

REPORT CARD



Robert Leiby
Superintendent

Included in this year's District Report Card you will find results on how our students are performing in relation to the learning standards that the state of New York has established. *"The learning standards are descriptions of broad expectations of what students should know, understand, and be able to do at each grade level in seven subject areas as they progress through grades K-12 in New York State schools."*

The mission of the Manchester-Shortsville Central School District is "...to challenge all learners and work in partnership with students, parents and community to achieve high standards." Our Report Card is designed to help you, the parents and community, to better understand how we are working to achieve our mission and how we are progressing in the following areas:

- ♦ building the capacity of our schools to help students achieve the standards;
- ♦ increasing student achievement by grade level cohorts and on grade level assessments;
- ♦ ensuring high standards and professional development for teachers and administrators; and
- ♦ collaborating district wide on initiatives to improve student achievement.

State Assessments are given to students in grades 3 through 8 and are assessed annually in both ELA (English Language Arts) and Mathematics. Performance in Science is measured in 4th and 8th grade, while Social Studies is assessed in 5th and 8th grade. These assessments are scored with a "level" system. For English Language Arts, levels are as follows:

Level 4: Meeting Learning Standards with Distinction
Student performance demonstrates a thorough understanding of the ELA knowledge and skills expected at this grade level.

Level 3: Meeting Learning Standards
Student performance demonstrates an understanding of the ELA knowledge and skills expected at this grade level.

Level 2: Partially Meeting Learning Standards
Student performance demonstrates a partial understanding of the ELA knowledge and skills expected at this grade level.

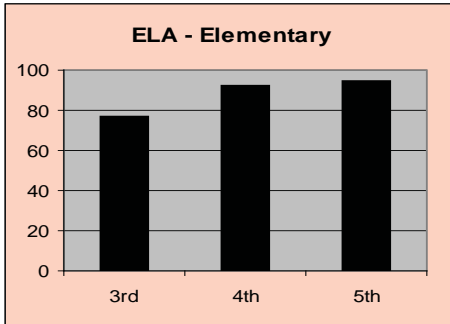
Level 1: Not Meeting Learning Standards
Student performance does not demonstrate an understanding of the ELA knowledge and skills expected at this grade level.

Our goal is to have all students scoring at a level 3 or 4 annually.

Students in grades 9 through 12 participate in regents examinations at the conclusion of various courses. Students with disabilities have a provision, as do some students with 504 plans, that allow them to receive "local" credit for a regents exam, when they score between a 55%-64%. All general education students must score at 65% or higher in order to achieve proficiency. We encourage all students to challenge themselves by taking rigorous courses that require them to think critically and apply the knowledge they learn in the classroom. This sometimes impacts our results, but is well worth it to have shared that opportunity for learning with all students who were willing to take on the challenge. We will continue to work with all students who struggle to meet our high expectations and standards and create appropriate interventions and individualized plans that target the student's needs.

ELEMENTARY

PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS



2007-08 Grades 3-5

The graph to the left represents our 3rd through 5th grade student's performance on the January 2009 NYS ELA Assessments. The NYS learning standards for ELA focus on the skills of reading, writing, listening, and speaking. Students are expected to read and experience a wide range of genre as part of the learning process.

The standards are as follows:

- Standard 1 Students will read, write, listen, and speak for information and understanding.
- Standard 2 Students will read, write, listen, and speak for literary response and expression.
- Standard 3 Students will read, write, listen, and speak for critical analysis and evaluation.
- Standard 4 Students will read, write, listen, and speak for social interaction.

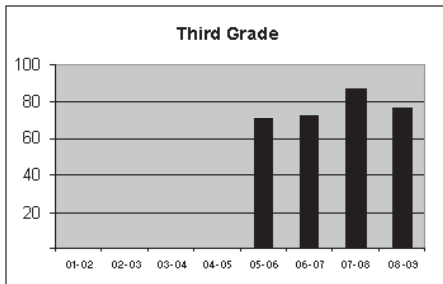
The ELA assessments focus on students' actual performances as readers, writers, and listeners and are directly connected to curriculum and instructional practice through the performance indicators. Each item on a New York State ELA test, whether a multiple choice question, short response or extended response, is linked to a performance indicator(s) of the learning standards.

During our fourth year of testing at the 3rd and 5th grade levels, we saw a decline in our 3rd grade scores. A review of regional scores showed depressed scores in many districts. We have implemented a new reading series, "Storytown," during the 2009-10 school year that seeks to address reading instruction, differentiation, and test prep, all within the core program. Teachers are utilizing the new resources, while continuing to incorporate best practices.

Fifth grade scores continued to increase since the inception of the Scott Foresman Reading Program two years ago.

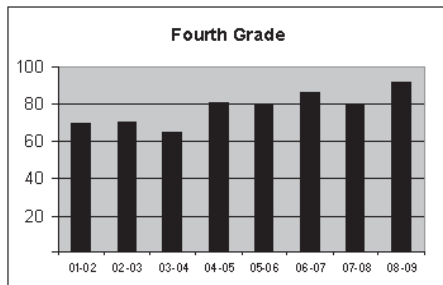
Our 4th grade cohort moved from 87% proficiency on the 3rd grade assessment in January 2008 to 92% proficiency on this year's assessment. The goal is to maintain steady increases at grades 3, 4 and 5 so that we are able to achieve and maintain 90%+ proficiency by the 2009-2010 school year.

Historical Data



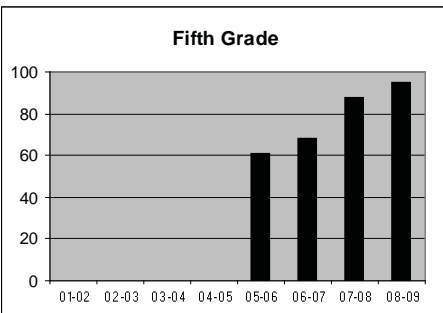
3 rd Grade	
*2005-06	71%
2006-07	73%
2007-08	87%
2008-09	77%
WFL Avg	78%

* 2005-06 was the first year of 3rd-8th grade new ELA Assessments.



4 th Grade	
2000-01	59%
2001-02	69%
2002-03	70%
2003-04	65%
2004-05	81%
*2005-06	80%
2006-07	86%
2007-08	80%
2008-09	92%
WFL Avg	81%

* 2005-06 was the first year of 3rd-8th grade new ELA Assessments.



5 th Grade	
*2005-06	61%
2006-07	68%
2007-08	88%
2008-09	95%
WFL Avg	88%

* 2005-06 was the first year of 3rd-8th grade new ELA Assessments.

NEW YORK STATE STANDARDS: ENGLISH LANGUAGE ARTS (ELA)

3rd Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	15%	62%	20%	3%
07-08	12%	76%	12%	0%
06-07	10%	63%	24%	3%
05-06	6%	65%	25%	4%

3 rd GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (61)	77% 47 students	23% 14 students
General Population (57)	82% 47 students	18% 10 students
Disabled Population (4)	0% 0 students	100% 4 students
Total Male Population (37)	78% 29 students	22% 8 students
Total Female Population (24)	75% 18 students	25% 6 students
Disadvantaged Population (17)	53% 9 students	47% 8 students
Non-Disadvantaged Population (44)	86% 38 students	14% 6 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (6)	83% 5 students	17% 1 student

4th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	2%	90%	6%	2%
07-08	6%	74%	16%	4%
06-07	16%	70%	13%	1%
05-06	5%	75%	17%	3%

4 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (58)	91% 53 students	9% 5 students
General Population (51)	98% 50 students	2% 1 student
Disabled Population (7)	43% 3 students	57% 4 students
Total Male Population (31)	87% 27 students	13% 4 students
Total Female Population (27)	96% 26 students	4% 1 student
Disadvantaged Population (23)	83% 19 students	17% 4 students
Non-Disadvantaged Population (35)	97% 34 students	3% 1 student
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (2)	50% 1 student	50% 1 student

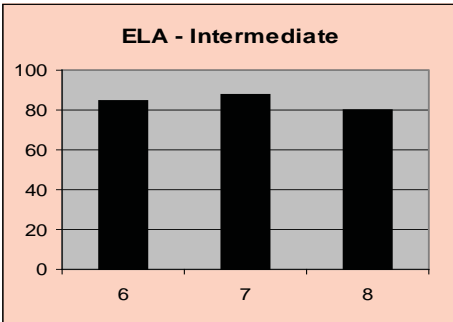
5th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	15%	62%	20%	3%
07-08	3%	85%	12%	0%
06-07	6%	62%	29%	3%
05-06	8%	53%	35%	4%

5 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (68)	94% 64 students	6% 4 students
General Population (62)	98% 61 students	2% 1 student
Disabled Population (6)	50% 3 students	50% 3 students
Total Male Population (40)	95% 38 students	5% 2 students
Total Female Population (28)	93% 26 students	7% 2 students
Disadvantaged Population (21)	95% 20 students	5% 1 student
Non-Disadvantaged Population (47)	94% 44 students	6% 3 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	100% 5 students	0% 0 students

INTERMEDIATE

PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS



2008-09 Grades 6-8

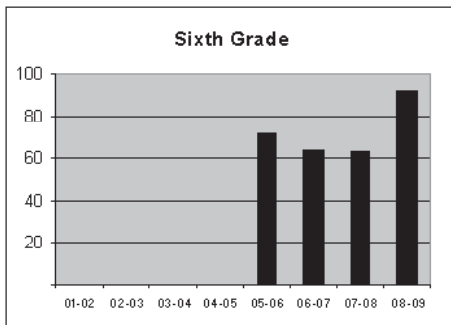
The graph to the left represents our 6th through 8th grade student's performance on the January 2009 NYS ELA Assessments.

The NYS learning standards for ELA focus on the skills of reading, writing, listening, and speaking. Students are expected to read and experience a wide range of genre as part of the learning process.

The standards are as follows:

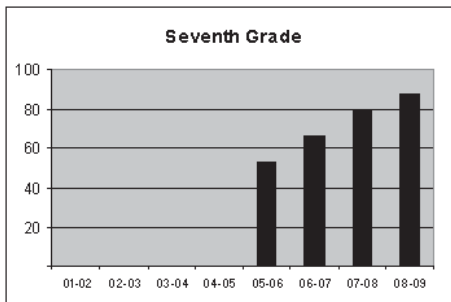
- Standard 1 Students will read, write, listen, and speak for information and understanding.
- Standard 2 Students will read, write, listen, and speak for literary response and expression.
- Standard 3 Students will read, write, listen, and speak for critical analysis and evaluation.
- Standard 4 Students will read, write, listen, and speak for social interaction.

Historical Data



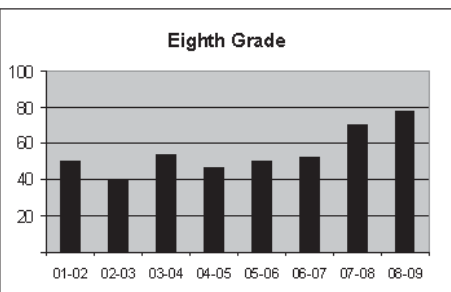
6 th Grade	
*2005-06	72%
2006-07	64%
2007-08	63%
2008-09	85%
WFL Avg	84%

* First year of 3rd-8th grade new ELA Assessments.



7 th Grade	
*2005-06	53%
2006-07	66%
2007-08	80%
2008-09	88%
WFL Avg	86%

* First year of 3rd-8th grade new ELA Assessments.



8 th Grade	
2001-02	50%
2002-03	40%
2003-04	53%
2004-05	46%
*2005-06	50%
2006-07	52%
2007-08	70%
2008-09	80%
WFL Avg	74%

* First year of 3rd-8th grade new ELA Assessments.

The ELA assessments focus on students' actual performances as readers, writers, and listeners and are directly connected to curriculum and instructional practice through the performance indicators. Each item on a New York State ELA test, whether a multiple choice question, short response or extended response, is linked to a performance indicator(s) of the learning standards.

In the fourth year of the 6th and 7th grade assessments, we saw a 8% increase in performance on the 7th grade exam. Our 6th grade results showed a double digit increase from last year. This was our second year of instituting the READ 180 program for our students who struggle most in the area of reading. The goal of this program is to meet students at their current reading level, engage them in interesting and motivating text, and teach them strategies that will assist them in achieving proficiency on the state standards. There was a 10% increase at the 8th grade level that reinforces our belief in "looping" our teachers with their students for two full years. The second year of implementation of the Scott Foresman Core Reading Program at 6th grade, for students not in need of READ 180, has also been a critical step in establishing consistent instruction across sections and a clear focus on comprehension, fluency and vocabulary.

The Middle School teachers also continue to work at their grade level and with the other Middle School ELA teachers to analyze state test data and make revisions to the curriculum. Our goal is to reach 90% proficiency on the 2009-10 assessments.

NEW YORK STATE STANDARDS: ENGLISH LANGUAGE ARTS (ELA)

6th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	2%	90%	6%	2%
07-08	0%	63%	35%	2%
06-07	12%	53%	34%	1%
05-06	12%	60%	26%	2%

6 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (80)	85% 68 students	15% 12 students
General Population (71)	89% 63 students	11% 8 students
Disabled Population (9)	55% 5 students	45% 4 students
Total Male Population (48)	83% 40 students	17% 8 students
Total Female Population (32)	88% 28 students	12% 4 students
Disadvantaged Population (32)	81% 26 students	19% 6 students
Non-Disadvantaged Population (48)	88% 42 students	12% 6 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (7)	86% 6 students	14% 1 student

7th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	3%	85%	12%	0%
07-08	0%	80%	20%	0%
06-07	0%	66%	30%	5%
05-06	8%	45%	41%	5%

7 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (60)	88% 53 students	12% 7 students
General Population (57)	91% 52 students	9% 5 students
Disabled Population (3)	33% 1 student	67% 2 students
Total Male Population (32)	91% 29 students	9% 3 students
Total Female Population (28)	86% 24 students	14% 4 students
Disadvantaged Population (18)	89% 16 students	11% 2 students
Non-Disadvantaged Population (42)	88% 37 students	12% 5 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (0)	0% 0 students	0% 0 students

8th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	2%	76%	21%	0%
07-08	7%	63%	28%	2%
06-07	7%	45%	47%	1%
05-06	3%	47%	41%	9%

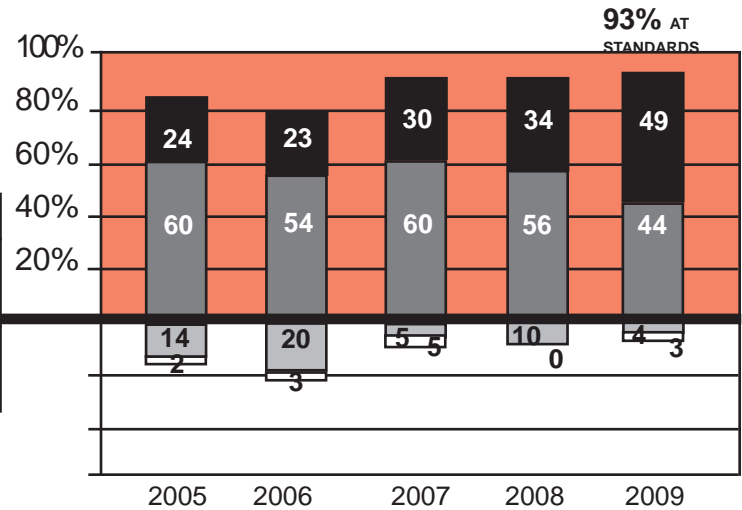
8 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (85)	79% 67 students	21% 18 students
General Population (75)	87% 65 students	13% 10 students
Disabled Population (10)	20% 2 students	80% 8 students
Total Male Population (38)	79% 30 students	21% 8 students
Total Female Population (47)	79% 37 students	21% 10 students
Disadvantaged Population (30)	57% 17 students	43% 13 students
Non-Disadvantaged Population (55)	91% 50 students	9% 5 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (4)	75% 3 students	25% 1 student

SECONDARY

PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS

11th Grade ELA Results: Total Population

	04-05	05-06	06-07	07-08	08-09	
Level 4	24%	23%	30%	34%	49%	} 93% AT STDS
Level 3	60%	54%	60%	56%	44%	
Level 2	14%	20%	5%	10%	4%	
Level 1	2%	3%	5%	0%	3%	



The above graph represents the performance of our students on the NYS 11th grade ELA Regents Exam in August '08, January '09 and June '09. The 11th grade ELA Regents Exam is a graduation requirement for all students working toward a Regent's Diploma. We are pleased that 92% of our students have met with success on this assessment over the last three years. Our goal is to maintain or increase this percentage as we continue in the 2009-10 school year.

The 11th grade ELA Regents Exam is designed to measure a student's proficiency in the following commencement level expectations:

- Reading, writing, listening and speaking to acquire and transmit information
- Reading, writing, listening and speaking for literary response and expression
- Reading, writing, listening and speaking to analyze and evaluate complex texts and issues
- Listening, speaking, writing and reading for social interaction

The exam is given in two three-hour sessions and includes the following:

Session 1

* A listening section that allows students to take notes while listening to a passage and then requires them to answer multiple-choice questions.

* Given a situation, students need to read the text and study a graphic, then answer multiple-choice questions and write a response based upon the situation.

Session 2

* Read two passages and then answer multiple-choice questions.

Write a unified essay that uses ideas from both passages to establish a controlling idea and then show how the author uses specific literary elements or techniques to convey the idea.

* Given a "critical lens" statement, students are asked to write a critical essay in which they discuss two works of literature they have read from the particular perspective of the statement given. In their essay, they need to provide a valid interpretation of the statement, agree or disagree with the statement as they have interpreted it, and support their opinion using specific references to appropriate literary elements from the two works.

NEW YORK STATE STANDARDS: 11TH GRADE ENGLISH LANGUAGE ARTS (ELA)

Currently, we have 92% of our students meeting or exceeding standards. Our goal is to maintain or increase this percentage in the 2009-10 school year. Students in danger of not meeting standards continue to have the opportunity to participate in a team-taught class (there are two teachers, one rich in content knowledge and a special educator who works with the individual learning needs of students and prescribes effective strategies), as well as the ability to work in small groups with our ELA teachers to improve skills.

In January of 2011 the state will make significant changes in the 11th grade ELA Regents. The test will change to a one-day, three-hour exam with changes in the construct of the exam.

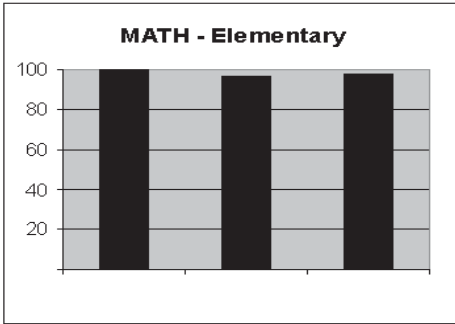
11 th GRADE ELA	Meeting State Standards		Not Yet at State Standards	
Total Population (80)	93%	74 students	7%	6 students
General Population (75)	93%	70 students	7%	5 students
Disabled Population (5)	80%	4 students	20%	1 student
Total Male Population (35)	91%	32 students	9%	3 students
Total Female Population (45)	93%	42 students	7%	3 students
Disadvantaged Population (21)	81%	17 students	19%	4 students
Non-Disadvantaged Population (59)	97%	57 students	3%	2 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (4)	100%	4 students	0%	0 students

Data reflects low-pass option for students with disabilities

** Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.*

ELEMENTARY

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS

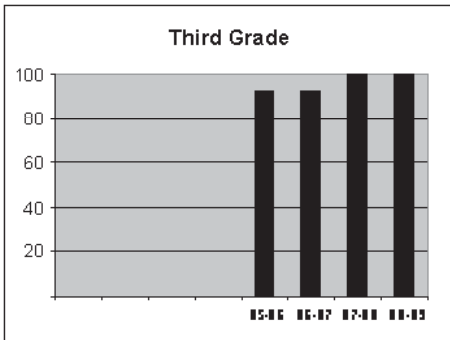


2008-09 Grades 3-5

The graph to the left represents our 3rd through 5th grade student's performance on the 2009 NYS Math Assessments. The NYS Content and Process Strands for K-8 Mathematics focus on five content areas (Number Sense & Operations, Algebra, Geometry, Measurement and Statistics & Probability) and five processes (Problem Solving, Reasoning & Proof, Communication,

Connections and Representation). These strands are woven together in our curriculum and are assessed in grades 3 through 8. In our fourth year of administration for the 3rd and 5th grade, we saw maintenance of excellent scores at both grade levels. All third grade students were proficient and 99% of our 5th graders achieved proficiency. 98% of our 4th grade students were successful on the assessment. All grade levels in the elementary will likely meet the NYS goal of 100% success prior to the 2013 target date. We attribute these scores to the continued hard work of our teachers and students.

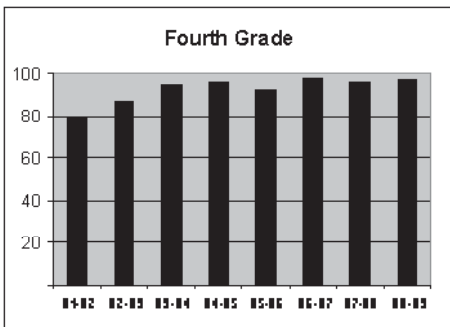
Historical Data



3rd Grade

*2005-06	93%
2006-07	93%
2007-08	100%
2008-09	100%
WFL Average	95%

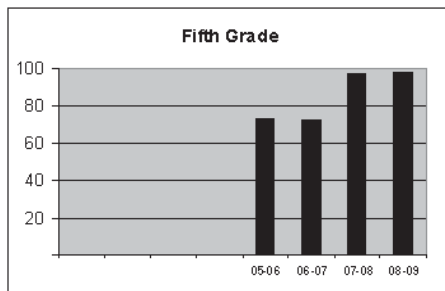
** First year of 3rd-8th grade new Math Assessments.*



4th Grade

2001-02	79%
2002-03	87%
2003-04	95%
2004-05	96%
*2005-06	92%
2006-07	98%
2007-08	94%
2008-09	97%
WFL Average	88%

** First year of 3rd-8th grade new Math Assessments.*



5th Grade

*2005-06	74%
2006-07	73%
2007-08	97%
2008-09	99%
WFL Average	89%

** First year of 3rd-8th grade new Math Assessments.*

NEW YORK STATE STANDARDS: ELEMENTARY MATHEMATICS

3rd Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	21%	79%	0%	0%
07-08	40%	60%	0%	0%
06-07	33%	60%	7%	0%
05-06	28%	65%	7%	0%

3 rd GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (61)	100% 61 students	0% 0 students
General Population (57)	100% 57 students	0% 0 students
Disabled Population (4)	100% 4 students	0% 0 students
Total Male Population (37)	100% 37 students	0% 0 students
Total Female Population (24)	100% 24 students	0% 0 students
Disadvantaged Population (17)	100% 17 students	0% 0 students
Non-Disadvantaged Population (44)	100% 44 students	0% 0 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (6)	100% 6 students	0% 0 students

4th Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	33%	64%	3%	0%
07-08	35%	59%	6%	0%
06-07	21%	78%	1%	0%
05-06	18%	74%	2%	6%

4 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (58)	97% 56 students	3% 2 students
General Population (52)	100% 52 students	0% 0 students
Disabled Population (6)	67% 4 students	33% 2 students
Total Male Population (32)	97% 31 students	3% 1 student
Total Female Population (26)	96% 25 students	4% 1 student
Disadvantaged Population (23)	91% 21 students	9% 2 students
Non-Disadvantaged Population (35)	100% 35 students	0% 0 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (2)	50% 1 student	50% 1 student

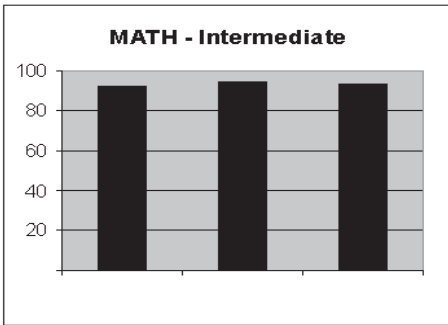
5th Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	39%	59%	2%	0%
07-08	44%	53%	0%	3%
06-07	11%	62%	21%	6%
05-06	6%	68%	16%	10%

5 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (70)	98% 68 students	2% 2 students
General Population (64)	98% 63 students	2% 1 student
Disabled Population (6)	83% 5 students	17% 1 student
Total Male Population (40)	95% 38 students	5% 2 students
Total Female Population (30)	100% 30 students	0% 0 students
Disadvantaged Population (22)	95% 21 students	5% 1 student
Non-Disadvantaged Population (48)	98% 47 students	2% 1 student
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	100% 5 students	0% 0 students

INTERMEDIATE

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS

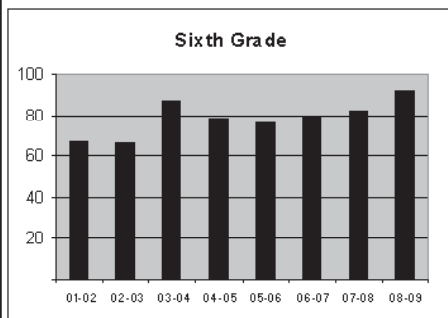


2008-09 Grades 6-8

The graph to the left represents our 6th through 8th grade student's performance on the NYS Math Assessments which were administered in March 2009. The NYS Content and Process Strands for K-8 Mathematics focus on five content areas (Number Sense & Operations, Algebra, Geometry, Measurement and Statistics & Probability) and five processes (Problem Solving, Reasoning & Proof, Communication, Connections and Representation). These strands are woven together in our curriculum and are assessed in grades 3 through 8.

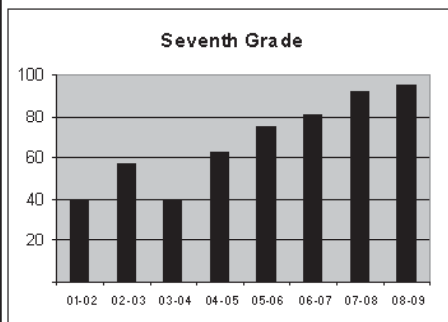
We continue to maintain growth at each grade level as we strive to be at 95% proficiency for all grade levels by the end of the 2009-10 school year.

Historical Data



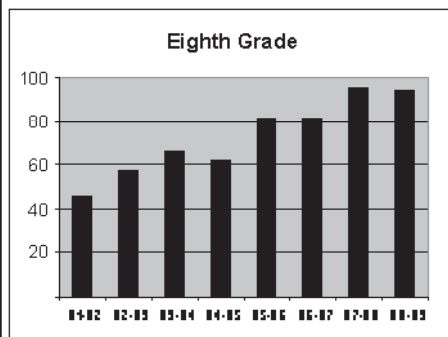
6 th Grade	
2001-02	67%
2002-03	66%
2003-04	87%
2004-05	78%
*2005-06	76%
2006-07	79%
2007-08	82%
2008-09	91%
WFL Average	87%

** First year of 3rd-8th grade new Math Assessments.*



7 th Grade	
2001-02	40%
2002-03	57%
2003-04	39%
2004-05	62%
2005-06	75%
2006-07	81%
2007-08	92%
2008-09	95%
WFL Average	95%

** First year of 3rd-8th grade new Math Assessments.*



8 th Grade	
2001-02	46%
2002-03	57%
2003-04	66%
2004-05	62%
*2005-06	81%
2006-07	75%
2007-08	96%
2008-09	95%
WFL Average	90%

** First year of 3rd-8th grade new Math Assessments.*

NEW YORK STATE STANDARDS: INTERMEDIATE MATHEMATICS

6th Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	41%	51%	7%	1%
07-08	22%	60%	13%	5%
06-07	25%	55%	14%	6%
05-06	15%	57%	20%	8%

6 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (81)	91% 74 students	9% 7 students
General Population (72)	97% 70 students	3% 2 students
Disabled Population (9)	44% 4 students	56% 5 students
Total Male Population (48)	94% 45 students	6% 3 students
Total Female Population (33)	88% 29 students	12% 4 students
Disadvantaged Population (33)	85% 28 students	15% 5 students
Non-Disadvantaged Population (48)	96% 46 students	4% 2 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (7)	71% 5 students	29% 2 students

7th Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	30%	65%	3%	2%
07-08	45%	47%	8%	0%
06-07	28%	53%	17%	2%
05-06	21%	54%	22%	3%

7 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (60)	95% 57 students	5% 3 students
General Population (57)	98% 56 students	2% 1 student
Disabled Population (3)	33% 1 student	67% 2 students
Total Male Population (32)	94% 30 students	6% 2 students
Total Female Population (28)	96% 27 students	4% 1 student
Disadvantaged Population (18)	89% 16 students	11% 2 students
Non-Disadvantaged Population (42)	98% 41 students	12% 1 student
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (0)	0% 0 students	0% 0 students

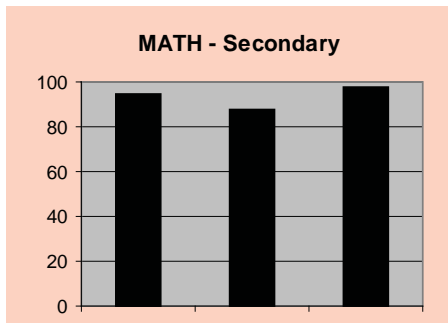
8th Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
08-09	45%	49%	4%	2%
07-08	44%	53%	4%	0%
06-07	22%	53%	21%	4%
05-06	5%	75%	14%	6%

8 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (84)	94% 79 students	6% 5 students
General Population (74)	99% 73 students	1% 1 student
Disabled Population (10)	60% 6 students	40% 4 students
Total Male Population (38)	95% 36 students	5% 2 students
Total Female Population (46)	93% 43 students	7% 3 students
Disadvantaged Population (29)	86% 25 students	14% 4 students
Non-Disadvantaged Population (55)	98% 54 students	2% 1 student
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (4)	75% 3 students	25% 1 student

SECONDARY

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



2008-09 Integrated Algebra, Math B, Geometry

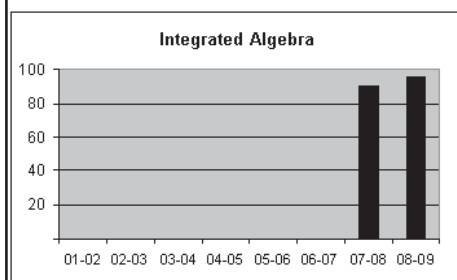
The graph to the left represents the Math scores for the Integrated Algebra, Math A and Math B Assessments in August 2008, January and June of 2009. The Integrated Algebra Regents was offered for the first time in June 2008 as the culminating assessment for the new one-year course that focuses on the algebra process and content performance indicators.

It is expected that students will identify and justify mathematical relationships in this course and become better problem solvers through the use of multiple mathematical operations. The Math A Assessment was given for the last time in June 2009.

Math B reflects the assessment of the second 3 semesters of upper-level High School Math. This course was phased out with the addition of Geometry in September of 2008 and Algebra 2 and Trigonometry in September of 2009. The Math B Assessment will be given until June of 2010 for students enrolled in the Math B course.

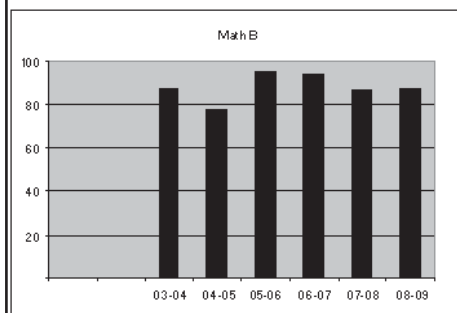
Our students were very successful on the first administration of the Geometry Regents in June of 2009. 98% were proficient, with 29% achieving mastery (scoring between 85-100%).

Historical Data



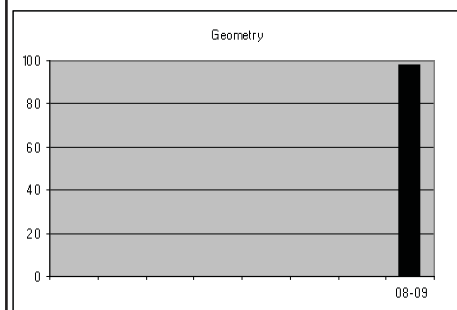
Integrated Algebra

2007-08	92%
2008-09	95%



Math B

2003-04	88%
2004-05	78%
2005-06	95%
2006-07	94%
2007-08	87%
2008-09	88%



Geometry

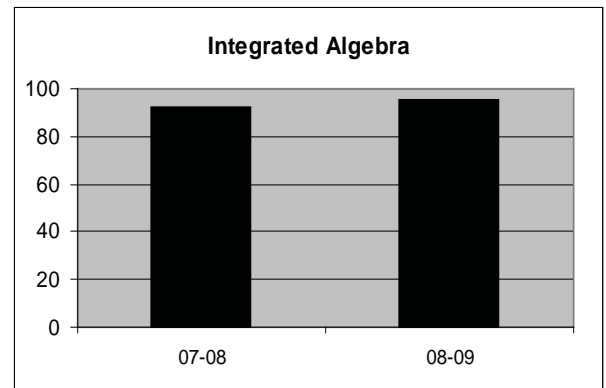
2008-09	98%
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INTEGRATED ALGEBRA

	# taking	% passing
2007-08	52	92%
2008-09	64	95%

Currently, we have 95% of our students meeting or exceeding standards. Our goal for 2010 is to maintain our current level of success on the newest high school math assessment.

The focal point of this new course is the Algebra Content Strand. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Students will be assessed at the end of the year. They will participate in Geometry for the second year and then Algebra 2 and Trigonometry for the third year. We plan to continue to offer Honors Pre-Calculus and AP Calculus for those students choosing to challenge themselves in the area of Mathematics.



INTEGRATED ALGEBRA	Meeting State Standards		Not Yet at State Standards	
Total Population (64)	95%	61 students	5%	3 students
General Population (56)	95%	53 students	5%	3 students
Disabled Population (8)	100%	8 students	0%	0 students
Total Male Population (24)	96%	23 students	4%	1 student
Total Female Population (40)	95%	38 students	5%	2 students
Disadvantaged Population (24)	100%	24 students	0%	0 students
Non-Disadvantaged Population (40)	93%	37 students	7%	3 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (2)	100%	2 students	0%	0 students

Data reflects low-pass option for students with disabilities.

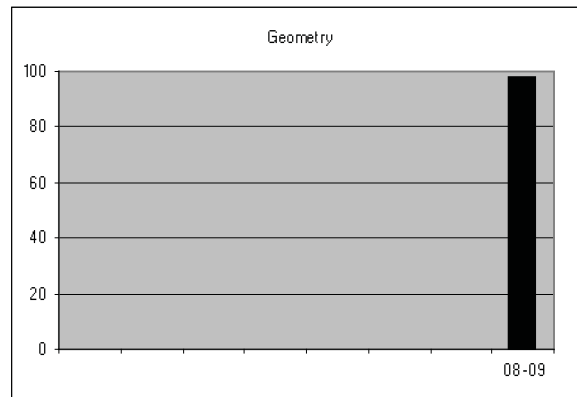
* Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

GEOMETRY

	# taking	% passing
2008-09		98%

The June 2009 Geometry Regents was the first administration of this exam. Students are provided with the opportunity to "act as mathematicians" in this course. The goal of NYS in designing this course was to "...lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences."

It is evident that our student's performance was exemplary and our goal will be to maintain this high level of proficiency.



GEOMETRY	Meeting State Standards		Not Yet at State Standards	
Total Population (52)	98%	51 students	2%	1 student
General Population (51)	98%	50 students	2%	1 student
Disabled Population (1)	100%	1 student	0%	0 students
Total Male Population (28)	96%	27 students	4%	1 student
Total Female Population (24)	100%	24 students	0%	0 students
Disadvantaged Population (19)	95%	18 students	5%	1 student
Non-Disadvantaged Population (33)	100%	33 students	0%	0 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (1)	0%	1 student	0%	0 students

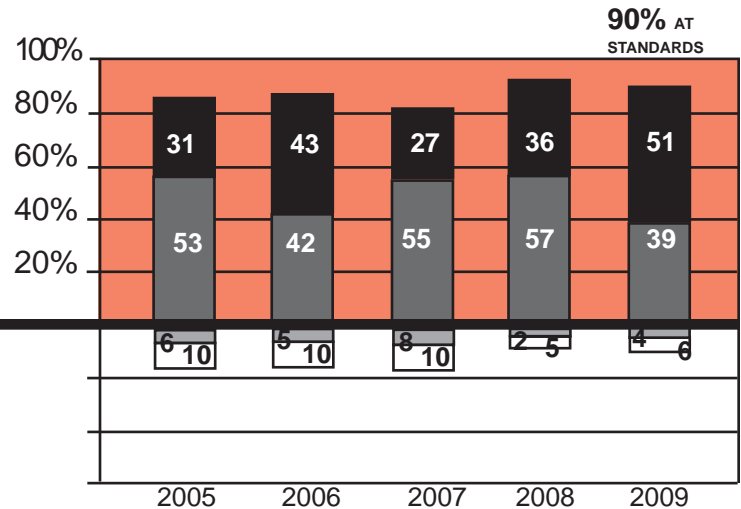
Data reflects low-pass option for students with disabilities.

* Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

NEW YORK STATE STANDARDS: 5TH GRADE SOCIAL STUDIES

5th Grade Social Studies Results: Total Population

	04-05	05-06	06-07	07-08	08-09
Level 4	31%	43%	27%	36%	51%
Level 3	53%	42%	55%	57%	39%
Level 2	6%	5%	8%	2%	4%
Level 1	10%	10%	10%	5%	6%



The 5th grade Elementary-Level Social Studies Test is administered to serve as an early indicator of whether students are meeting the five Elementary-Level New York State Learning Standards for Social Studies, which are grouped in the following areas:

- History of the United States & New York
- World History
- Geography
- Economics
- Civics, Citizenship & Government

The test is administered in two parts. Part one consists of multiple-choice, short-answer and constructed-response questions. Part two is a document-based question.

Currently, 90% of our students are meeting or exceeding standards. Our goal for 2010 is to maintain this level of proficiency or higher. Due to the amount of reading and writing required, there is a correlation between student success on the 3rd and 4th grade ELA exams and this assessment. As ELA scores improve, we hope to see improvement for our special education students on the Social Studies assessment.

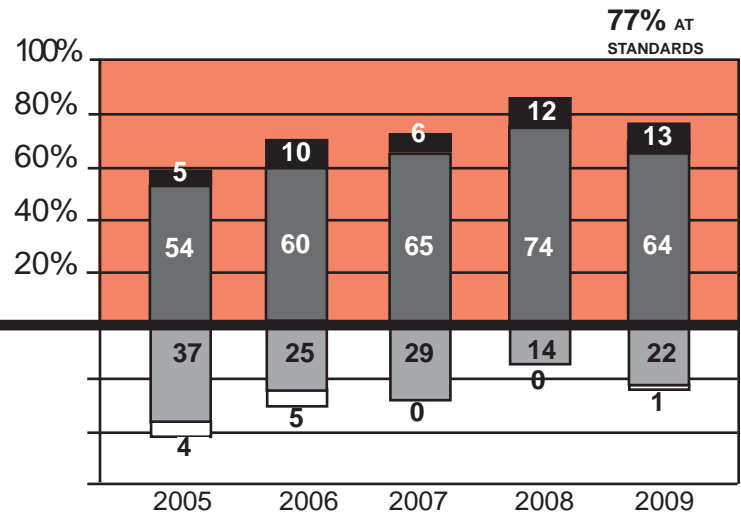
5 th GRADE SOCIAL STUDIES	Meeting State Standards		Not Yet at State Standards	
Total Population (70)	90%	63 students	10%	7 students
General Population (63)	94%	59 students	6%	4 students
Disabled Population (7)	57%	4 students	43%	3 students
Total Male Population (42)	93%	39 students	7%	3 students
Total Female Population (28)	86%	24 students	14%	4 students
Disadvantaged Population (22)	82%	18 students	18%	4 students
Non-Disadvantaged Population (48)	94%	45 students	6%	3 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (5)	100%	5 students	0%	0 students

* Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

NEW YORK STATE STANDARDS: 8TH GRADE SOCIAL STUDIES

8th Grade Social Studies Results: Total Population

	04-05	05-06	06-07	07-08	08-09	
Level 4	5%	10%	6%	12%	13%	} 77% AT STDS
Level 3	54%	60%	65%	74%	64%	
Level 2	37%	25%	29%	14%	22%	
Level 1	4%	5%	0%	0%	1%	



The 8th grade Intermediate-Level Social Studies Test is administered to serve as an indicator of whether students are meeting the five Intermediate-Level New York State Learning Standards for Social Studies, which are grouped in the following areas:

- History of the United States and New York
- World History
- Geography
- Economics
- Civics, Citizenship & Government

The test consists of three components: multiple-choice questions, constructed-response questions, and a document-based question. The purpose of the test is to measure achievement of the Learning Standards for Social Studies.

Currently, 77% of our students are meeting or exceeding standards. Our goal for 2010 is 85% proficiency. There is a strong correlation between success on the 8th grade ELA and the 8th grade Social

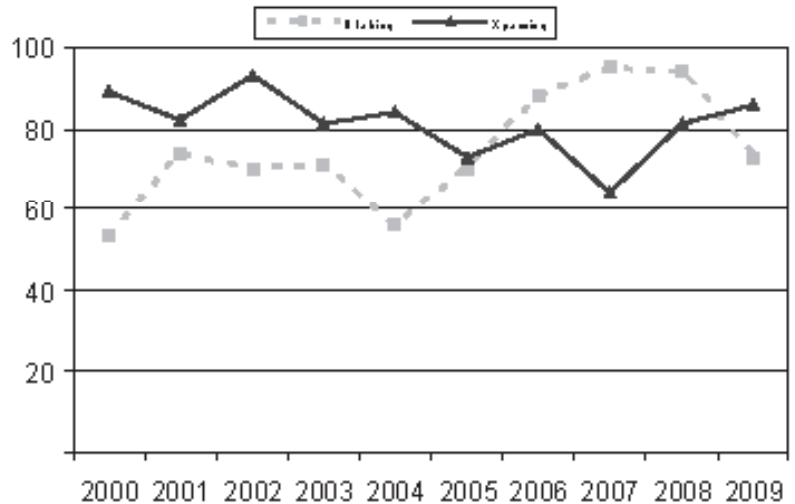
Studies assessment due to the amount of reading and writing that is required. We continue to implement the 6 + 1 Writing Traits™ and offer ongoing training. This provides continuity between the 4th & 8th grade assessments. The 6th - 12th grade Social Studies Department has worked together to develop common language and procedures for DBQ's (Document-Based Questions), Thematic Essays and literacy strategies. We continue to offer AIS to address concerns with reading and writing, as well as the option of participating in a team-taught Social Studies class (there are two teachers, one rich in content knowledge and a special educator who works with the individual learning needs of students and prescribes effective strategies). Performance of students with disabilities and those in the disadvantaged subgroup are of particular concern. We believe the READ 180 Program, which has resulted in increasing ELA scores, should have a positive impact on student's reading skills. Our challenge will be to analyze these 21 students and draw conclusions that will be helpful in working with future students.

8 th GRADE SOCIAL STUDIES	Meeting State Standards		Not Yet at State Standards	
Total Population (87)	77%	67 students	23%	20 students
General Population (77)	84%	65 students	16%	12 students
Disabled Population (10)	20%	2 students	80%	8 students
Total Male Population (39)	77%	30 students	23%	9 students
Total Female Population (48)	77%	37 students	23%	11 students
Disadvantaged Population (32)	59%	19 students	41%	13 students
Non-Disadvantaged Population (55)	87%	48 students	13%	7 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (4)	75%	3 students	25%	1 student

* (N/R) Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

GLOBAL HISTORY & GEOGRAPHY

	# taking	% passing
1999-00	53	89%
2000-01	74	82%
2001-02	70	93%
2002-03	71	82%
2003-04	58	83%
2004-05	70	73%
2005-06	88	80%
2006-07	95	64%
2007-08	94	81%
2008-09	73	86%



The Global History & Geography Regents Examination was developed to reflect the Social Studies content and intellectual skills described in the five Social Studies Standards, which are:

- Standard 1 - History of the United States & New York
- Standard 2 - World History
- Standard 3 - Geography
- Standard 4 - Economics
- Standard 5 - Civics, Citizenship & Government

The examination includes 50 multiple-choice questions designed to assess students' understanding of content and their ability to apply this content understanding to the interpretation and analysis of graphs, cartoons, maps, charts and diagrams. The thematic essay is based upon themes taught in class and requires students to compare and contrast events, analyze issues, or evaluate solutions to problems in a comprehensive and cohesive essay that includes a clearly articulated introduction statement and logically drawn conclusion. The document-based question

requires students to identify and explore events or issues by examining, analyzing and evaluating textual and visual primary and secondary source documents.

Currently, 86% of our students are meeting or exceeding standards. Our 2010 student achievement goal is 90%. We have made improvements in all subgroups and will continue to focus on the disadvantaged subgroup where 22 of the 29 students met with success on this assessment. The 6th - 12th grade Social Studies Department has worked on implementation of literacy strategies and better collaboration with the English Department. A team-taught class is offered that includes both the Global Studies teacher and a special education teacher in an effort to decrease the teacher-to-student ratio and increase the ability to meet the individual needs of students. Reading and writing barriers are also addressed through Academic Intervention Services with certified English teachers who work with students to improve their skills.

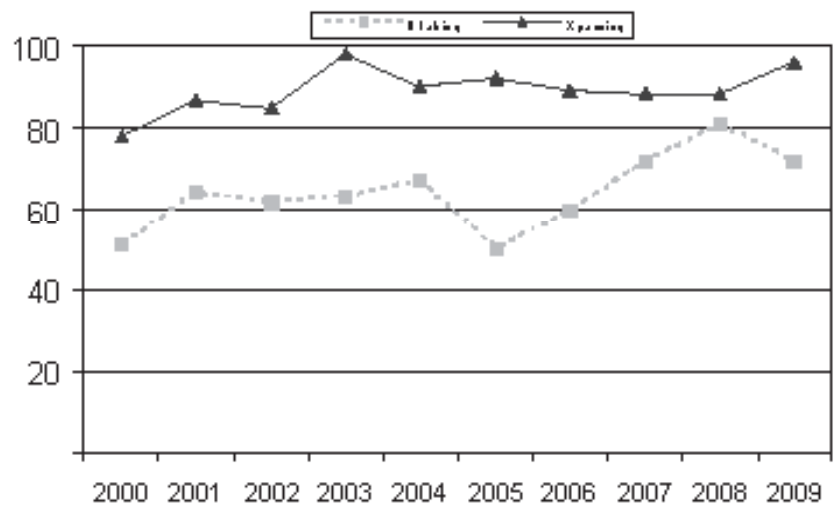
GLOBAL HISTORY	Meeting State Standards		Not Yet at State Standards	
Total Population (73)	86%	63 students	14%	10 students
General Population (67)	85%	57 students	15%	10 students
Disabled Population (6)	100%	6 students	0%	0 students
Total Male Population (39)	90%	35 students	10%	4 students
Total Female Population (34)	82%	28 students	18%	6 students
Disadvantaged Population (29)	76%	22 students	24%	7 students
Non-Disadvantaged Population (44)	93%	41 students	7%	3 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (2)	100%	2 students	0%	0 students

Data reflects low-pass option for students with disabilities.

* Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

US HISTORY & GOVERNMENT

	# taking	% passing
1999-00	51	78%
2000-01	64	87%
2001-02	62	85%
2002-03	63	98%
2003-04	68	90%
2004-05	50	92%
2005-06	60	89%
2006-07	72	88%
2007-08	81	88%
2008-09	72	96%



The U.S. History & Government Regents Examination was developed to reflect the Social Studies content and intellectual skills described in the five Social Studies Standards, which are:

- Standard 1 - History of the United States & New York
- Standard 2 - World History
- Standard 3 - Geography
- Standard 4 - Economics
- Standard 5 - Civics, Citizenship & Government

The exam includes 50 multiple-choice items designed to assess both the students' understanding of the U.S. History & Government content and their ability to apply the content understandings to the interpretation & analysis of reading passages, graphs, political cartoons, maps, charts and diagrams. Students are expected to apply the intellectual skills (taken from commencement-level performance indicators) in completing the thematic essay and document-based question. Thematic essays

require students to explore in depth one of the major themes taught in the course. Document-based questions require students to identify and explore events or issues by examining, analyzing and evaluating textual and visual primary and secondary source documents.

Currently, 96% of our students are meeting or exceeding standards. Our goal for 2010 is to maintain this level. We are pleased with the success of all subgroups this year. Students in this course are offered the opportunity to participate in a team-taught class with a Social Studies teacher and a special education teacher, thereby decreasing the student-to-teacher ratio and improving the ability to meet individual student needs. Reading and writing barriers are also addressed through Academic Intervention Services with certified English teachers who work with students to improve their skills.

US HISTORY	Meeting State Standards		Not Yet at State Standards	
Total Population (72)	96%	69 students	4%	3 students
General Population (66)	95%	63 students	5%	3 students
Disabled Population (6)	100%	6 students	0%	0 students
Total Male Population (32)	97%	31 students	3%	1 student
Total Female Population (40)	95%	38 students	5%	2 students
Disadvantaged Population (18)	94%	17 students	6%	1 student
Non-Disadvantaged Population (54)	96%	52 students	4%	2 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (3)	100%	3 students	0%	0 students

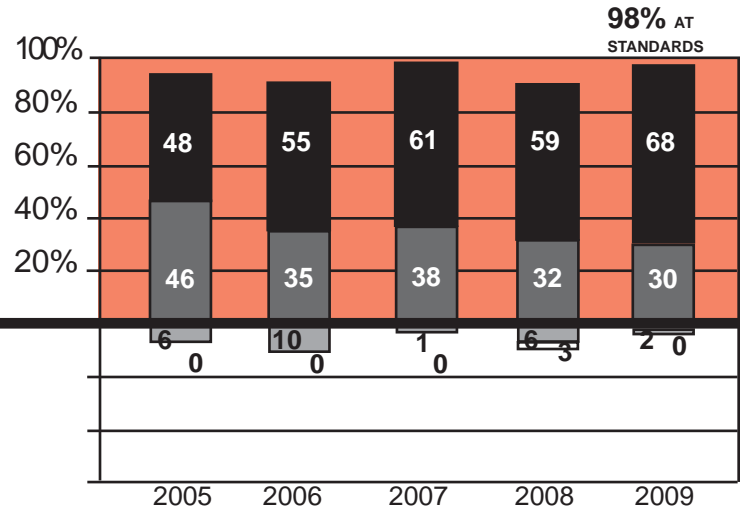
Data reflects low-pass option for students with disabilities.

* Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

NEW YORK STATE STANDARDS: 4TH GRADE SCIENCE

4th Grade Science Results: Total Population

	04-05	05-06	06-07	07-08	08-09	
Level 4	48%	55%	61%	59%	68%	}
Level 3	46%	35%	38%	32%	30%	
Level 2	6%	10%	1%	6%	2%	
Level 1	0%	0%	0%	3%	0%	



The purpose of the New York State 4th grade Science Assessment is to measure achievement of the NYS Learning Standards for Math, Science and Technology at the elementary level. The test consists of two required components, a written test and a performance test.

The written test consists of multiple-choice, constructed-response and extended constructed-response questions. The performance test consists of three stations where students will perform a number of hands-on science tasks. All students complete the three stations independently.

Currently, we have 98% of our students meeting or exceeding standards. Our goal for 2010 is to maintain this level of overall student achievement. We will focus on the cohort of students with disabilities, where only 3 out of 7 students achieved proficiency. The fourth grade team worked together to disaggregate the results and will analyze both the written and performance portions to determine what instructional changes should be made to better support our students with disabilities.

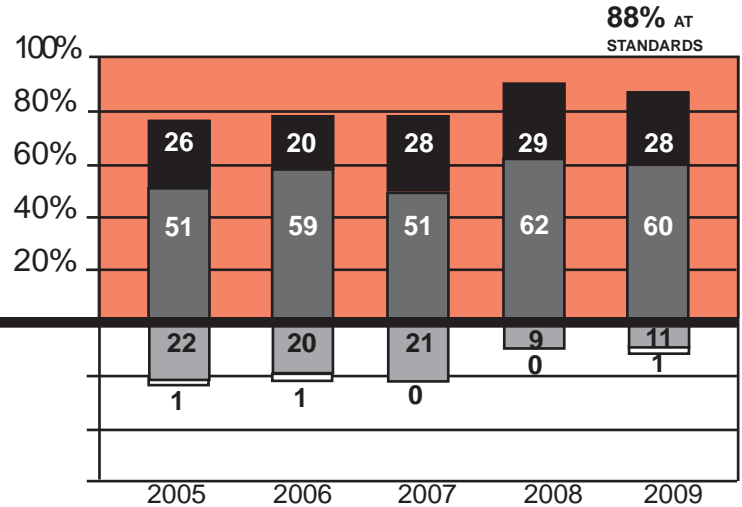
4 th GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
Total Population (57)	98%	56 students	2%	1 student
General Population (51)	100%	51 students	0%	0 students
Disabled Population (6)	83%	5 students	17%	1 student
Total Male Population (31)	97%	30 students	3%	1 student
Total Female Population (26)	100%	26 students	0%	0 students
Disadvantaged Population (22)	95%	21 students	5%	1 student
Non-Disadvantaged Population (35)	100%	35 students	0%	0 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (2)	*Not reportable		*Not reportable	

* Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

NEW YORK STATE STANDARDS: 8TH GRADE SCIENCE

8th Grade Science Results: Total Population

	04-05	05-06	06-07	07-08	08-09	
Level 4	26%	20%	28%	29%	28%	88% AT STDS
Level 3	51%	59%	51%	62%	60%	
Level 2	22%	20%	21%	9%	11%	
Level 1	1%	1%	0%	0%	1%	



The Grade 8 Intermediate-Level Science Test is designed to measure student success on the Intermediate Math, Science and Technology standards. The 8th grade assessment consists of two required components, a written test and a performance test. The written test consists of multiple-choice and open-ended questions. Students have two hours to complete the written test. The performance test consists of hands-on tasks set up at three stations, for a total testing time of 45 minutes.

typically instructed in a team-taught classroom with a science teacher and special education teacher. Through test analysis we hope to develop strategies that will increase the success for this particular cohort.

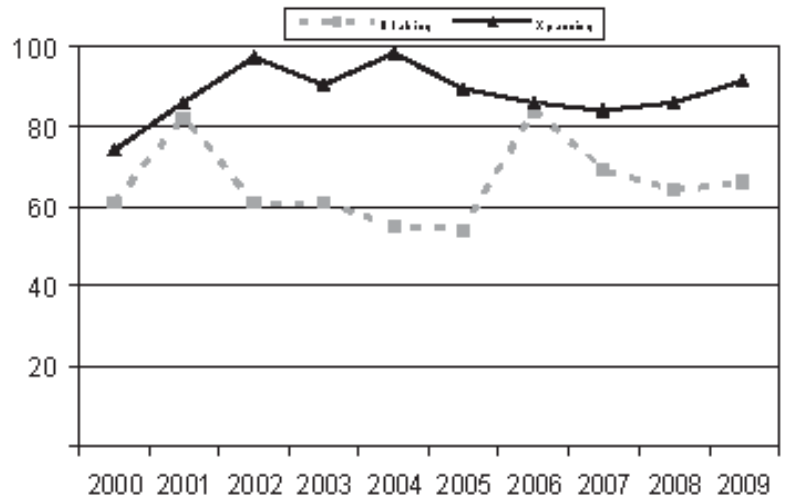
Currently, we have 88% of our students meeting or exceeding standards. This is a slight decrease from last year. Our goal for 2010 is to return to 90%+ proficiency. We utilize the test analysis completed by BOCES to identify gaps in the curriculum. This data provides us with information that is essential in planning for team-taught classes and remediation. We will focus on the students with disabilities cohort where only 50% of the cohort met with success on the assessment. Students with disabilities are

8 th GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
Total Population (87)	88%	76 students	12%	11 students
General Population (77)	93%	71 students	7%	6 students
Disabled Population (10)	50%	5 students	50%	5 students
Total Male Population (39)	90%	35 students	10%	4 students
Total Female Population (48)	85%	41 students	15%	7 students
Disadvantaged Population (32)	75%	24 students	25%	8 students
Non-Disadvantaged Population (55)	95%	52 students	5%	3 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (4)	*Not reportable		*Not reportable	

* Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

LIVING ENVIRONMENT

	# taking	% passing
1999-00	61	74%
2000-01	82	86%
2001-02	61	97%
2002-03	61	90%
2003-04	55	98%
2004-05	54	89%
2005-06	85	85%
2006-07	69	84%
2007-08	64	86%
2008-09	66	91%



The Living Environment Regents Examination is based on the Living Environment Core Curriculum which is based on Standards 1 and 4 of the New York State Learning Standards for Mathematics, Science, and Technology. These content-based questions test the students' ability to apply, analyze, synthesize, and evaluate information from the Living Environment Core Curriculum. The exam is divided into four sections (Parts A-D) each consisting of a variety of questions and structure.

Part A consists of 30 content-based multiple-choice questions. These questions are worth 1 credit each, for a total of 30 credits. Part B consists of 25 content and skill-based questions assessing the students' ability to apply, analyze, and evaluate material from the core curriculum and are worth 25 credits, as does Part C. The items from Part B and Part C may be either multiple-choice or short constructed-response questions (CRQ).

The answer to each CRQ question may come from a document provided on the exam, or may require that the students incorporate outside information that they learned while studying this subject. Part D includes questions concerning the concepts and skills learned while performing the four lab activities that New York State requires: Making Connections, Diffusion Through a Membrane, Beaks of Finches, and Relationships and Biodiversity. Multiple-choice and open-ended questions (similar to the questions in Parts B and C), will assess the concepts, content, and process skills associated with laboratory experiences in Living Environment that are aligned to the New York State Living Environment Core Curriculum.

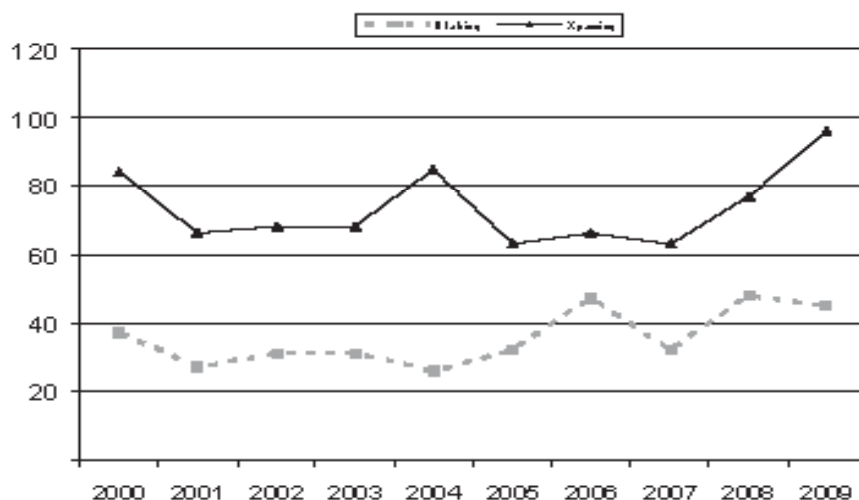
Currently, we have 91% of our students meeting or exceeding standards. Our goal for 2010 is to maintain or increase beyond this level. We had no students unable to participate in the exam due to not meeting lab requirements, which has been an issue in the past. We will continue to work with students with disabilities on test-taking strategies in an effort to improve their success rate on this exam.

LIVING ENVIRONMENT	Meeting State Standards		Not Yet at State Standards	
Total Population (66)	91%	60 students	9%	6 students
General Population (58)	93%	54 students	7%	4 students
Disabled Population (8)	75%	6 students	25%	2 students
Total Male Population (40)	93%	37 students	7%	3 students
Total Female Population (26)	89%	23 students	11%	3 students
Disadvantaged Population (21)	90%	19 students	10%	2 students
Non-Disadvantaged Population (45)	91%	41 students	9%	4 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (2)	100%	2 students	0%	0 students

*Data reflects low-pass option for disabled students.

CHEMISTRY

	# taking	% passing
1999-00	37	84%
2000-01	27	66%
2001-02	31	68%
2002-03	31	68%
2003-04	26	85%
2004-05	32	63%
2005-06	47	66%
2006-07	32	63%
2007-08	48	77%
2008-09	45	96%



The Chemistry Regents Examination has been developed to assess student achievement at commencement level of Standards 1, 2, 4, 6 and 7 of the Learning Standards for Mathematics, Science and Technology. The learning standards are as follows:

- Standard 1 - Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2 - Students will access, generate, process and transfer information using appropriate technologies.
- Standard 4 - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 6 - Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

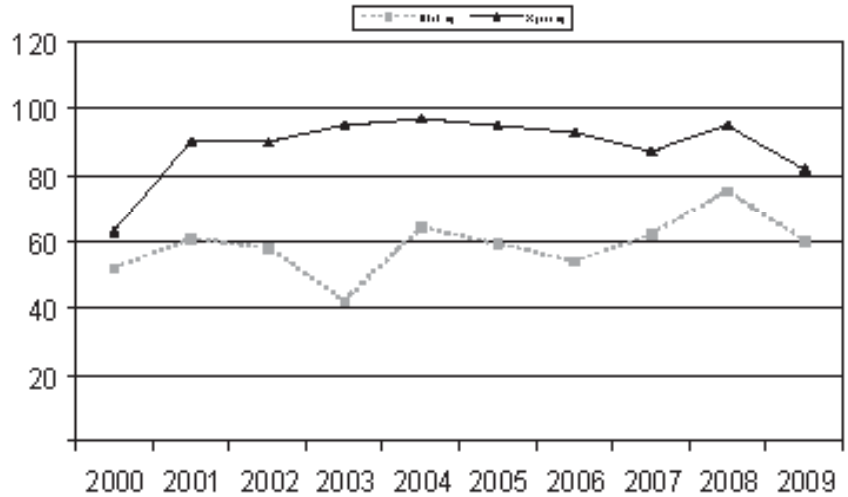
- Standard 7 - Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

Currently, we have 96% of our students meeting or exceeding standards. This represents a 19% increase over last year and a 33% increase from 2006-2007. Our achievement goal for 2010 is to maintain this level.

CHEMISTRY	Meeting State Standards		Not Yet at State Standards	
Total Population (45)	96%	43 students	4%	2 students
General Population (45)	96%	43 students	4%	2 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (16)	100%	16 students	0%	0 students
Total Female Population (29)	93%	27 students	7%	2 students
Disadvantaged Population (7)	100%	7 students	0%	0 students
Non-Disadvantaged Population (38)	95%	36 students	5%	2 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (2)	100%	2 students	0%	0 students

EARTH SCIENCE/PHYSICAL SETTING

	# taking	% passing
1999-00	52	63%
2000-01	61	90%
2001-02	58	90%
2002-03	42	95%
2003-04	64	97%
2004-05	59	95%
2005-06	54	91%
2006-07	62	87%
2007-08	75	95%
2008-09	60	82%



The New York State Regents Examination in Earth Science/Physical Setting is designed to measure achievement of the state learning standards. The performance component consists of hands-on tasks to be completed at six stations. The time allowed for completing the task at each station is ten minutes. The six stations are:

- Station 1 - Mineral & Rock Identification
- Station 2 - Locating an Epicenter
- Station 3 - Atmospheric Moisture
- Station 4 - Density of Fluids
- Station 5 - Data Collecting, Graphing & Predicting
- Station 6 - Constructing & Analyzing an Elliptical Orbit

Currently, 82% of our students are meeting or exceeding standards. Our achievement goal for 2010 is to return to 90%+ proficiency. This year we had 18% (13 students) unable to participate in the Regents exams due to not completing lab requirements. Given the 13% decrease in scores and the 5% increase in the number of students ineligible to participate in the assessment, we will work on a variety of methods/strategies to improve student success in completing the required labs in order to participate in the Regents examination, as well as increase proficiency on the exam.

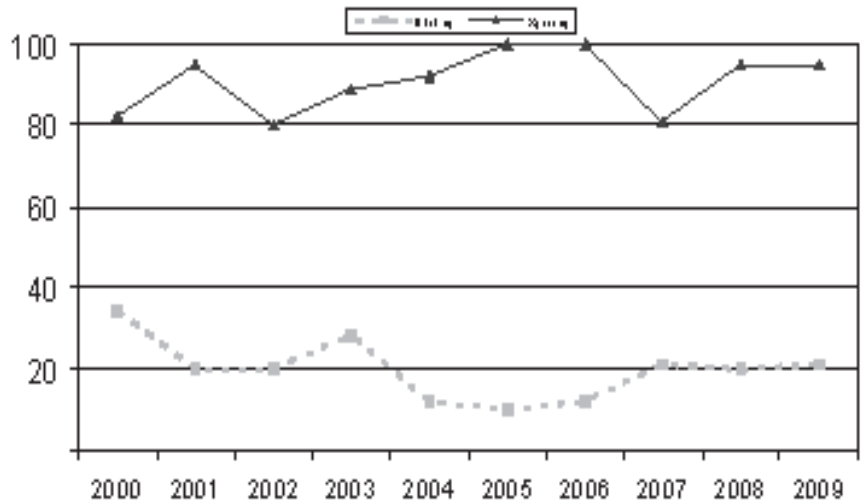
EARTH SCIENCE	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (60)	82%	49 students	18%	11 students
General Population (55)	82%	45 students	18%	10 students
Disabled Population (5)	80%	4 students	20%	1 student
Total Male Population (22)	77%	17 students	23%	5 students
Total Female Population (38)	84%	32 students	16%	6 students
Disadvantaged Population (23)	83%	19 students	17%	4 students
Non-Disadvantaged Population (37)	81%	30 students	19%	7 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (1)	100%	1 student	0%	0 students

*Data reflects low-pass option for disabled students.

PHYSICS

	# taking	% passing
1999-00	34	82%
2000-01	20	95%
2001-02	20	80%
2002-03	28	89%
2003-04*	12	92%
2004-05*	10	100%
2005-06	12	100%
2006-07	21	81%
2007-08	20	95%
2008-09	21	95%

* These tests scores were rescaled.



The Physics Regents Examination has been developed to assess student achievement at commencement level of Standards 1, 2, 4, 6 and 7 of the Learning Standards for Mathematics, Science and Technology. The learning standards are as follows:

- Standard 1 - Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2 - Students will access, generate, process and transfer information using appropriate technologies.
- Standard 4 - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 6 - Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

- Standard 7 - Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

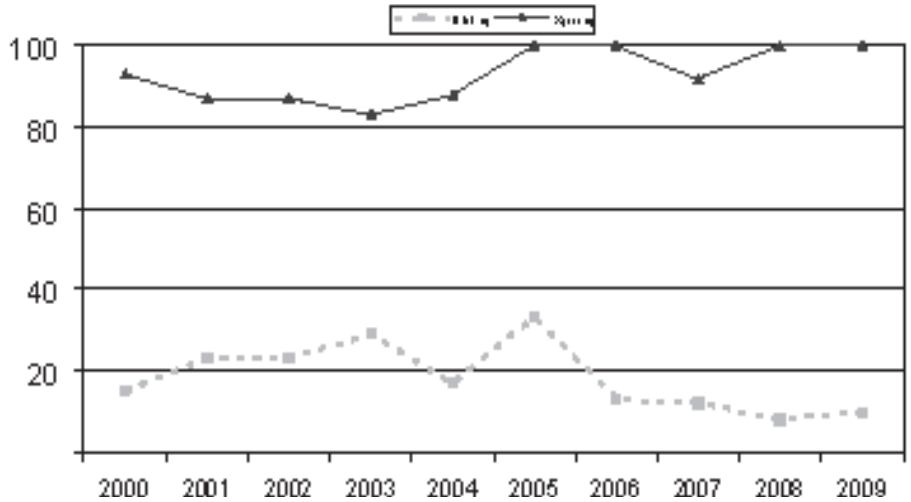
Currently, 95% of our students are meeting or exceeding standards. Our achievement goal for 2010 is to maintain this level of proficiency. We will continue to work with all students who are interested in challenging themselves in higher level Science courses.

PHYSICS	Meeting State Standards		Not Yet at State Standards	
Total Population (21)	95%	20 students	5%	1 student
General Population (21)	95%	20 students	5%	1 student
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (12)	100%	12 students	0%	0 students
Total Female Population (9)	89%	8 students	11%	1 student
Disadvantaged Population (2)	100%	2 students	0%	0 students
Non-Disadvantaged Population (19)	95%	18 students	5%	1 student
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (1)	100%	1 student	0%	0 students

Data reflects low-pass option for disabled students.

FRENCH III

	# taking	% passing
1999-00	15	93%
2000-01	23	87%
2001-02	23	87%
2002-03	29	83%
2003-04	17	88%
2004-05	33	100%
2005-06	13	100%
2006-07	12	92%
2007-08	8	100%
2008-09	10	100%



This examination is composed of four parts:

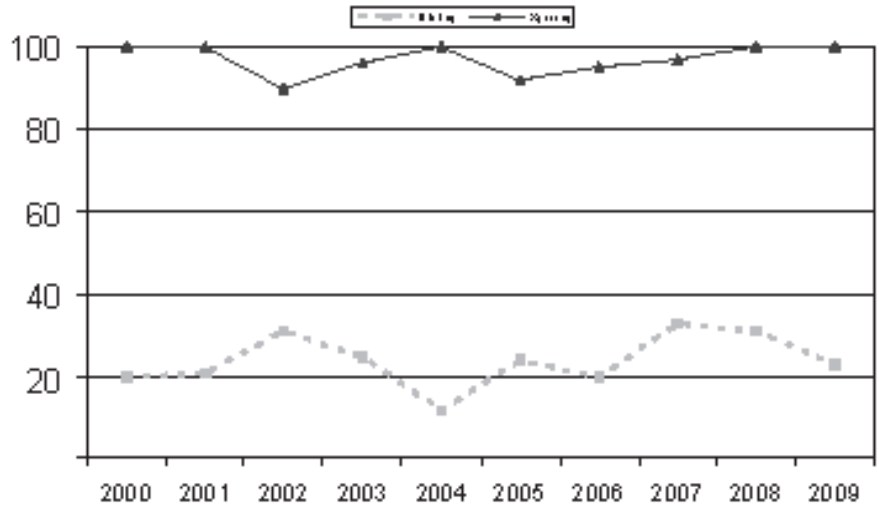
- Speaking
- Listening with questions in English & then in French
- Reading comprehension passage with multiple choice questions in French & English, as well as Realia with multiple choice questions in English
- Writing Component - Two writing tasks out of three choices (100 words each)

Currently, 100% of our students are meeting or exceeding standards. Our achievement goal for 2010 is to maintain this level of success. We continue to offer challenging world-class language courses and work to meet the needs of all students involved.

FRENCH III	Meeting State Standards		Not Yet at State Standards	
Total Population (10)	100%	10 students	0%	0 students
General Population (10)	100%	10 students	0%	0 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (3)	100%	3 students	0%	0 students
Total Female Population (7)	100%	7 students	0%	0 students
Disadvantaged Population (2)	100%	2 students	0%	0 students
Non-Disadvantaged Population (8)	100%	8 students	0%	0 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (0)	0%	0 students	0%	0 students

SPANISH III

	# taking	% passing
1999-00	20	100%
2000-01	21	100%
2001-02	31	90%
2002-03	25	96%
2003-04	12	100%
2004-05	24	92%
2005-06	20	95%
2006-07	33	97%
2007-08	31	100%
2008-09	23	100%



This examination is composed of four parts:

- Speaking
- Listening with questions in English & then in Spanish
- Reading comprehension passage with multiple choice questions in Spanish & English, as well as Realia with multiple choice questions in English
- Writing Component - Two writing tasks out of three choices (100 words each)

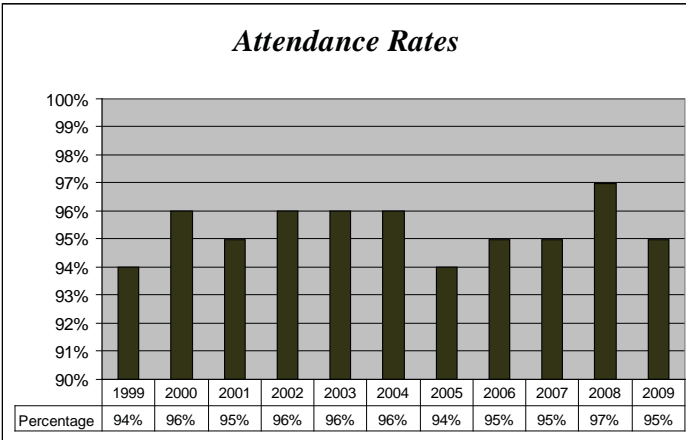
Currently, 100% of our students are meeting or exceeding the standards. Our achievement goal for 2010 is to maintain this level of proficiency. We will continue to offer challenging world-class language courses and work to meet the needs of all students involved.

SPANISH III	Meeting State Standards		Not Yet at State Standards	
Total Population (23)	100%	23 students	0%	0 students
General Population (23)	100%	23 students	0%	0 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (13)	100%	13 students	0%	0 students
Total Female Population (10)	100%	10 students	0%	0 students
Disadvantaged Population (5)	100%	5 students	0%	0 students
Non-Disadvantaged Population (18)	100%	18 students	0%	0 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (1)	0%	0 students	0%	0 students

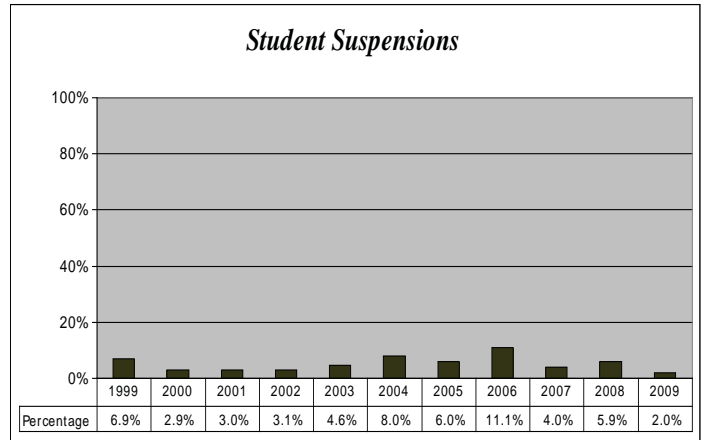
Data reflects low-pass option for disabled students.

MISCELLANEOUS DATA

Attendance Rates

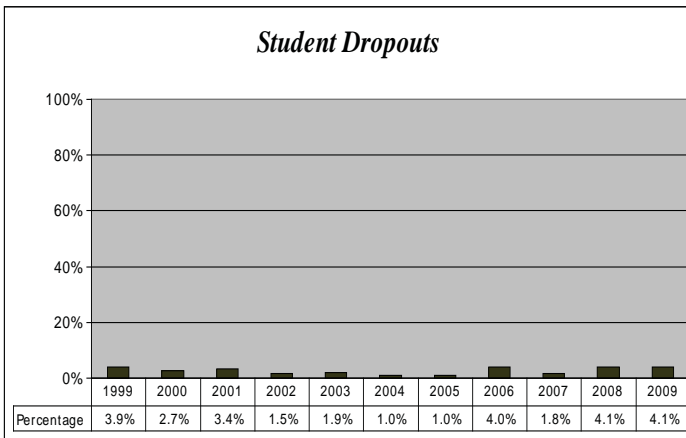


Student Suspensions

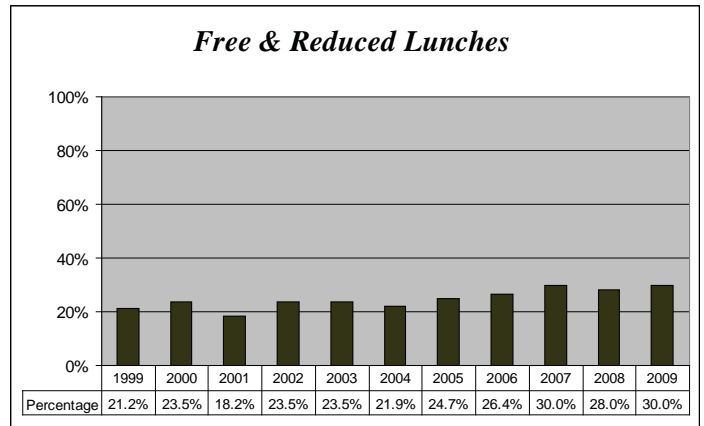


* Data reflects a change in calculation from previous years.
 * Current data show a dropout percentage of students entering Red Jacket at 9th grade who graduate in 4 years. Data does not count GED, IEP or students who take a 5th year to graduate.

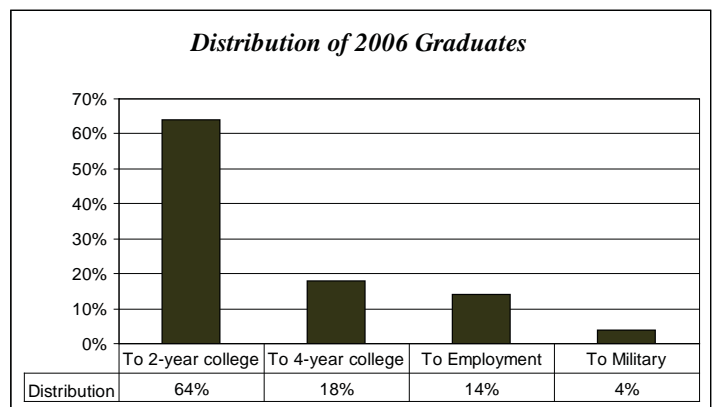
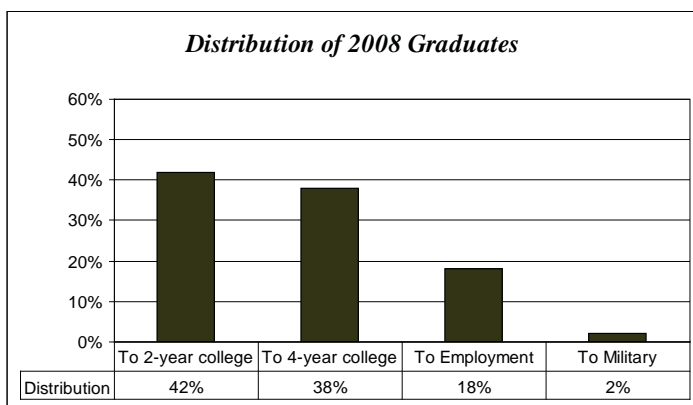
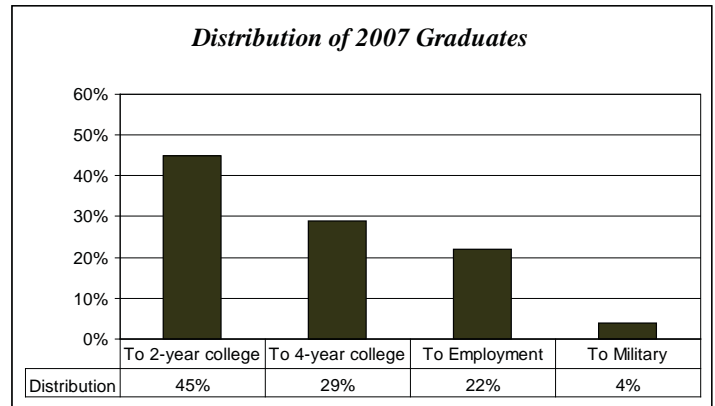
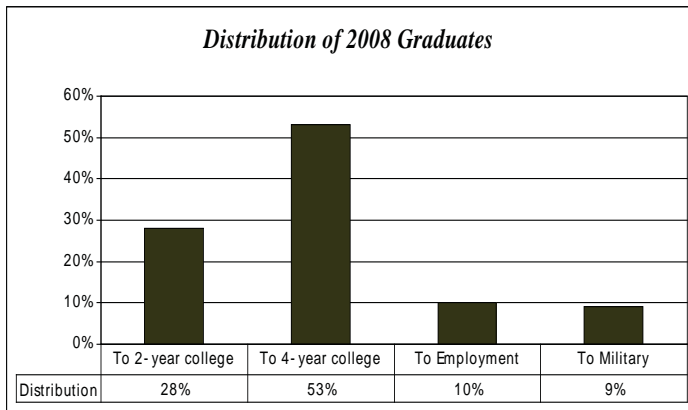
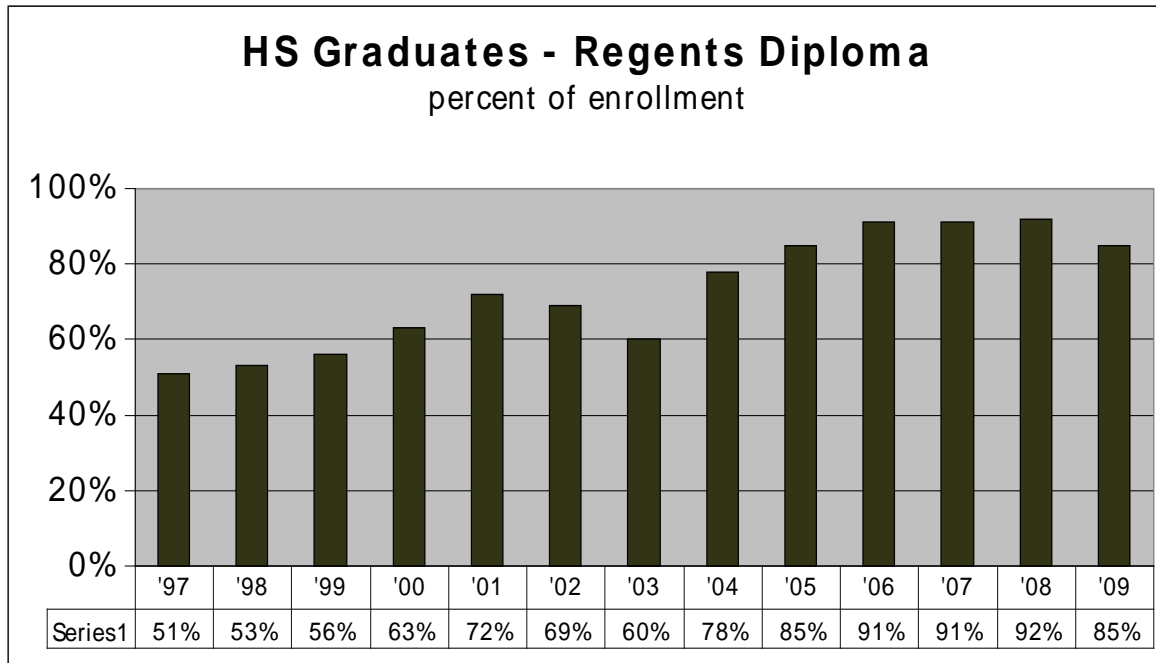
Student Dropouts



Free & Reduced Lunches



MISCELLANEOUS DATA



Fall Enrollment

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Kindergarten	66	72	69	62	66	65	71	67
First	81	69	69	73	58	61	62	70
Second	64	81	69	66	74	59	63	60
Third	69	67	84	69	74	73	56	62
Fourth	78	74	62	79	65	73	70	54
Fifth	78	75	73	62	80	63	76	67
Sixth	93	91	77	72	62	75	65	81
Seventh	75	95	93	87	77	63	82	62
Eighth	59	76	91	87	83	74	60	85
Ninth	90	61	81	90	100	73	69	56
Tenth	91	83	68	70	85	83	73	67
Eleventh	73	75	69	56	62	77	81	71
Twelfth	68	62	68	68	60	62	81	81
Out of District Placements						13	12	13
Total Enrollment	985	981	973	941	946	914	921	896

Average Class Size

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Kindergarten	17	18	20	16	17	16	18	22
Grades 1-5	21	18	18	17	17	20	16	17
English Grade 8	15	18	18	21	20	19	20	21
Math Grade 8	15	18	15	17	20	19	20	21
Science Grade 8	20	18	23	17	20	19	20	21
Social Studies Gr 8	20	18	18	21	20	19	20	21
English Grade 10	22	21	17	16	21	21	18	17
Math Grade 10	18	21	17	16	21	21	18	17
Science Grade 10	18	21	17	16	21	21	24	17
Social Studies Gr 10	22	21	17	16	21	21	24	17

Your comments concerning improving the quality of this document would be greatly appreciated.

Please forward any suggestions to:

Bob Leiby, Superintendent

MSCSD District Office

1506 Route 21

Shortsville, NY 14548

PUPILS WITH DISABILITIES

Autism	7
Emotionally Disturbed	12
Learning Disabled	34
Mentally Retarded	6
Hearing Impairment	1
Speech Impaired	10
Visually Impaired	1
Orthopedic Impairment	1
Other Health Impaired	18
Multiple Disabilities	5
Traumatic Brain Injury	0
Pre-School	6
TOTAL	101

HISTORICAL TRUE TAX RATE

1997-1998	\$23.47
1998-1999	\$23.78
1999-2000	\$23.39
2000-2001	\$23.74
2001-2002	\$26.97
2002-2003	\$26.30
2003-2004	\$26.22
2004-2005	\$26.55
2005-2006	\$26.66
2006-2007	\$27.11
2007-2008	\$25.98
2008-2009	\$25.57
2009-2010	\$24.98

NUMBER OF ENGLISH AS A SECOND**LANGUAGE STUDENTS**

2001	2
2002	2
2003	5
2004	4
2005	1
2006	1
2007	0
2008	0
2009	2

DISTRICT BUDGET

1999-2000	\$12,879,776
2000-2001	\$12,170,328
2001-2002	\$13,040,099
2002-2003	\$12,560,955
2003-2004	\$12,693,620
2004-2005	\$12,987,609
2005-2006	\$13,606,218
2006-2007	\$13,888,311
2007-2008	\$14,532,412
2008-2009	\$15,142,202
2009-2010	\$15,230,253

**OUR MISSION**

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.