentage of Tested Scoring 55-100	99%	100%	100%	97%	100%	96%
Percentage of Tested Scoring 65-100	98%	99%	98%	91%	93%	91%
Percentage of Tested Scoring 85-100	78%	85%	84%	49%	52%	54%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	462	482	469	70	46	87
Number Scoring 55-100	462	482	466	70	46	85
Number Scoring 65-100	460	480	464	68	44	83
Number Scoring 85-100	297	289	275	25	6	20
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	98%
Percentage of Tested Scoring 65-100	100%	100%	99%	97%	96%	95%
Percentage of Tested Scoring 85-100	64%	60%	59%	36%	13%	23%
Physical Setting/Earth Science						
Number Tested	318	333	346	38	61	46
Number Scoring 55-100	317	333	345	38	61	45
Number Scoring 65-100	313	318	336	35	53	37
Number Scoring 85-100	205	148	205	13	9	7
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	98%
Percentage of Tested Scoring 65-100	98%	95%	97%	92%	87%	80%
Percentage of Tested Scoring 85-100	64%	44%	59%	34%	15%	15%
Physical Setting/Chemistry						
Number Tested	383	378	366	17	17	9
Number Scoring 55-100	383	377	365	17	17	9
Number Scoring 65-100	372	369	356	15	17	8
Number Scoring 85-100	131	146	166	2	2	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	98%	97%	88%	100%	89%
Percentage of Tested Scoring 85-100	34%	39%	45%	12%	12%	33%
Physical Setting/Physics						
Number Tested		240	227		5	9
Number Scoring 55-100		237	221		5	9
Number Scoring 65-100		226	208		5	7
Number Scoring 85-100		111	117		2	1
Percentage of Tested Scoring 55-100		99%	97%		100%	100%
Percentage of Tested Scoring 65-100		94%	92%		100%	78%
Percentage of Tested Scoring 85-100		46%	52%		40%	11%

* 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
Comprehensive French						
Number Tested	118	112	129	2	4	1
Number Scoring 55-100	118	112	129	#	#	#
Number Scoring 65-100	118	112	128	#	#	#
Number Scoring 85-100	96	100	89	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 85-100	81%	89%	69%	#	#	#
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	250	213	15	11	10
Number Scoring 55-100	195	250	212	15	11	10
Number Scoring 65-100	192	248	210	13	11	9
Number Scoring 85-100	151	173	135	6	4	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	99%	87%	100%	90%
Percentage of Tested Scoring 85-100	77%	69%	63%	40%	36%	30%
Comprehensive Latin						
Number Tested	29	45	28	1	0	0
Number Scoring 55-100	29	45	28	#	0	0
Number Scoring 65-100	29	45	28	#	0	0
Number Scoring 85-100	23	35	21	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	79%	78%	75%	#	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	424	0%	0%	18%	82%
	Students with Disabilities	40	10%	3%	50%	38%
	All Students	464	1%	1%	20%	78%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	400	0%	1%	45%	54%
	Students with Disabilities	46	2%	22%	59%	17%
	All Students	446	0%	3%	47%	50%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	2	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	406	406	406	49	49	49	455	455	455
Number Scoring 55–64	0	1	0	2	3	0	2	4	0
Number Scoring 65–84	108	45	80	26	14	26	134	59	106
Number Scoring 85–100	284	357	322	14	25	16	298	382	338
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
Listening and Speaking (Grade K-1)						
Number Tested		17	18		0	0
Beginning		0	1		0	0
Intermediate		3	3		0	0
Advanced		5	11		0	0
Proficient		9	3		0	0
Reading and Writing (Grade K-1)						
Number Tested		17	18		0	0
Beginning		2	9		0	0
Intermediate		3	5		0	0
Advanced		11	2		0	0
Proficient		1	2		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		22	26		1	2
Beginning		0	0		#	#
Intermediate		1	0		#	#
Advanced		8	10		#	#
Proficient		13	16		#	#
Reading and Writing (Grade 2-4)						
Number Tested		22	26		1	2
Beginning		1	0		#	#
Intermediate		9	2		#	#
Advanced		8	11		#	#
Proficient		4	13		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		4	4		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 5-6)						
Number Tested		4	4		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		5	4		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		1	#		0	#
Proficient		4	#		0	#
Reading and Writing (Grade 7-8)						
Number Tested		5	4		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		4	#		0	#
Proficient		1	#		0	#
Listening and Speaking (Grade 9-12)						
Number Tested		11	8		1	0
Beginning		0	0		#	0
Intermediate		2	2		#	0
Advanced		3	0		#	0
Proficient		6	6		#	0
Reading and Writing (Grade 9-12)						
Number Tested		11	8		1	0
Beginning		2	1		#	0
Intermediate		1	3		#	0
Advanced		6	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)