

# 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.

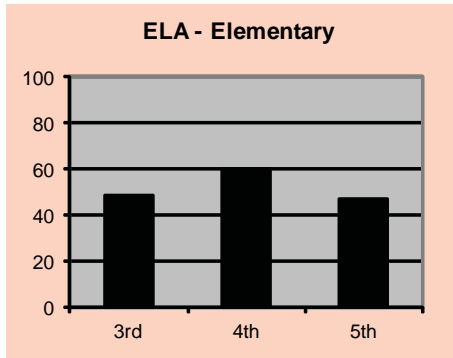
**Level 1: Not Meeting Learning Standards**  
Student performance does not demonstrate an understanding of the ELA knowledge and skills expected at this grade level.

**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



2010-11 Grades 3-5

The graph to the left represents our 3rd through 5th grade student's performance on the April 2011 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.

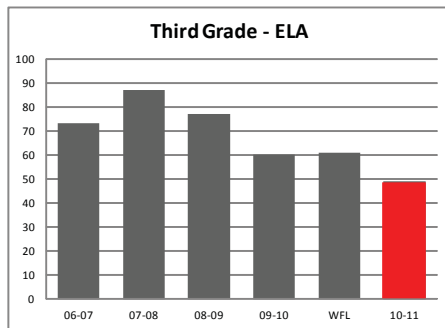
The ELA Assessments focus on students' actual performances as readers, writers, and listeners, and are directly connected to curriculum and instructional practice through the performance indicators. Each item on a New York State ELA test, whether a multiple choice question, short response or extended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

Red Jacket saw depressed scores at both the 3rd and 5th grade levels, similar to BOCES averages. We did see a gain at the 4th grade level that kept us even with the BOCES average.

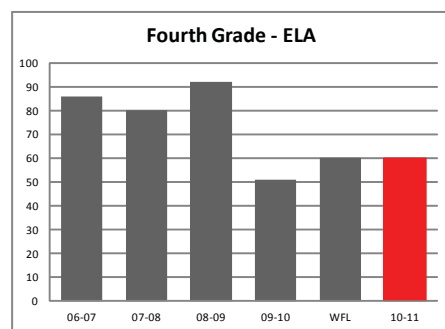
Moving forward from the 2011 assessments we are uncertain what 2012 will bring. Having adopted the common core standards for implementation in the 2012-2013 school year, we will be working toward the implementation and adjusting both curriculum and instruction accordingly. We will focus on the ELA Shifts during the 2011-2012 school year, which will enhance our instruction and move us closer to the common core. The shifts are:

- \*Shift 1 - Balancing Literary & Informational Texts.
- \*Shift 2 - Gr. 6-12, Knowledge in the Disciplines.
- \*Shift 3 - Staircase of Complexity
- \*Shift 4 - Text-Based Answers
- \*Shift 5 - Writing from Sources
- \*Shift 6 - Academic Vocabulary

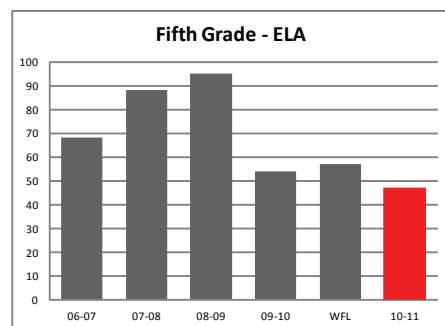
### Historical Data



<b>3<sup>rd</sup> Grade</b>	
2010-11	49%
WFL BOCES Avg	61%
2009-10	60%
2008-09	77%
2007-08	87%
2006-07	73%



<b>4<sup>th</sup> Grade</b>	
2010-11	60%
WFL Avg	60%
2009-10	51%
2008-09	92%
2007-08	80%
2006-07	86%



<b>5<sup>th</sup> Grade</b>	
2010-11	47%
WFL Avg	57%
2009-10	54%
2008-09	95%
2007-08	88%
2006-07	68%

## NEW YORK STATE STANDARDS: ENGLISH LANGUAGE ARTS (ELA)

### 3<sup>rd</sup> Grade ELA Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	12%	15%	15%	3%	} 49% AT STDS
Level 3	76%	62%	45%	46%	
Level 2	12%	20%	31%	37%	
Level 1	0%	3%	9%	14%	

3 <sup>rd</sup> GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (76)	49% 37 students	51% 39 students
General Population (65)	54% 35 students	46% 30 students
Disabled Population (11)	18% 2 student	82% 9 students
Total Male Population (43)	37% 16 students	63% 27 students
Total Female Population (33)	64% 21 students	36% 12 students
Disadvantaged Population (26)	39% 10 students	61% 16 students
Non-Disadvantaged Population (50)	54% 27 students	46% 23 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	60% 3 students	40% 2 students

### 4<sup>th</sup> Grade ELA Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	6%	2%	3%	0%	} 60% AT STDS
Level 3	74%	90%	48%	60%	
Level 2	16%	6%	43%	30%	
Level 1	4%	2%	6%	10%	

4 <sup>th</sup> GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (63)	60% 38 students	40% 25 students
General Population (55)	69% 38 students	31% 17 students
Disabled Population (8)	0% 0 students	100% 8 students
Total Male Population (34)	50% 17 students	50% 17 students
Total Female Population (29)	72% 21 students	28% 8 students
Disadvantaged Population (17)	47% 8 students	53% 9 students
Non-Disadvantaged Population (46)	65% 30 students	35% 16 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (4)	NR	NR

### 5<sup>th</sup> Grade ELA Results: Total Population

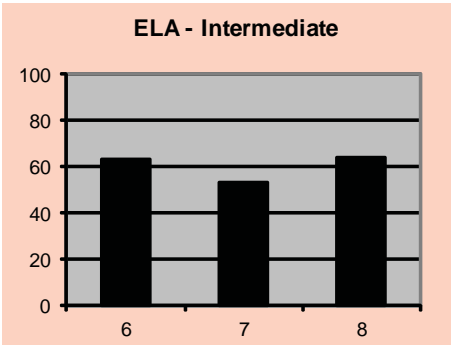
	07-08	08-09	09-10	10-11	
Level 4	3%	15%	18%	2%	} 47% AT STDS
Level 3	85%	62%	37%	45%	
Level 2	12%	20%	40%	44%	
Level 1	0%	3%	5%	9%	

5 <sup>th</sup> GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (64)	47% 30 students	53% 34 students
General Population (58)	52% 30 students	48% 28 student
Disabled Population (6)	0% 0 students	100% 6 students
Total Male Population (36)	42% 15 students	58% 21 students
Total Female Population (28)	54% 15 students	46% 13 students
Disadvantaged Population (16)	19% 3 students	81% 13 students
Non-Disadvantaged Population (48)	56% 27 students	44% 21 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	40% 2 students	60% 3 students

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

# INTERMEDIATE

## PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS



2010-11 Grades 6-8

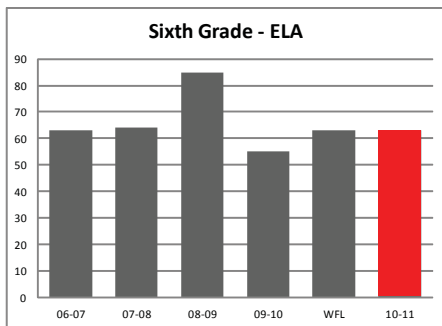
The graph to the left represents our 6<sup>th</sup> through 8<sup>th</sup> grade student's performance on the April 2010 NYS ELA Assessments.

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.

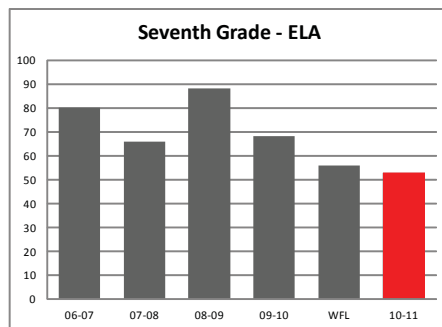
### Historical Data



6 <sup>th</sup> Grade	
2010-11	63%
WFL Avg	63%
2009-10	55%
2008-09	85%
2006-07	64%
2007-08	63%

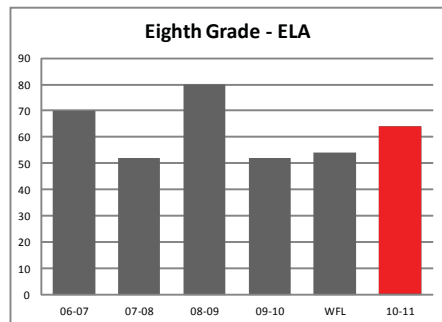
The ELA Assessments focus on students' actual performances as readers, writers, and listeners, and are directly connected to curriculum and instructional practice through the performance indicators. Each item on a New York State ELA test, whether a multiple choice question, short response or extended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

Red Jacket saw depressed scores at both the 6<sup>th</sup> and 7<sup>th</sup> grade levels, similar to the BOCES averages. The 8<sup>th</sup> grade saw a 12% increase this year that was 10% above the BOCES average.



7 <sup>th</sup> Grade	
2010-11	53%
WFL Avg	56%
2009-10	68%
2008-09	88%
2006-07	66%
2007-08	80%

Moving forward from the 2011 assessments we are uncertain what 2012 will bring. Having adopted the common core standards for implementation in the 2012-2013 school year, we will be working toward the implementation and adjusting both curriculum and instruction accordingly. We will focus on the ELA Shifts during the 2011-2012 school year, which will enhance our instruction and move us closer to the common core. The shifts are:



8 <sup>th</sup> Grade	
2010-11	64%
WFL Avg	54%
2009-10	52%
2008-09	80%
2006-07	52%
2007-08	70%

- \*Shift 1 - Balancing Literary & Informational Texts.
- \*Shift 2 - Gr. 6-12, Knowledge in the Disciplines.
- \*Shift 3 - Staircase of Complexity
- \*Shift 4 - Text-Based Answers
- \*Shift 5 - Writing from Sources
- \*Shift 6 - Academic Vocabulary

# NEW YORK STATE STANDARDS: ENGLISH LANGUAGE ARTS (ELA)

## 6<sup>th</sup> Grade ELA Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	0%	2%	7%	2%	} 63% AT STDS
Level 3	63%	90%	48%	61%	
Level 2	35%	6%	38%	33%	
Level 1	2%	2%	7%	4%	

6 <sup>th</sup> GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (57)	63% 36 students	37% 21 students
General Population (52)	69% 36 students	31% 16 students
Disabled Population (5)	0% 0 students	100% 5 students
Total Male Population (33)	61% 20 students	39% 13 students
Total Female Population (24)	67% 16 students	33% 8 students
Disadvantaged Population (17)	65% 11 students	35% 6 students
Non-Disadvantaged Population (40)	63% 25 students	37% 15 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (2)	NR	NR

## 7<sup>th</sup> Grade ELA Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	0%	3%	16%	7%	} 53% AT STDS
Level 3	80%	85%	52%	46%	
Level 2	20%	12%	29%	43%	
Level 1	0%	0%	3%	4%	

7 <sup>th</sup> GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (72)	53% 38 students	47% 34 students
General Population (67)	55% 37 students	45% 30 students
Disabled Population (5)	20% 1 student	80% 4 students
Total Male Population (41)	51% 21 students	49% 20 students
Total Female Population (31)	55% 17 students	45% 14 students
Disadvantaged Population (23)	35% 8 students	65% 15 students
Non-Disadvantaged Population (49)	61% 30 students	39% 19 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	100% 5 students	0% 0 students

## 8<sup>th</sup> Grade ELA Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	7%	2%	5%	1%	} 64% AT STDS
Level 3	63%	77%	47%	63%	
Level 2	28%	21%	43%	35%	
Level 1	2%	0%	5%	1%	

8 <sup>th</sup> GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (78)	64% 50 students	36% 28 students
General Population (70)	70% 49 students	30% 21 students
Disabled Population (8)	13% 1 students	87% 7 students
Total Male Population (44)	55% 24 students	45% 20 students
Total Female Population (34)	77% 26 students	27% 8 students
Disadvantaged Population (29)	48% 14 students	52% 15 students
Non-Disadvantaged Population (49)	74% 36 students	26% 13 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (7)	72% 5 students	28% 2 students

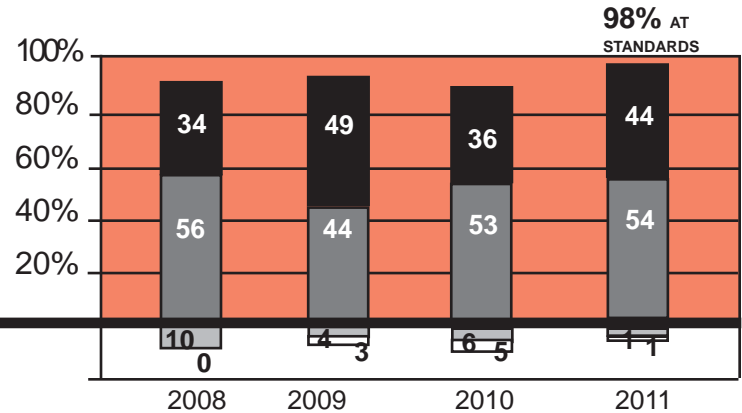
\* NR: Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

# SECONDARY

## PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS

### 11<sup>th</sup> Grade ELA Results: Total Population

	07-08	08-09	09-10	10-11
Level 4	34%	49%	36%	44%
Level 3	56%	44%	53%	54%
Level 2	10%	4%	6%	1%
Level 1	0%	3%	5%	1%



The above graph represents the performance of our students on the NYS 11th grade ELA Regents Exam in August '10, January '11 and June '11. The 11th grade ELA Regents Exam is a graduation requirement for all students working toward a Regent's Diploma. We saw an increase from 89% in 2010 to 98% proficiency in 2010-2011. Our goal is to maintain this percentage for the 2011-2012 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

Beginning in January of 2011 the NYS ELA Regents Exam changed from a two day, 6 hour assessment to a one day, 3 hour assessment. The exam consists of 4 parts. Part 1 consists of a listening passage with 8 multiple-choice questions. Part 2 consists of one literary and one informational passage, each with 6 multiple-choice questions. Part 3 consists of two literary passages linked by a common theme and contains a total of 5 multiple-choice questions and two short constructed responses. One short constructed response is on the controlling idea of the passages and one is on a literary element or technique from one of the passages. Part 4, the Critical Lens, consists of one 6-credit essay question in which students will apply a quotation to literature read for school.

We believe our students are equipped with the skills to be successful on the new assessment and plan to maintain or increase our current rate of proficiency.

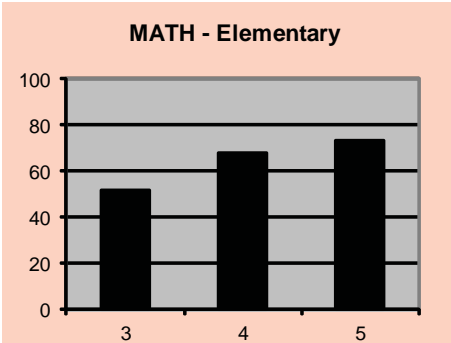
11 <sup>th</sup> GRADE ELA	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (63)</b>	97%	61 students	3%	2 students
<b>General Population (56)</b>	98%	55 students	2%	1 student
<b>Disabled Population (7)</b>	86%	6 students	14%	1 student
<b>Total Male Population (31)</b>	94%	29 students	6%	2 students
<b>Total Female Population (32)</b>	100%	32 students	0%	0 students
<b>Disadvantaged Population (24)</b>	100%	24 students	0%	0 students
<b>Non-Disadvantaged Population (39)</b>	95%	37 students	5%	2 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (0)</b>	0%	0 students	0%	0 students

Data reflects low-pass option for students with disabilities

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# ELEMENTARY

## PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



2010-11 Grades 3-5

The graph to the left represents our 3rd through 5th grade student's performance on the May 2011 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.

Similar to the ELA assessment, 3rd and 5th grade scores declined this year. There was a slight increase at the 4th grade level that kept us aligned with the BOCES average.

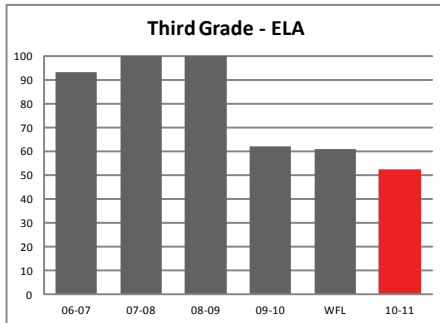
As we move toward the implementation of the common core standards for the 2012-2013 school year, we will be focusing on the shifts and practices associated with the common core curriculum for math. The shifts are as follows:

- Shift 1: Focus
- Shift 2: Coherence
- Shift 3: Fluency
- Shift 4: Deep Understanding
- Shift 5: Applications
- Shift 6: Dual Intensity

- The eight mathematical processes are:
- 1 - Make sense of problems and persevere in solving them.
  - 2 - Reason abstractly and quantitatively
  - 3 - Construct viable arguments and critique the reasoning of others
  - 4 - Model with mathematics
  - 5 - Use appropriate tools strategically
  - 6 - Attend to precision
  - 7 - Look for and make use of structure
  - 8 - Look for and express regularity in repeated reasoning

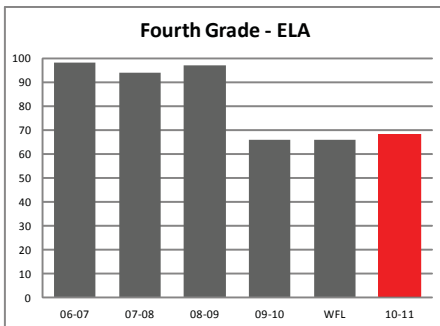
This work will begin in the 2011-2012 school year and be fully implemented during the 2012-2013 school year.

### Historical Data

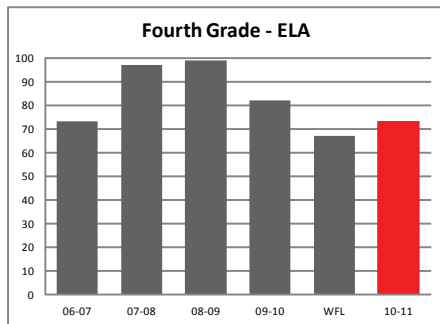


<b>3<sup>rd</sup> Grade</b>	
2010-11	52%
WFL Average	61%
*2009-10	62%
2008-09	100%
2007-08	100%
2006-07	93%

\* Cut scores were changed



<b>4<sup>th</sup> Grade</b>	
2010-11	68%
WFL Average	66%
*2009-10	66%
2008-09	97%
2007-08	94%
2006-07	98%



<b>5<sup>th</sup> Grade</b>	
2010-11	73%
WFL Average	67%
*2009-10	82%
2008-09	99%
2007-08	97%
2006-07	73%

## NEW YORK STATE STANDARDS: ELEMENTARY MATHEMATICS

### 3<sup>rd</sup> Grade Math Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	40%	21%	16%	9%	} 52% AT STDS
Level 3	60%	79%	46%	43%	
Level 2	0%	0%	33%	42%	
Level 1	0%	0%	5%	6%	

3 <sup>rd</sup> GRADE MATH	Meeting State Standards	Not Yet at State Standards
Total Population (77)	52% 40 students	48% 37 students
General Population (65)	51% 33 students	49% 32 students
Disabled Population (12)	58% 7 students	42% 5 students
Total Male Population (43)	51% 22 students	49% 21 students
Total Female Population (34)	53% 18 students	47% 16 students
Disadvantaged Population (26)	42% 11 students	58% 15 students
Non-Disadvantaged Population (51)	57% 29 students	43% 22 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	80% 4 students	20% 1 student

### 4<sup>th</sup> Grade Math Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	35%	33%	20%	17%	} 68% AT STDS
Level 3	59%	64%	46%	51%	
Level 2	6%	3%	31%	29%	
Level 1	0%	0%	3%	3%	

4 <sup>th</sup> GRADE MATH	Meeting State Standards	Not Yet at State Standards
Total Population (63)	68% 43 students	32% 20 students
General Population (55)	75% 41 students	25% 14 students
Disabled Population (8)	25% 2 students	75% 6 students
Total Male Population (34)	68% 23 students	32% 11 students
Total Female Population (29)	69% 20 students	31% 9 students
Disadvantaged Population (17)	59% 10 students	41% 7 students
Non-Disadvantaged Population (46)	72% 33 students	28% 13 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (4)	NR	NR

### 5<sup>th</sup> Grade Math Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	44%	39%	19%	29%	} 73% AT STDS
Level 3	53%	59%	63%	44%	
Level 2	0%	2%	16%	24%	
Level 1	3%	0%	2%	3%	

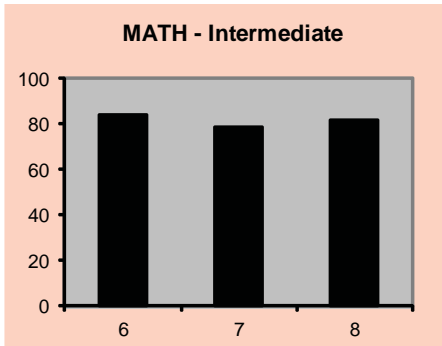
5 <sup>th</sup> GRADE MATH	Meeting State Standards	Not Yet at State Standards
Total Population (63)	73% 46 students	27% 17 students
General Population (58)	74% 43 students	26% 15 students
Disabled Population (5)	60% 3 students	40% 2 students
Total Male Population (36)	75% 27 students	25% 9 students
Total Female Population (27)	70% 19 students	30% 8 students
Disadvantaged Population (16)	56% 9 students	44% 7 students
Non-Disadvantaged Population (47)	79% 37 students	21% 10 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	60% 3 students	40% 2 students

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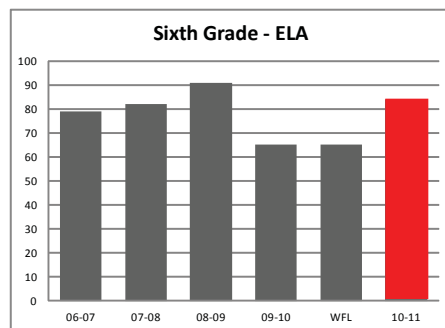
# INTERMEDIATE

## PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



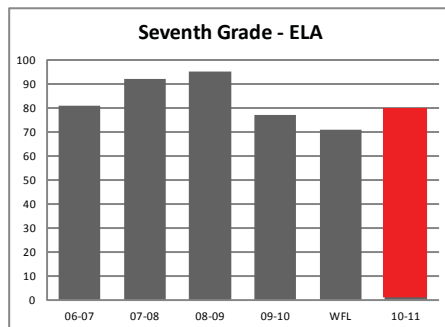
2010-11 Grades 6-8

### Historical Data



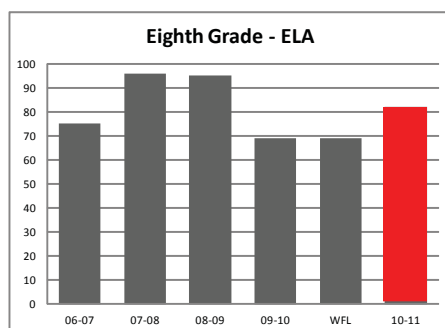
#### 6<sup>th</sup> Grade

2010-11	84%
WFL Average	65%
*2009-10	65%
2008-09	91%
2007-08	82%
2006-07	79%



#### 7<sup>th</sup> Grade

2010-11	79%
WFL Average	71%
*2009-10	77%
2008-09	95%
2007-08	92%
2006-07	81%



#### 8<sup>th</sup> Grade

2010-11	82%
WFL Average	69%
*2009-10	69%
2008-09	95%
2007-08	96%
2006-07	75%

The graph to the left represents our 6<sup>th</sup> through 8<sup>th</sup> grade student's performance on the NYS Math Assessments which were administered in May 2011. 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.

This year we achieved above the Wayne Finger Lakes average in grades 6, 7, and 8. Significant gains were made in grades 6 and 8 as compared to our 2009-2010 scores. Students in grades 6-8 will continue to be assessed on the same standards for the 2011-2012 school year. We will transition to the common core standards for the 2012-2013 school year and the assessment will change as well.

As we move toward the implementation of the common core standards for the 2012-2013 school year, we will be focusing on the shifts and practices associated with the common core curriculum for math. The shifts are as follows:

- Shift 1: Focus
- Shift 2: Coherence
- Shift 3: Fluency
- Shift 4: Deep Understanding
- Shift 5: Applications
- Shift 6: Dual Intensity

The eight mathematical processes are:

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively
- 3 - Construct viable arguments and critique the reasoning of others
- 4 - Model with mathematics
- 5 - Use appropriate tools strategically
- 6 - Attend to precision
- 7 - Look for and make use of structure
- 8 - Look for and express regularity in repeated reasoning

This work will begin in the 2011-2012 school year and be fully implemented during the 2012-2013 school year.

## NEW YORK STATE STANDARDS: INTERMEDIATE MATHEMATICS

### 6<sup>th</sup> Grade Math Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	22%	41%	26%	16%	} 84% AT STDS
Level 3	60%	51%	39%	68%	
Level 2	13%	7%	24%	14%	
Level 1	5%	1%	11%	2%	

6 <sup>th</sup> GRADE MATH	Meeting State Standards	Not Yet at State Standards
Total Population (57)	84% 48 students	16% 9 students
General Population (52)	89% 46 students	11% 6 students
Disabled Population (5)	40% 2 student	60% 3 students
Total Male Population (33)	82% 27 students	18% 6 students
Total Female Population (24)	88% 21 students	12% 3 students
Disadvantaged Population (17)	77% 13 students	23% 4 students
Non-Disadvantaged Population (40)	88% 35 students	12% 5 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (2)	NR	NR

### 7<sup>th</sup> Grade Math Results: Total Population

	07-08	08-09	09-10	10-11	
Level 4	45%	30%	37%	30%	} 79% AT STDS
Level 3	47%	65%	40%	49%	
Level 2	8%	3%	21%	18%	
Level 1	0%	2%	2%	3%	

7 <sup>th</sup> GRADE MATH	Meeting State Standards	Not Yet at State Standards
Total Population (71)	79% 56 students	21% 15 students
General Population (67)	82% 55 students	18% 12 students
Disabled Population (4)	NR	NR
Total Male Population (40)	78% 31 students	22% 9 students
Total Female Population (31)	81% 25 students	19% 6 students
Disadvantaged Population (22)	64% 14 students	36% 8 students
Non-Disadvantaged Population (49)	86% 42 students	14% 7 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	100% 5 students	0% 0 students

### 8<sup>th</sup> Grade Math Results: Total Population

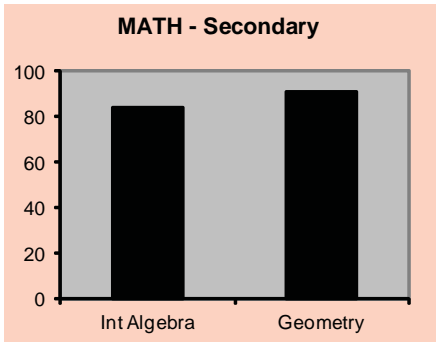
	07-08	08-09	09-10	10-11	
Level 4	44%	45%	19%	32%	} 82% AT STDS
Level 3	53%	49%	50%	50%	
Level 2	3%	4%	29%	14%	
Level 1	0%	2%	2%	4%	

8 <sup>th</sup> GRADE MATH	Meeting State Standards	Not Yet at State Standards
Total Population (78)	82% 64 students	18% 14 students
General Population (70)	89% 62 students	11% 8 students
Disabled Population (8)	25% 2 students	75% 6 students
Total Male Population (44)	77% 34 students	23% 10 students
Total Female Population (34)	88% 30 students	12% 4 students
Disadvantaged Population (29)	72% 21 students	28% 8 students
Non-Disadvantaged Population (49)	88% 43 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

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

# SECONDARY

## PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



2010-11 Integrated Algebra & Geometry

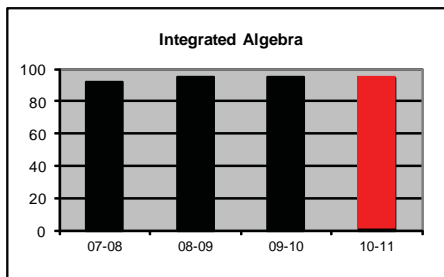
The graph to the left represents the Math scores for the Integrated Algebra and Geometry Assessments in August 2010, January 2011 and June of 2011. The Integrated Algebra Regents was offered for the first time in June 2008 as the culminating assessment for the new one-year course that focuses on the 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 Geometry Assessment was administered for the first time in 2008-2009. The questions on the Regents Examination in Geometry assess both the content and the process strands of New York State Mathematics Standard 3. Each question is aligned to one content performance indicator and to one or more process performance indicators, as appropriate for the concepts embodied in the task. As a result of the alignment to both content and process strands, the examination assesses students' conceptual understanding, procedural fluency, and problem-solving abilities rather than assessing knowledge of isolated skills and facts. There are 38 questions on the Regents Examination in Geometry.

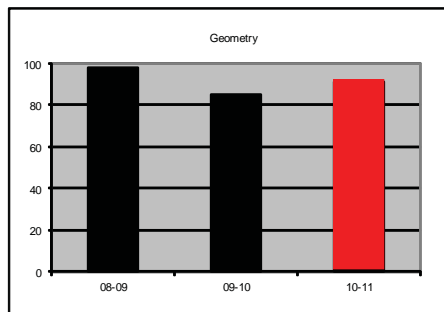
We had a 6% increase in the percentage of students at proficiency this year. Our goal for the 2011-2012 school year will be to maintain or improve that level.

### Historical Data



#### Integrated Algebra

2010-11	94%
2009-10	95%
2008-09	95%
2007-08	92%



#### Geometry

2010-11	91%
2009-10	85%
2008-09	98%

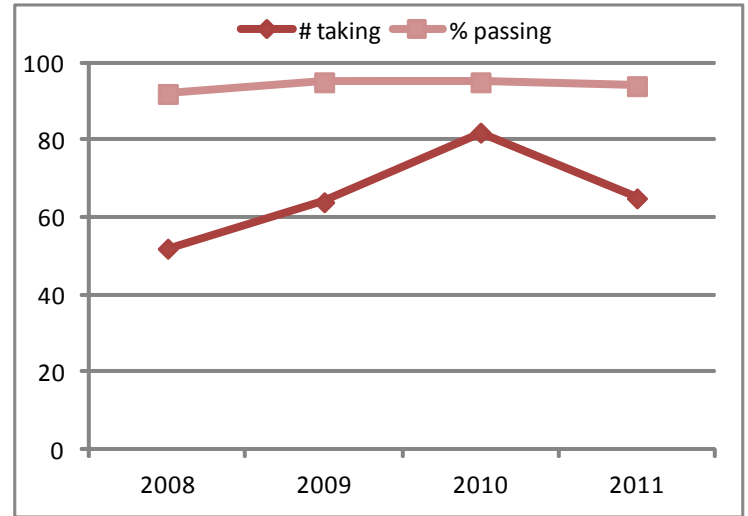
# INTEGRATED ALGEBRA

	# taking	% passing
2007-08	52	92%
2008-09	64	95%
2009-10	82	95%
2010-11	65	94%

We continue to have a significant number of students reaching proficiency on the exam. Our goal for the 2011-2012 school year will be to maintain or improve that level.

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.

Integrated Algebra assists 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 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	
<b>Total Population (65)</b>	94%	61 students	6%	4 students
<b>General Population (59)</b>	93%	55 students	7%	4 students
<b>Disabled Population (6)</b>	100%	6 students	0%	0 students
<b>Total Male Population (36)</b>	89%	32 students	11%	4 students
<b>Total Female Population (29)</b>	100%	29 students	0%	0 students
<b>Disadvantaged Population (19)</b>	90%	17 students	10%	2 students
<b>Non-Disadvantaged Population (46)</b>	96%	44 students	4%	2 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (3)</b>	NR	NR	NR	NR

Data reflects low-pass option for students with disabilities.

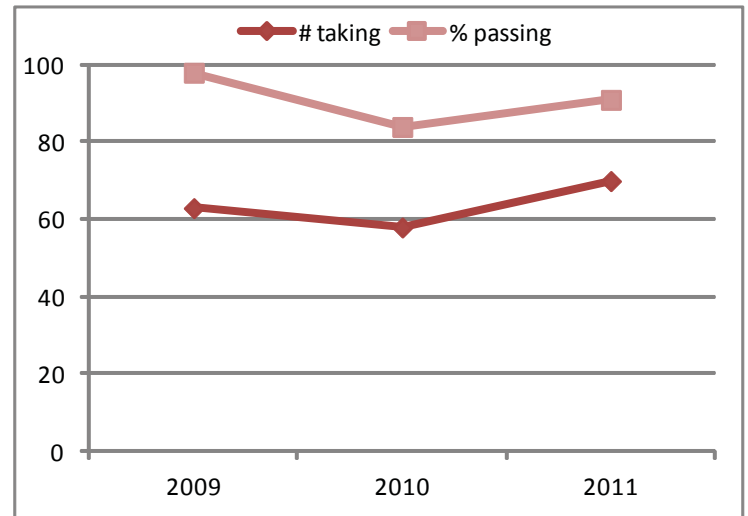
\* NR: Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

# GEOMETRY

	# taking	% passing
2008-09	63	98%
2009-10	58	84%
2010-11	70	91%

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 is 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."

We had a 6% increase in the percentage of students at proficiency this year. Our goal for the 2011-2012 school year will be to maintain or improve that level.



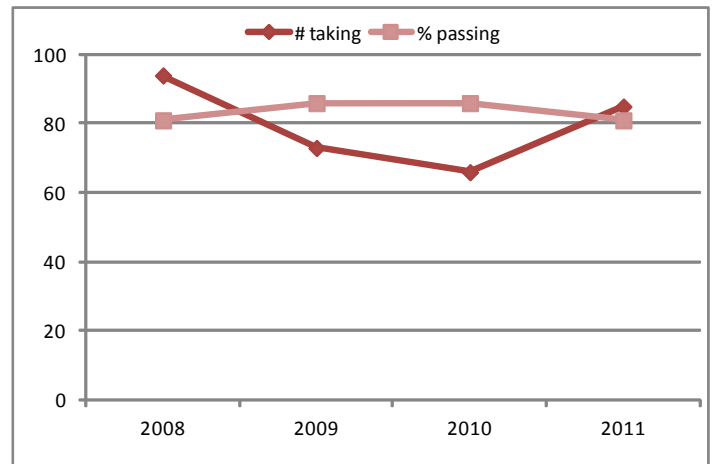
GEOMETRY	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (70)</b>	91%	64 students	9%	6 students
<b>General Population (64)</b>	91%	58 students	9%	6 students
<b>Disabled Population (6)</b>	100%	6 students	0%	0 students
<b>Total Male Population (32)</b>	91%	29 students	9%	3 students
<b>Total Female Population (38)</b>	92%	35 students	8%	3 students
<b>Disadvantaged Population (23)</b>	96%	22 students	4%	1 students
<b>Non-Disadvantaged Population (47)</b>	89%	42 students	11%	5 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (4)</b>	NR	NR	NR	NR

Data reflects low-pass option for students with disabilities.

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

# GLOBAL HISTORY & GEOGRAPHY

	# taking	% passing
2007-08	94	81%
2008-09	73	86%
2009-10	66	86%
2010-11	85	81%



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.

We saw a slight decline in the number of students proficient on this exam during the 2010-2011 school year. We were able to maintain a proficiency level above 80% and hope to increase that during the 2011-2012 school year. 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.

We will begin work on integration of the common core standards into this course during the 2011-2012 school year.

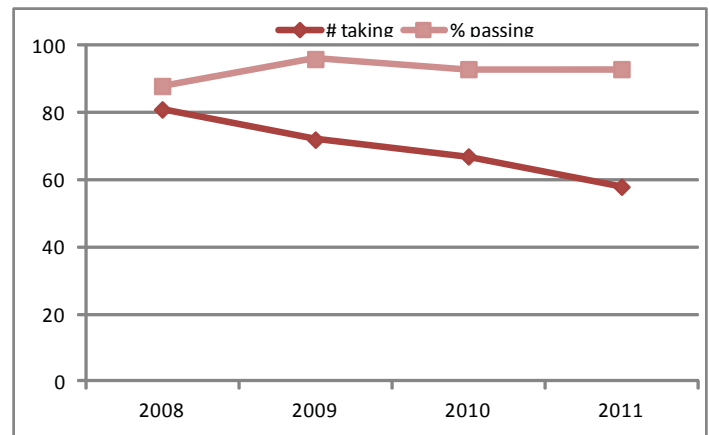
GLOBAL HISTORY	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (85)</b>	81%	69 students	19%	16 students
<b>General Population (73)</b>	82%	60 students	18%	13 students
<b>Disabled Population (12)</b>	75%	9 students	25%	3 students
<b>Total Male Population (37)</b>	86%	32 students	14%	5 students
<b>Total Female Population (48)</b>	77%	37 students	23%	11 students
<b>Disadvantaged Population (22)</b>	82%	18 students	18%	4 students
<b>Non-Disadvantaged Population (63)</b>	81%	51 students	19%	12 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (5)</b>	80%	4 students	20%	1 student

Data reflects low-pass option for students with disabilities.

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

# US HISTORY & GOVERNMENT

	# taking	% passing
2007-08	81	88%
2008-09	72	96%
2009-10	67	93%
2010-11	58	93%



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.

93% of our students are meeting or exceeding standards for the second year in a row. Our goal for 2012 is to maintain or increase 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.

We will begin work on integration of the common core standards into this course during the 2011-2012 school year.

US HISTORY	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (58)</b>	93%	54 students	7%	4 students
<b>General Population (52)</b>	94%	49 students	6%	3 students
<b>Disabled Population (6)</b>	83%	5 students	17%	1 student
<b>Total Male Population (27)</b>	96%	26 students	4%	1 student
<b>Total Female Population (31)</b>	90%	28 students	10%	3 students
<b>Disadvantaged Population (20)</b>	95%	19 students	5%	1 student
<b>Non-Disadvantaged Population (38)</b>	92%	35 students	8%	3 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (2)</b>	NR	NR	NR	NR

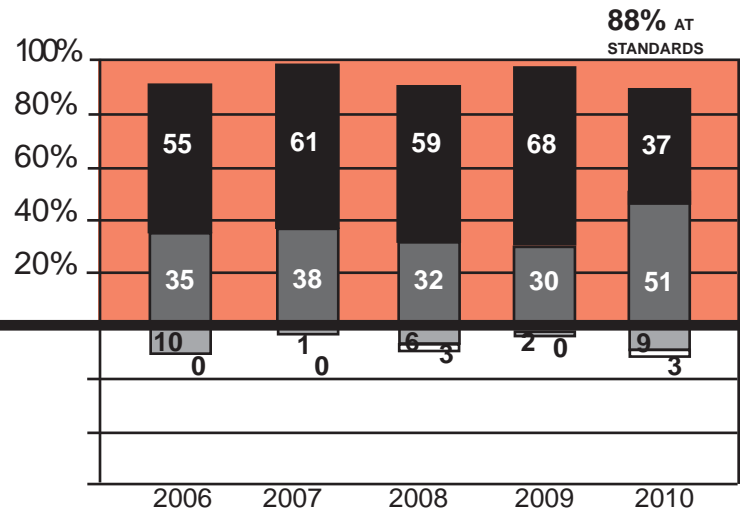
Data reflects low-pass option for students with disabilities.

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

# NEW YORK STATE STANDARDS: 4<sup>TH</sup> GRADE SCIENCE

## 4<sup>th</sup> Grade Science Results: Total Population

	05-06	06-07	07-08	08-09	09-10	
Level 4	55%	61%	59%	68%	37%	} 88% AT STDS
Level 3	35%	38%	32%	30%	51%	
Level 2	10%	1%	6%	2%	9%	
Level 1	0%	0%	3%	0%	3%	



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 88% of our students meeting or exceeding standards. Our goal for 2011 is to have 90% or more of our students achieve proficiency. We will continue to focus on our "disabled" subgroup since only three of the seven students met with success. Students will be involved in RtI (Response to Intervention) services in the coming year if they are found to have skill deficits that could be remediated through focused small group instruction.

4 <sup>th</sup> GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (65)</b>	88%	57 students	12%	8 students
<b>General Population (58)</b>	93%	54 students	7%	4 students
<b>Disabled Population (7)</b>	43%	3 students	57%	4 students
<b>Total Male Population (39)</b>	87%	34 students	13%	5 students
<b>Total Female Population (26)</b>	88%	23 students	12%	3 students
<b>Disadvantaged Population (15)</b>	73%	11 students	27%	4 students
<b>Non-Disadvantaged Population (50)</b>	92%	46 students	8%	4 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (5)</b>	80%	4 students	20%	1 student

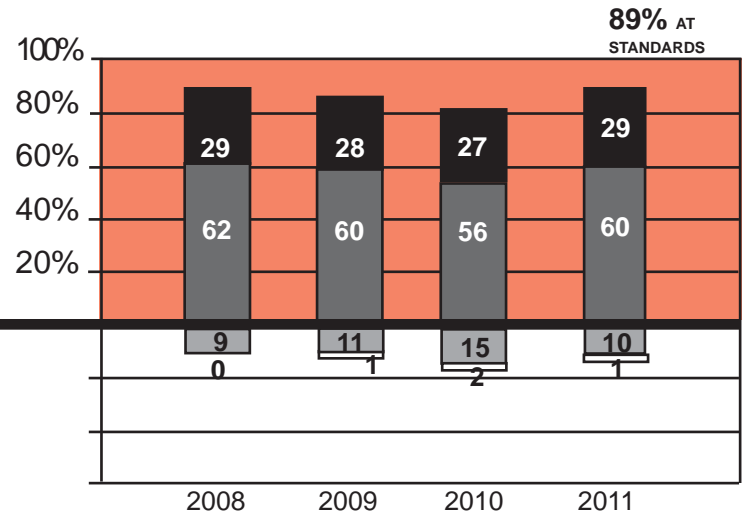


# NEW YORK STATE STANDARDS: 8<sup>TH</sup> GRADE SCIENCE

## 8<sup>th</sup> Grade Science Results: Total Population

	07-08	08-09	09-10	10-11
Level 4	29%	28%	27%	29%
Level 3	62%	60%	56%	60%
Level 2	9%	11%	15%	10%
Level 1	0%	1%	2%	1%

} 89%  
AT STDS



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.

Currently, we have 89% of our students meeting or exceeding standards. This is an increase from last year. Our goal for 2012

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 continue to focus on the students with disabilities cohort where only two of four students met with success on the assessment. Students with disabilities are 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.

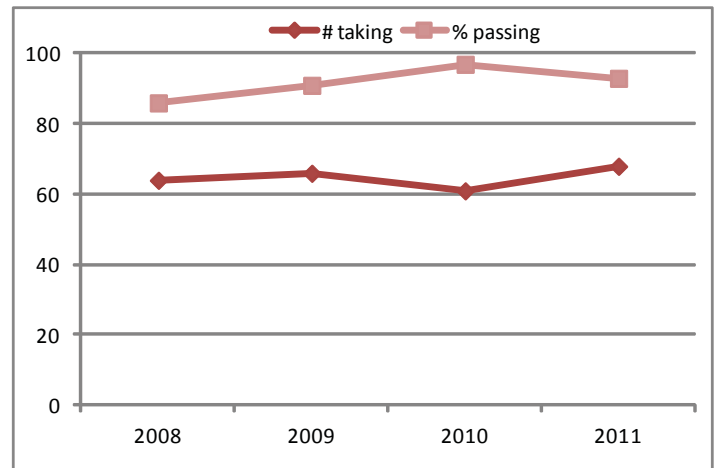
We will begin work on integration of the common core standards into this course during the 2011-2012 school year.

8 <sup>th</sup> GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (63)</b>	89%	56 students	11%	7 students
<b>General Population (55)</b>	96%	53 students	4%	2 students
<b>Disabled Population (8)</b>	38%	3 students	62%	5 students
<b>Total Male Population (37)</b>	92%	34 students	8%	3 students
<b>Total Female Population (26)</b>	85%	22 students	15%	4 students
<b>Disadvantaged Population (27)</b>	81%	22 students	19%	5 students
<b>Non-Disadvantaged Population (36)</b>	94%	34 students	6%	2 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (7)</b>	71%	5 students	29%	2 students

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

## LIVING ENVIRONMENT

	# taking	% passing
2007-08	64	86%
2008-09	66	91%
2009-10	61	97%
2010-11	68	93%



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 93% of our students meeting or exceeding standards. Our goal for 2012 is to increase or maintain this level.

We will begin work on integration of the common core standards into this course during the 2011-2012 school year.

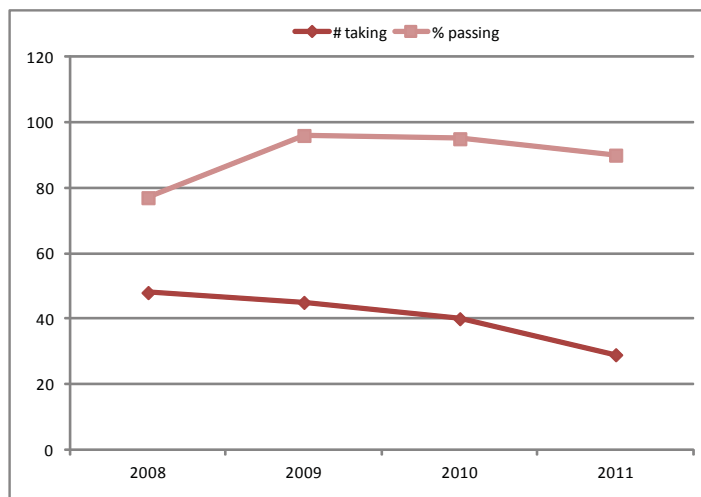
LIVING ENVIRONMENT	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (68)</b>	93%	63 students	7%	5 students
<b>General Population (62)</b>	94%	58 students	6%	4 students
<b>Disabled Population (6)</b>	83%	5 students	17%	1 student
<b>Total Male Population (30)</b>	97%	29 students	3%	1 student
<b>Total Female Population (38)</b>	89%	34 students	11%	4 students
<b>Disadvantaged Population (19)</b>	95%	18 students	5%	1 student
<b>Non-Disadvantaged Population (49)</b>	92%	45 students	8%	4 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (5)</b>	80%	4 students	20%	1 student

Data reflects low-pass option for disabled students.

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

# CHEMISTRY

	# taking	% passing
2007-08	48	77%
2008-09	45	96%
2009-10	40	95%
2010-11	29	90%



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 90% of our students meeting or exceeding standards. Our achievement goal for 2012 is to maintain or exceed this level.

We will begin work on integration of the common core standards into this course during the 2011-2012 school year.

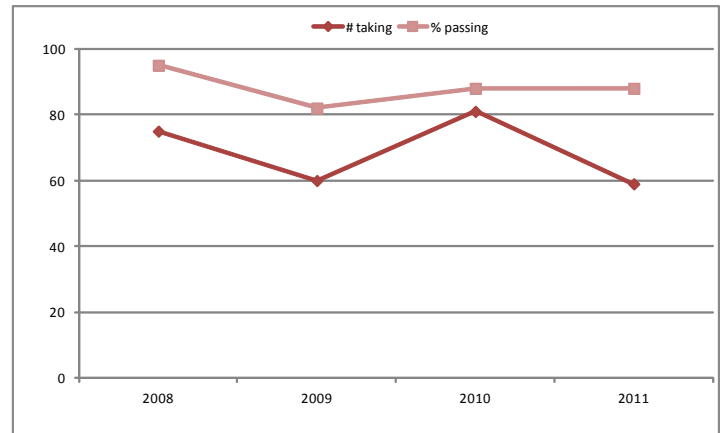
CHEMISTRY	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (29)</b>	90%	26 students	10%	3 students
<b>General Population (27)</b>	89%	24 students	11%	3 students
<b>Disabled Population (2)</b>	NR	NR	NR	NR
<b>Total Male Population (8)</b>	100%	8 students	0%	0 students
<b>Total Female Population (21)</b>	86%	18 students	14%	3 students
<b>Disadvantaged Population (10)</b>	80%	8 students	20%	2 students
<b>Non-Disadvantaged Population (19)</b>	95%	18 students	5%	1 student
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (1)</b>	NR	NR	NR	NR

Data reflects low-pass option for disabled students.

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

## EARTH SCIENCE/PHYSICAL SETTING

	# taking	% passing
2007-08	75	95%
2008-09	60	82%
2009-10	81	88%
2010-11	59	88%



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

88% of our students are meeting or exceeding standards for the second year in a row. Our achievement goal for 2012 is to return to 90%+ proficiency.

We will begin work on integration of the common core standards into this course during the 2011-2012 school year.

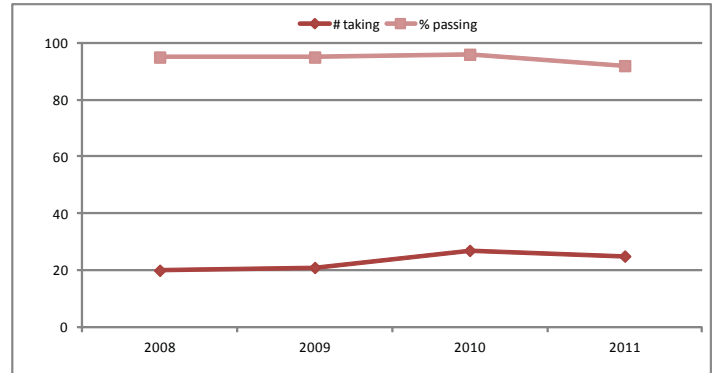
EARTH SCIENCE	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (59)</b>	88%	52 students	12%	7 students
<b>General Population (55)</b>	91%	50 students	9%	5 students
<b>Disabled Population (4)</b>	NR	NR	NR	NR
<b>Total Male Population (30)</b>	97%	29 students	3%	1 student
<b>Total Female Population (29)</b>	79%	23 students	21%	6 students
<b>Disadvantaged Population (16)</b>	75%	12 students	25%	4 students
<b>Non-Disadvantaged Population (43)</b>	93%	40 students	7%	3 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (1)</b>	NR	NR	NR	NR

Data reflects low-pass option for disabled students.

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

# PHYSICS

	# taking	% passing
2007-08	20	95%
2008-09	21	95%
2009-10	27	96%
2010-11	25	92%



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, 92% of our students are meeting or exceeding standards. Our achievement goal for 2012 is to increase or maintain this level of proficiency.

We will begin work on integration of the common core standards into this course during the 2011-2012 school year.

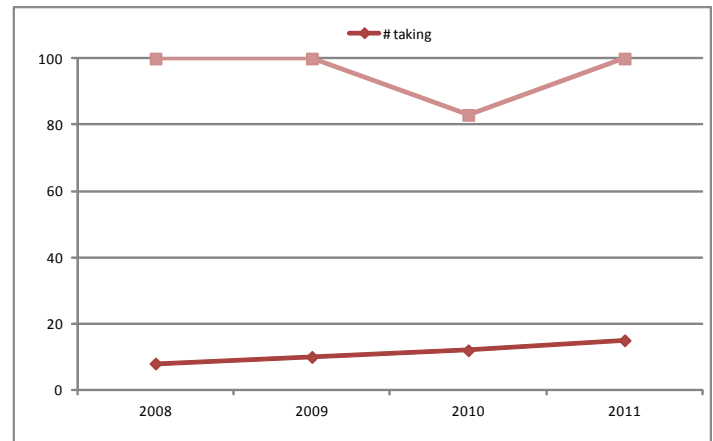
PHYSICS	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (25)</b>	92%	23 students	8%	2 students
<b>General Population (25)</b>	92%	23 students	8%	2 students
<b>Disabled Population (0)</b>	0%	0 students	0%	0 students
<b>Total Male Population (18)</b>	89%	16 students	11%	2 students
<b>Total Female Population (7)</b>	100%	7 students	0%	0 students
<b>Disadvantaged Population (5)</b>	80%	4 students	20%	1 student
<b>Non-Disadvantaged Population (20)</b>	95%	19 students	5%	1 student
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (0)</b>	0%	0 students	0%	0 students

Data reflects low-pass option for disabled students.

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

## FRENCH III

	# taking	% passing
2007-08	8	100%
2008-09	10	100%
2009-10	12	83%
2010-11	15	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)

100% of our students are meeting or exceeding standards. Our achievement goal for 2012 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.

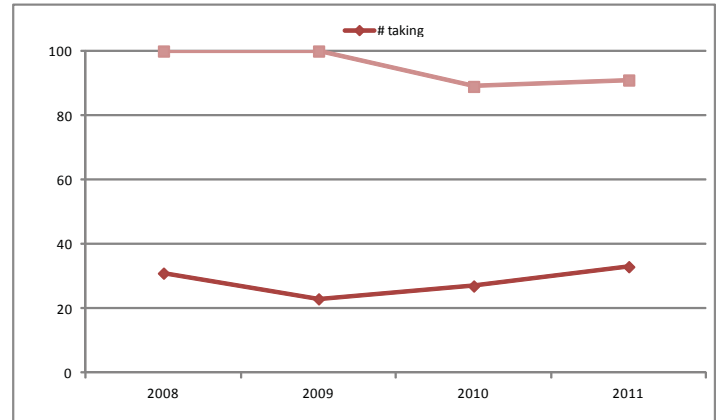
FRENCH III	Meeting State Standards		Not Yet at State Standards	
<b>Total Population (15)</b>	100%	15 students	0%	0 students
<b>General Population (14)</b>	100%	14 students	0%	0 students
<b>Disabled Population (1)</b>	NR	NR	NR	NR
<b>Total Male Population (4)</b>	NR	NR	NR	NR
<b>Total Female Population (11)</b>	100%	11 students	0%	0 students
<b>Disadvantaged Population (4)</b>	NR	NR	NR	NR
<b>Non-Disadvantaged Population (11)</b>	100%	11 students	0%	0 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (0)</b>	0%	0 students	0%	0 students

*Data reflects low-pass option for disabled students.*

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

## SPANISH III

	# taking	% passing
2007-08	31	100%
2008-09	23	100%
2009-10	27	89%
2010-11	33	91%



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)

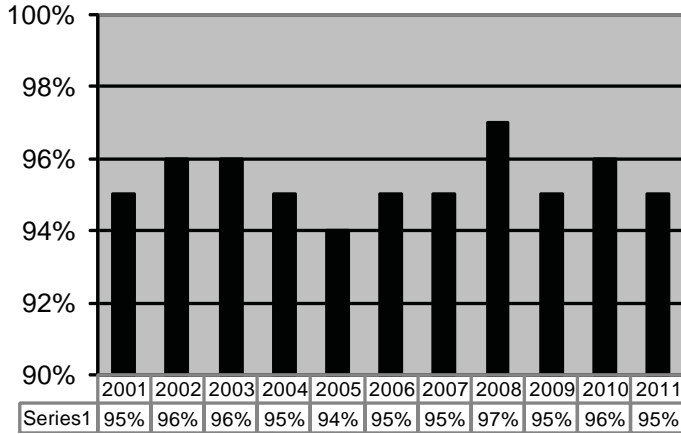
Currently, 91% of our students are meeting or exceeding the standards. Our achievement goal for 2012 is to return to increase or maintain this level of proficiency. We will continue to offer challenging world-class language courses and work to meet the needs of all students involved.

SPANISH III	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
<b>Total Population (33)</b>	91%	30 students	9%	3 students
<b>General Population (33)</b>	91%	30 students	9%	3 students
<b>Disabled Population (0)</b>	0%	0 students	0%	0 students
<b>Total Male Population (14)</b>	86%	12 students	14%	2 students
<b>Total Female Population (19)</b>	95%	18 students	5%	1 student
<b>Disadvantaged Population (8)</b>	100%	8 students	0%	0 students
<b>Non-Disadvantaged Population (25)</b>	88%	22 students	12%	3 students
<b>English Language Learners (0)</b>	0%	0 students	0%	0 students
<b>Major Racial/Ethnic Groups (2)</b>	NR	NR	NR	NR

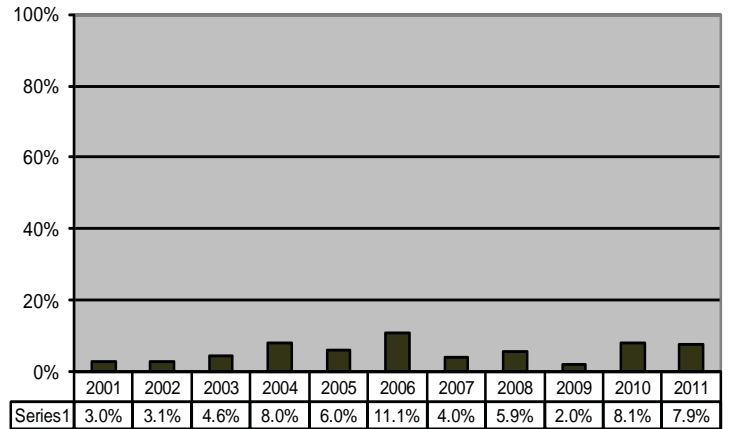
*Data reflects low-pass option for disabled students.*

# MISCELLANEOUS DATA

*Attendance Rates*

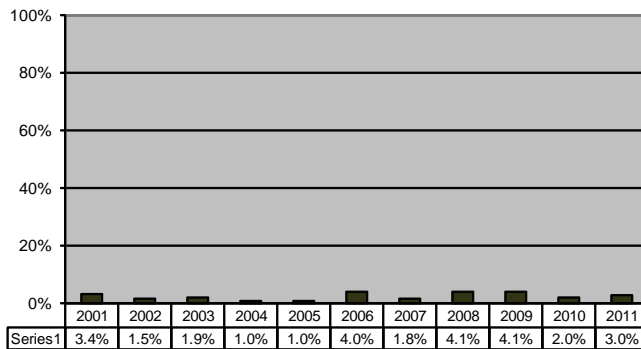


*Student Suspension Rates*

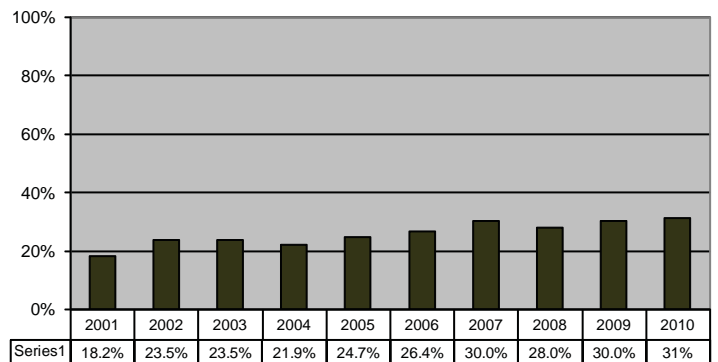


\* Data reflects a change in calculation from previous years.  
 \* Current data show a dropout percentage of students entering Red Jacket at 9th grade who graduate in 4 years. Data does not count GED, IEP or students who take a 5th year to graduate.

*Student Drop Out Rates*

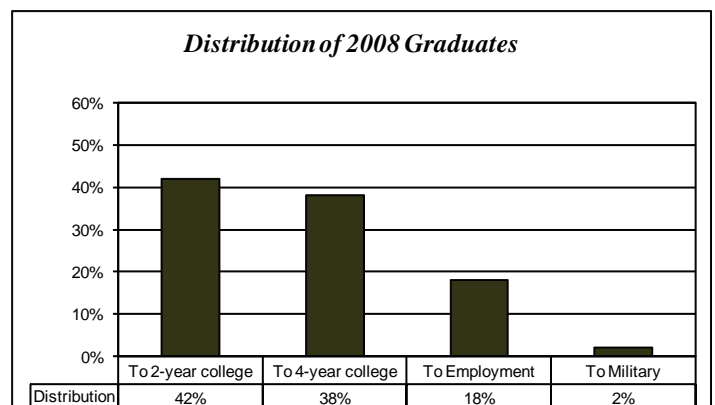
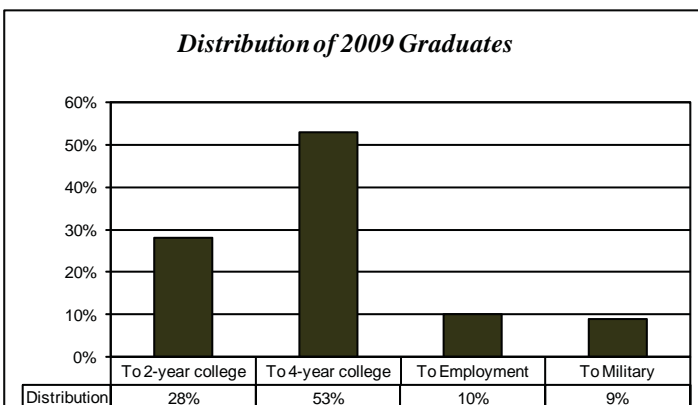
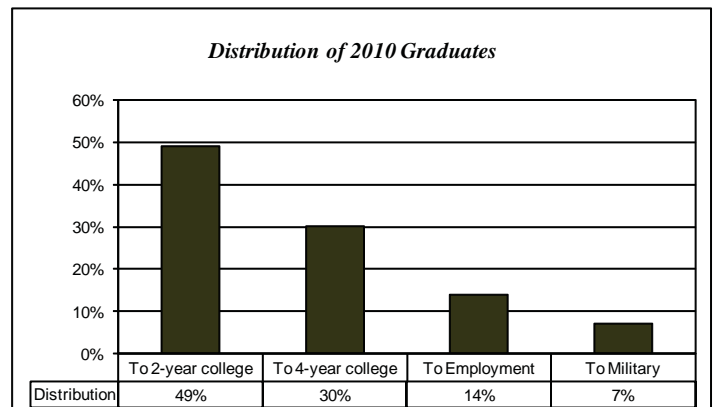
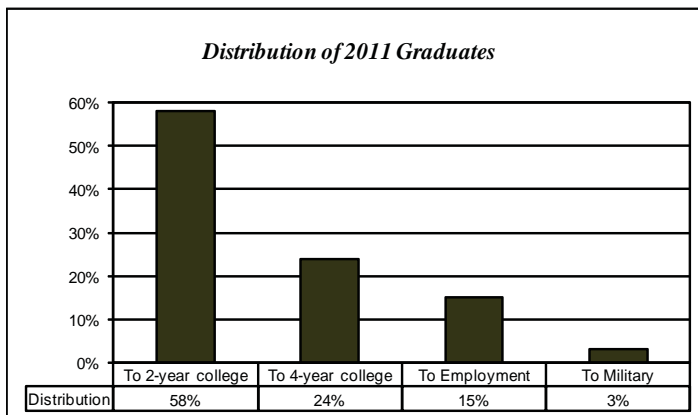
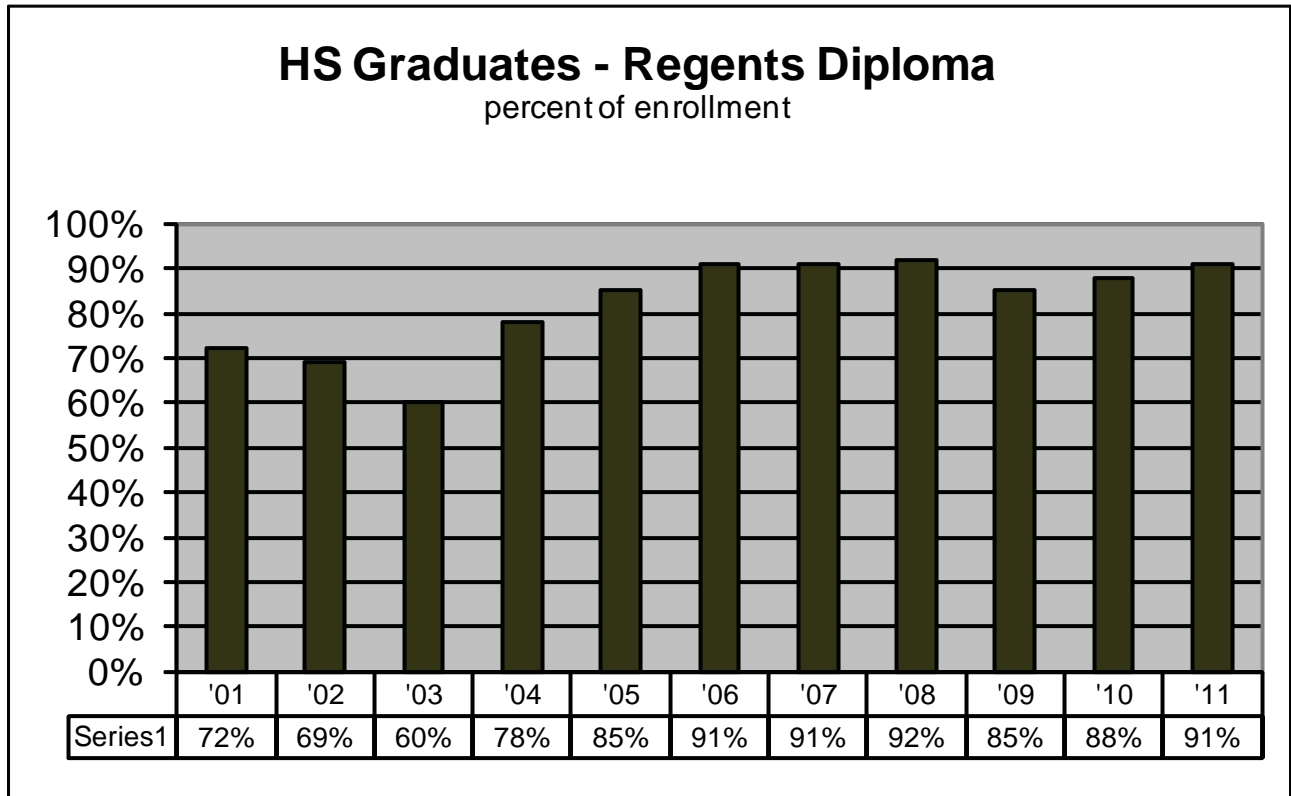


*Free & Reduced Lunches*





# MISCELLANEOUS DATA



## Fall Enrollment

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Kindergarten	69	62	66	65	71	67	55	51
First	69	73	58	61	62	70	70	54
Second	69	66	74	59	63	60	68	73
Third	84	69	74	73	56	62	63	77
Fourth	62	79	65	73	70	54	61	62
Fifth	73	62	80	63	76	67	56	64
Sixth	77	72	62	75	65	81	71	57
Seventh	93	87	77	63	82	62	83	75
Eighth	91	87	83	74	60	85	63	80
Ninth	81	90	100	73	69	56	83	61
Tenth	68	70	85	83	73	67	60	80
Eleventh	69	56	62	77	81	71	64	64
Twelfth	68	68	60	62	81	81	79	68
Out of District Placements				13	12	13	13	12
<b>Total Enrollment</b>	973	941	946	914	921	896	889	878

## Average Class Size

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Kindergarten	20	16	17	16	18	22	18	17
Grades 1-5	18	17	17	20	16	17	18	21
English Grade 8	18	21	20	19	20	21	21	20
Math Grade 8	15	17	20	19	20	21	21	20
Science Grade 8	23	17	20	19	20	21	21	20
Social Studies Gr 8	18	21	20	19	20	21	21	20
English Grade 10	17	16	21	21	18	17	20	20
Math Grade 10	17	16	21	21	18	17	20	20
Science Grade 10	17	16	21	21	24	17	20	20
Social Studies Gr 10	17	16	21	21	24	17	20	20

*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	6
Emotionally Disturbed	5
Learning Disabled	38
Mentally Retarded	4
Hearing Impairment	1
Speech Impaired	9
Visually Impaired	0
Orthopedic Impairment	1
Other Health Impaired	15
Multiple Disabilities	6
Traumatic Brain Injury	1
Pre-School	13
<b>TOTAL</b>	<b>99</b>

**HISTORICAL TRUE TAX RATE**

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
2010-2011	\$25.32
2011-2012	\$26.82

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

2001-2002	2
2002-2003	5
2003-2004	4
2004-2005	1
2005-2006	1
2006-2007	0
2007-2008	0
2008-2009	2
2009-2010	2
2010-2011	2
2011-2012	2

**DISTRICT BUDGET**

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
2010-2011	\$15,515,000
2011-2012	\$14,950,000

**OUR MISSION**

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