

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

We have made some changes in the order in which we presented our data and hope you will find these to be helpful as you review the information. Students in grades 3 through 8 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.

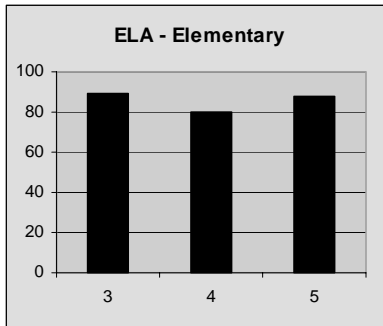
Our goal is to have at least 90% of students scoring at a level 3 or 4 by the year 2012. The state has set the same goal for the year 2013.

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 55%-64%. All general education students must score 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.

Together, with your support, we will continue to challenge all learners and work in partnership with students, parents and community to achieve high standards.

ELEMENTARY

PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS



2007-08 Grades 3-5

The above graph represents our 3rd through 5th grade student's performance on the January 2008 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.

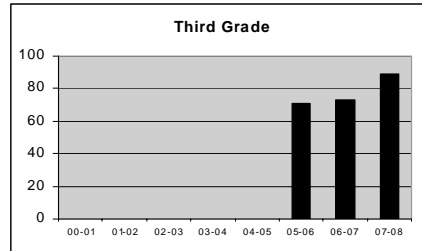
The standards are as follows:

- 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 third year of testing at the 3rd and 5th grade levels, we saw double digit increases for both grades. Our 4th grade cohort moved from 73% proficiency on the 3rd grade assessment in January 2007 to 80% 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 90% proficiency by the 2009-2010 school year.

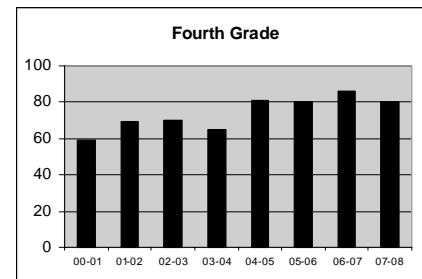
Historical Data



3rd Grade

*2005-06	71%
2006-07	73%
2007-08	89%

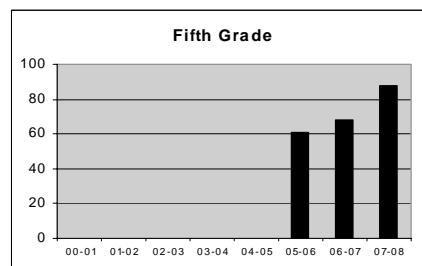
* 2005-06 was the first year of 3rd-8th grade new ELA Assessments.



4th 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%

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



5th Grade

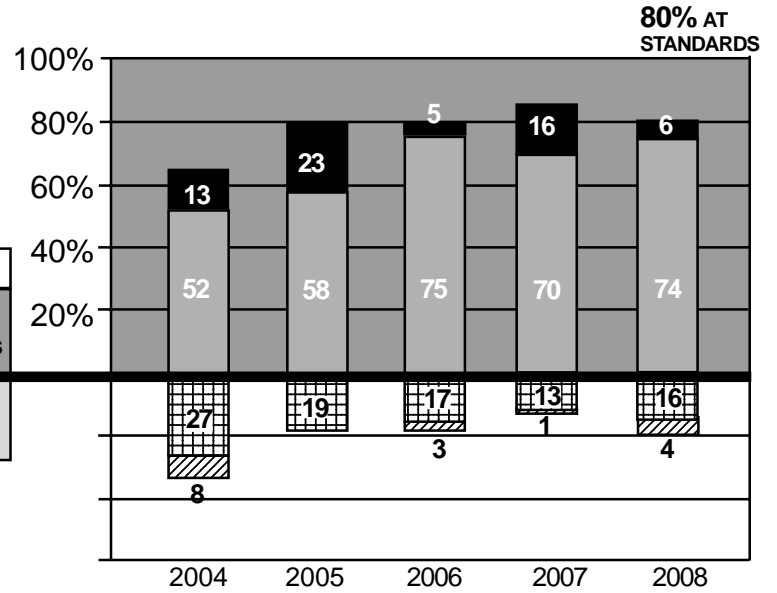
*2005-06	61%
2006-07	68%
2007-08	88%

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

NEW YORK STATE STANDARDS: 4TH GRADE ENGLISH LANGUAGE ARTS (ELA)

4th Grade ELA Results: Total Population

	03-04	04-05	05-06	06-07	07-08	
Level 4	13%	23%	5%	16%	6%	} 80% AT STDS
Level 3	52%	58%	75%	70%	74%	
Level 2	27%	19%	17%	13%	16%	
Level 1	8%	0%	3%	1%	4%	



The 4th grade ELA Assessment is designed to measure a student's ability to read, write, listen and speak for:

- Information & Understanding
- Literary Response and Expression
- Critical Analysis & Evaluation
- Social Interaction

The assessment takes place in three sessions. In the first session, students are required to read a number of informational and literary passages and then answer multiple-choice questions. Session two focuses on listening to one short literary passage and then writing answers to two short-answer response questions and one extended-response question. The final session links reading and writing and requires that students read two linked passages and then respond in writing to three short-answer response questions and one extended-response question.

Currently, we have 80% of our students meeting or exceeding standards. This was a 6% decrease from 2007. Our goal for 2009 is to maintain the performance of the incoming 3rd graders who were at 89% proficiency in 2008 on the 3rd grade assessment.

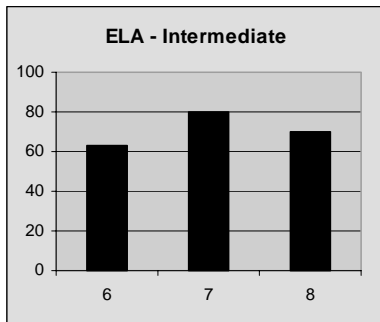
Our kindergarten through 4th grade teachers are working together to adopt a core reading program that will be implemented this year. Teachers continue to implement Writers Workshop, teaming with our reading teachers and utilizing 6 + 1 Writing Traits™ to establish a common language for our students when we talk with them about their writing skills. We continue to offer early morning skill development sessions, prior to the exam, for students struggling with specific standards. Our area of focus continues to be the disaggregated subgroup of the disabled population where 20% (1 student) achieved success on the assessment. This accentuates the need for a comprehensive reading program. This year the elementary will also form a team to investigate and create a policy and procedures for RTI (Response to Intervention). This will require teachers to consistently chart and monitor student progress with new tools that will assist them with instructional decision making, thereby increasing achievement for our students.

4 th GRADE ELA	Meeting State Standards		Not Yet at State Standards	
Total Population (70)	80%	56 students	20%	14 students
General Population (65)	85%	55 students	15%	10 students
Disabled Population (5)	20%	1 student	80%	4 students
Total Male Population (42)	83%	35 students	17%	7 students
Total Female Population (28)	75%	21 students	25%	7 students
Disadvantaged Population (23)	74%	17 students	26%	6 students
Non-Disadvantaged Population (47)	83%	39 students	17%	8 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (3)	N/R	N/R	N/R	N/R

* 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



2007-08 Grades 6-8

The above graph represents our 6th through 8th grade student's performance on the January 2008 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.

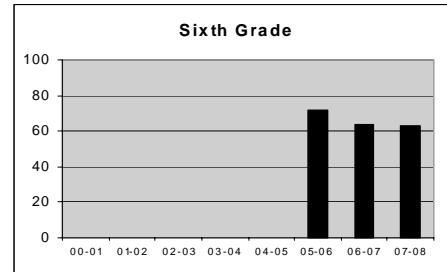
The standards are as follows:

- 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.

In the third year of the 6th and 7th grade assessments, we saw a 14% increase in performance on the 7th grade exam. Our 6th grade results showed a slight decline from last year. This was our first 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 an 18% increase at the 8th grade level reinforces our belief in "looping" our teachers with their students for two full years. 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 with our part-time literacy coach to increase student achievement in literacy across content areas.

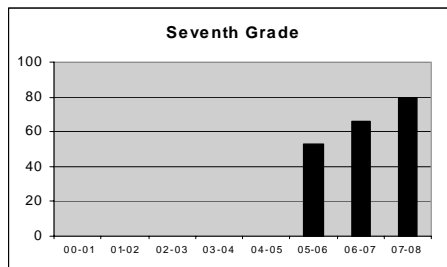
Historical Data



6th Grade

*2005-06	72%
2006-07	64%
2007-08	63%

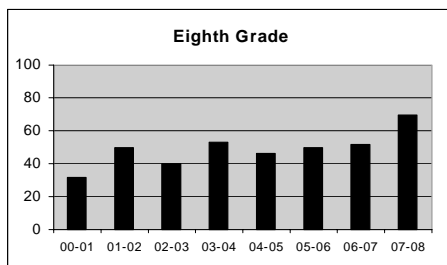
* First year of 3rd-8th grade new ELA Assessments.



7th Grade

*2005-06	53%
2006-07	66%
2007-08	80%

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



8th Grade

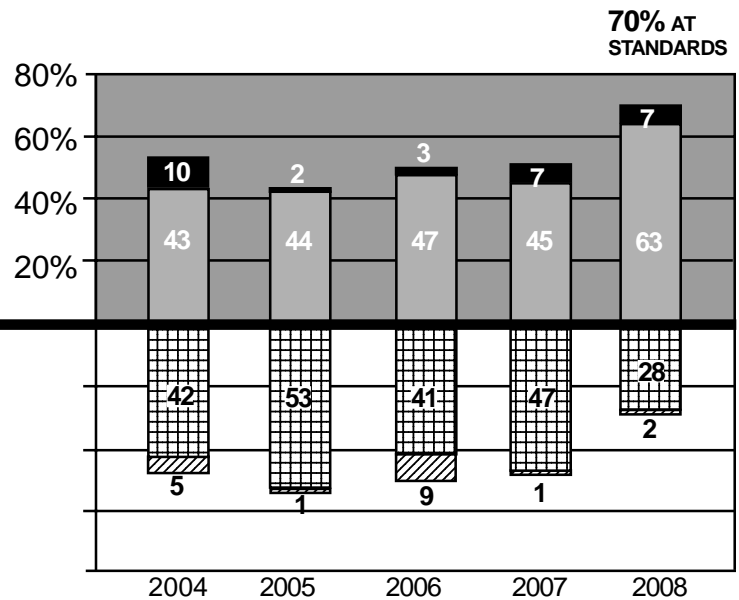
2000-01	32%
2001-02	50%
2002-03	40%
2003-04	53%
2004-05	46%
*2005-06	50%
2006-07	52%
2007-08	70%

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

NEW YORK STATE STANDARDS: 8TH GRADE ENGLISH LANGUAGE ARTS (ELA)

8th Grade ELA Results: Total Population

	03-04	04-05	05-06	06-07	07-08	
Level 4	10%	2%	3%	7%	7%	} 70% AT STDS
Level 3	43%	44%	47%	45%	63%	
Level 2	42%	53%	41%	47%	28%	
Level 1	5%	1%	9%	1%	2%	



The NYS 8th grade ELA Assessment takes place in two sessions. The first session focuses on reading skills where students read informational and literary passages and then answer multiple-choice questions. They also listen to one short informational passage or two short linked passages and then respond to three short-response questions and one extended-response question. In the second session, students read two informational or literary linked passages and then respond in writing to three short-response questions and one extended-response question.

Currently, we have 70% of our students meeting or exceeding standards. This represents an 18% increase over our 2006-2007 scores. We achieved the goal of having 70% of our students at standard by 2008 and will continue to work toward having 90% proficiency by 2010. We have implemented the READ 180 program at the 6th, 7th and 8th grade levels in each of our team-

taught classrooms. Students were selected for inclusion in this program based upon their needs and performance on previous assessments. Our literacy coach continues to work with all Middle School teachers to increase student's reading and writing ability. We also have the same coach working in the Elementary School part-time this year to provide continuity between the 3rd through 8th grade assessments. None of our students with disabilities met with success on the 8th grade assessment this year. Our goal is to increase opportunities for students with disabilities to receive specialized instruction from their special education teachers, intensive reading instruction from trained staff and support for literacy in all content areas. We continue to work on instructional and test-taking strategies during Pathways. We are working together as a building to teach students strategies that will improve their performance in all academic areas.

8 th GRADE ELA	Meeting State Standards		Not Yet at State Standards	
Total Population (60)	70%	42 students	30%	18 students
General Population (54)	78%	42 students	22%	12 students
Disabled Population (6)	0%	0 students	100%	6 students
Total Male Population (27)	63%	17 students	37%	10 students
Total Female Population (33)	76%	25 students	24%	8 students
Disadvantaged Population (18)	72%	13 students	28%	5 students
Non-Disadvantaged Population (42)	69%	29 students	31%	13 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (0)	N/R	N/R	N/R	N/R

* 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

11th Grade ELA Results: Total Population

	03-04	04-05	05-06	06-07	07-08
Level 4	24%	23%	30%	34%	90% AT STDS
Level 3	60%	54%	60%	56%	
Level 2	14%	20%	5%	10%	
Level 1	2%	3%	5%	0%	

The above graph represents the performance of our students on the NYS 11th grade ELA Regents Exam in January and June of 2008. The 11th grade ELA Regents Exam is a graduation requirement for all students working toward a Regent's Diploma. We are pleased that 90% 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 2008-2009 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.

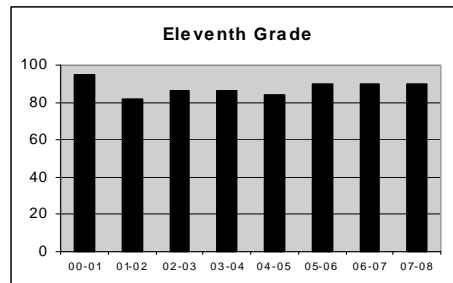
* Given a situation, students need to read the text and study a graphic, then answer multiple-choice questions and write a response based upon the situation.

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.

Historical Data



11th Grade

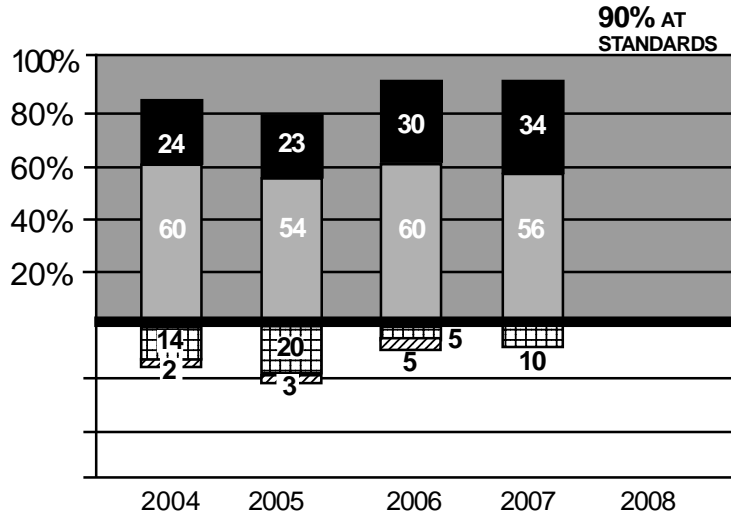
2000-01	95%
2001-02	82%
2002-03	86%
2003-04	86%
2004-05	84%
2005-06	90%
2006-07	90%
2007-08	90%

* Grade 11 scores reflect New York State testing.

* 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.

Currently, we have 90% of our students meeting or exceeding standards. Our goal is to maintain or increase this percentage in the 2008-2009 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.

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



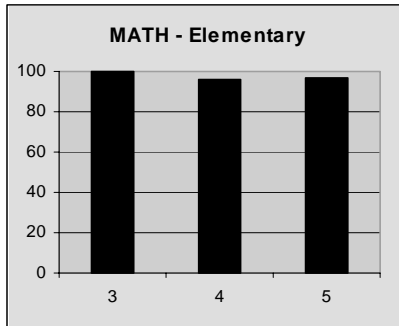
11 th GRADE ELA	Meeting State Standards		Not Yet at State Standards	
Total Population (74)	90%	67 students	10%	7 students
General Population (70)	90%	63 students	10%	7 students
Disabled Population (4)	100%	4 students	0%	0 students
Total Male Population (30)	93%	28 students	7%	2 students
Total Female Population (44)	89%	39 students	11%	5 students
Disadvantaged Population (21)	76%	16 students	24%	5 students
Non-Disadvantaged Population (53)	96%	51 students	4%	2 students
English Language Learners (1)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (2)	N/R	N/R	N/R	N/R

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

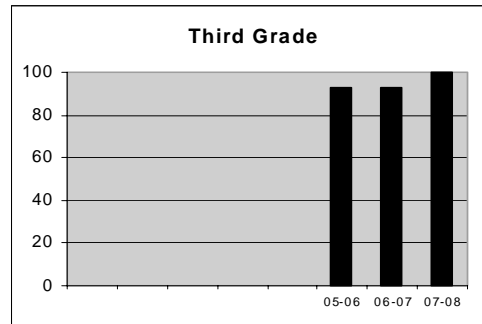
PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



2007-08 Grades 3-5

The above graph represents our 3rd through 5th grade student's performance on the 2008 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 third year of administration for the 3rd and 5th grade, we saw significant increases at both grade levels. All third grade students were proficient and 97% of our 5th graders achieved proficiency. 94% 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 hard work of our teachers and students. Our 5th grade teachers have worked with our 8th grade Math teacher for two summers to align and make adjustments to their curriculum and assessments in an effort to increase success and better prepare students for the Middle School Math program.

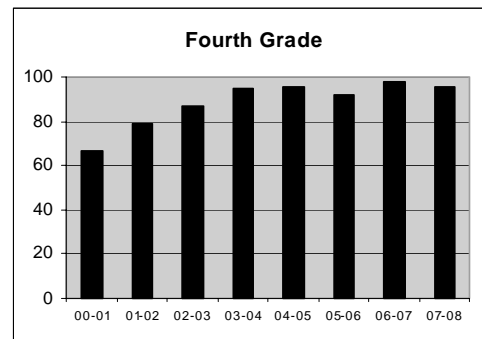
Historical Data



3rd Grade

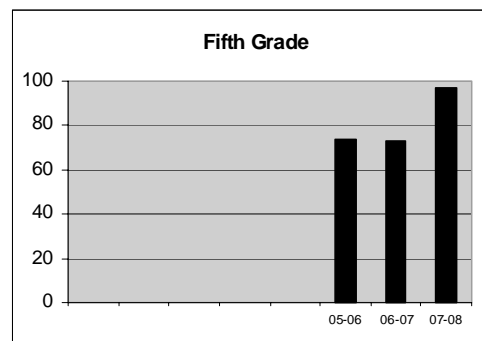
*2005-06	93%
2006-07	93%
2007-08	100%
WFLAverage	92%

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



4th Grade

2000-01	67%
2001-02	79%
2002-03	87%
2003-04	95%
2004-05	96%
*2005-06	92%
2006-07	98%
2007-08	94%
WFLAverage	85%



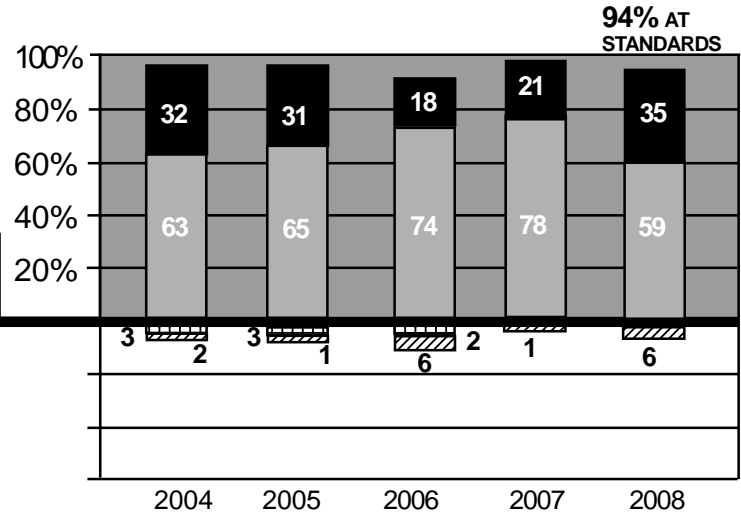
5th Grade

*2005-06	74%
2006-07	73%
2007-08	97%
WFLAverage	85%

NEW YORK STATE STANDARDS: 4TH GRADE MATHEMATICS

4th Grade Math Results: Total Population

	03-04	04-05	05-06	06-07	07-08	
Level 4	32%	31%	18%	21%	35%	94% AT STDS
Level 3	63%	65%	74%	78%	59%	
Level 2	3%	3%	2%	1%	6%	
Level 1	2%	1%	6%	0%	0%	



The NYS 4th grade Math Assessment is designed to assess the five content and process strands that have replaced the seven key ideas. They are:

- Content Strands –
 - o Number Sense & Operations
 - o Algebra
 - o Geometry
 - o Measurement
 - o Statistics & Probability

- Process Strands –
 - o Problem Solving
 - o Reasoning & Proof
 - o Communication
 - o Connections
 - o Representation

These strands are woven together in our curriculum. As in previous years, students were expected to answer multiple-choice

questions that measured basic skills, concepts and procedures. The short-response and extended-response questions required the students to support their answers by showing their work or explaining how they arrived at their answer.

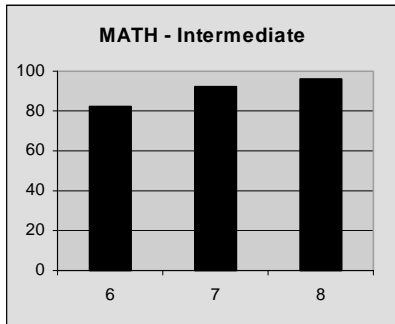
Currently, we have 94% of our students meeting or exceeding standards. Our goal for 2009 is to maintain this level of overall student achievement and continue to increase the success rate of our disabled population. Four of our five students with disabilities were successful on the assessment. We plan to continue to offer early morning skill development sessions, prior to the exam, for students struggling with specific standards. We strive to bring all subgroups to the 100% level by 2013. Our fourth grade teachers group students homogeneously (similar ability) in an effort to meet the needs of individual students. We will continue this practice and focus on instructional and testing strategies to help all students meet with success on this assessment.

4 th GRADE MATHEMATICS	Meeting State Standards		Not Yet at State Standards	
Total Population (69)	94%	65 students	6%	4 students
General Population (63)	97%	61 students	3%	2 students
Disabled Population (6)	80%	4 students	20%	2 students
Total Male Population (43)	98%	41 students	2%	2 student
Total Female Population (26)	92%	24 students	8%	2 students
Disadvantaged Population (22)	91%	19 students	9%	3 students
Non-Disadvantaged Population (47)	98%	46 students	2%	1 student
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (3)	N/R	N/R	N/R	N/R

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

INTERMEDIATE

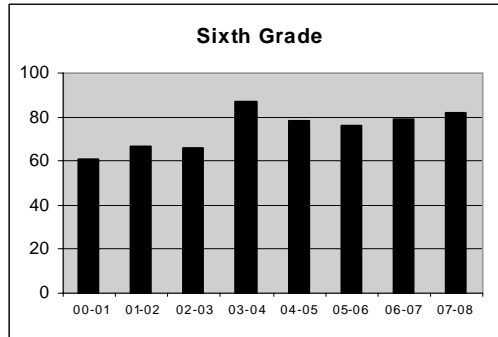
PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



2007-08 Grades 6-8

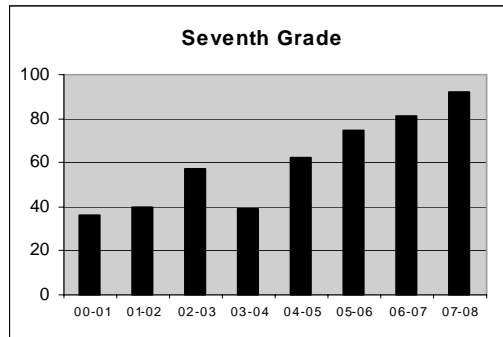
The above graph represents our 6th through 8th grade student's performance on the NYS Math Assessments which were administered in March 2008. The NYS Content and Process Strands for K-8 Mathematics focus on five content areas (Number Sense & Operations, Algebra, Geometry, Measurement and Statistics & 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 saw increases at all grade levels during the 2008 administration. Our goal is to continue to make steady progress and reach 90% proficiency at all grade levels by the year 2009-2010.

Historical Data

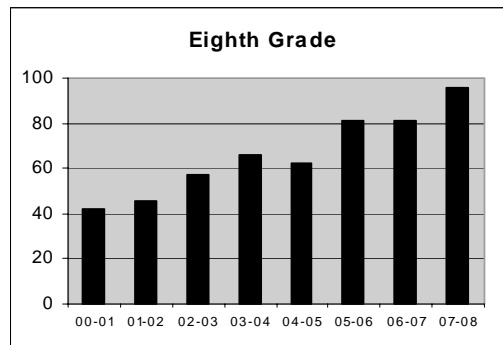


6 th Grade	
2000-01	61%
2001-02	67%
2002-03	66%
2003-04	87%
2004-05	78%
*2005-06	76%
2006-07	79%
2007-08	82%
WFLAverage	85%

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



7 th Grade	
2000-01	36%
2001-02	40%
2002-03	57%
2003-04	39%
2004-05	62%
2005-06	75%
2006-07	81%
2007-08	92%
WFLAverage	87%

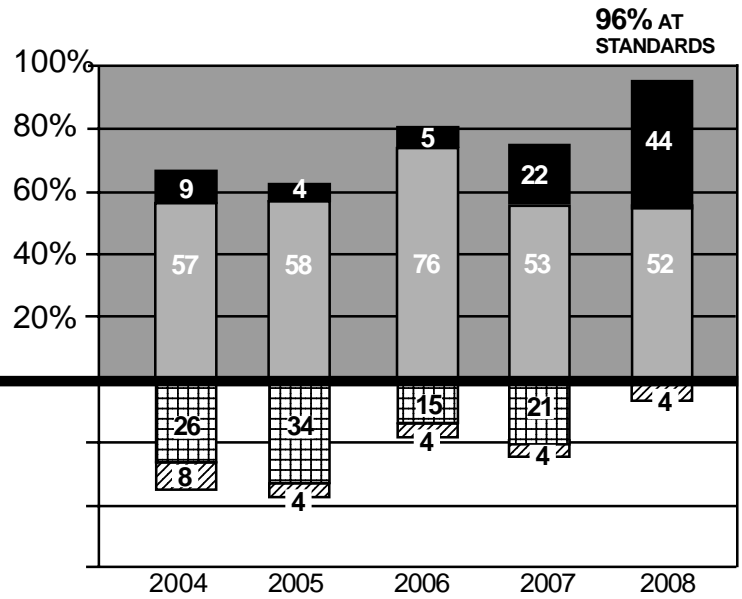


8 th Grade	
2000-01	42%
2001-02	46%
2002-03	57%
2003-04	66%
2004-05	62%
*2005-06	81%
2006-07	75%
2007-08	96%
WFLAverage	82%

NEW YORK STATE STANDARDS: 8TH GRADE MATHEMATICS

8th Grade Math Results: Total Population

	03-04	04-05	05-06	06-07	07-08	
Level 4	9%	4%	5%	22%	44%	} 96% AT STDS
Level 3	57%	58%	76%	53%	52%	
Level 2	26%	34%	15%	21%	4%	
Level 1	8%	4%	4%	4%	0%	



The NYS 8th grade Math Assessment is designed to assess the five Content and Process Strands that have replaced the seven key ideas. They are:

Content Strands –

- o Number Sense & Operations
- o Algebra
- o Geometry
- o Measurement
- o Statistics & Probability

Process Strands –

- o Problem Solving
- o Reasoning & Proof
- o Communication
- o Connections
- o Representation

These strands are woven together in our curriculum. As in previous years, students were expected to answer multiple-choice questions that measured basic skills, concepts and procedures. The short-response and extended-response questions required the students to support their answers by showing their work or explaining how they arrived at their answer.

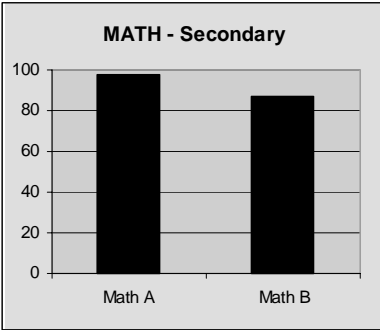
Currently, 96% of our students are meeting or exceeding standards. This represents a 21% increase from last year. We are extremely pleased with the performance of all subgroups and hope to see this trend of high achievement continue in the years to come. We will work toward 100% for all students by the year 2013.

8 th GRADE MATHEMATICS	Meeting State Standards		Not Yet at State Standards	
Total Population (57)	96%	55 students	4%	2 students
General Population (53)	96%	51 students	4%	2 students
Disabled Population (4)	100%	4 students	0%	0 students
Total Male Population (26)	96%	25 students	4%	1 student
Total Female Population (31)	97%	30 students	3%	1 student
Disadvantaged Population (16)	100%	16 students	0%	0 students
Non-Disadvantaged Population (41)	95%	39 students	5%	2 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (1)	N/R	N/R	N/R	N/R

* 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



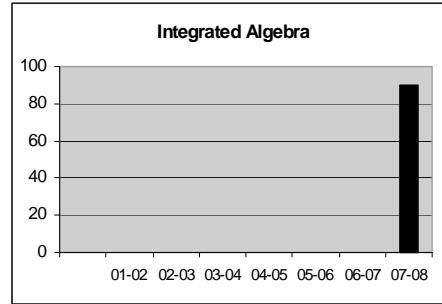
2007-08 Integrated Algebra, Math A & B

The graph to the right represents the Math scores for the Integrated Algebra, Math A and Math B Assessments in August 2007, January and June of 2008. 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.

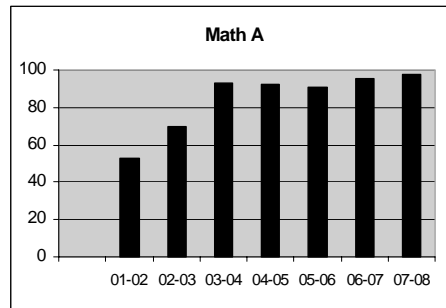
It is expected that students will identify and justify mathematical relationships in this course and become better problem solvers through the use of multiple mathematical operations. The Math A Assessment will be administered until June of 2009 for any students needing to pass that assessment.

Math B reflects the assessment of the second 3 semesters of upper-level High School Math. This course will be gradually 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.

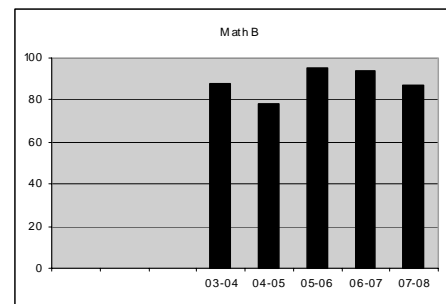
Historical Data



Integrated Algebra
2007-08 98%



Math A
new test
2001-02 53%
2002-03 70%
2003-04 93%
2004-05 92%
2005-06 91%
2006-07 95%
2007-08 98%



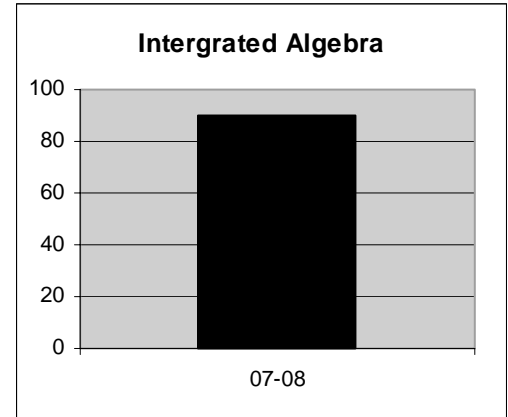
Math B
new test
2003-04 88%
2004-05 78%
2005-06 95%
2006-07 94%
2007-08 87%

INTEGRATED ALGEBRA

#taking % passing
 2007-08 52 90%

Currently, we have 90% of our students meeting or exceeding standards. Our goal for 2009 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.



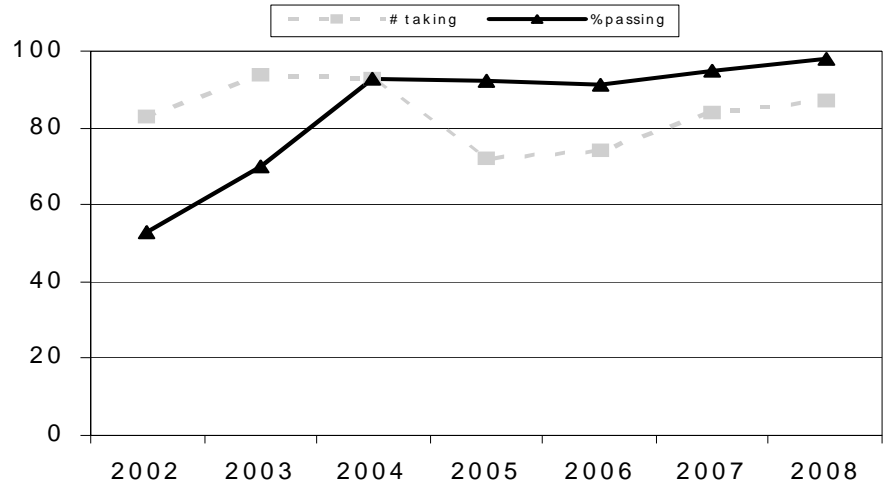
INTEGRATED ALGEBRA	Meeting State Standards		Not Yet at State Standards	
Total Population (52)	90%	47 students	10%	5 students
General Population (48)	94%	45 students	6%	3 students
Disabled Population (4)	100%	4 students	0%	0 students
Total Male Population (31)	90%	28 students	10%	3 students
Total Female Population (21)	90%	19 students	10%	2 students
Disadvantaged Population (22)	91%	20 students	9%	2 students
Non-Disadvantaged Population (30)	90%	27 students	10%	3 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (1)	N/R	N/R	N/R	N/R

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.

MATHEMATICS COURSE A

	# taking	% passing
2001-02	83	53%
2002-03	94	70%
2003-04	93	93%
2004-05	73	92%
2005-06	84	95%
2006-07	84	95%
2007-08	87	98%



MATH A	Meeting State Standards		Not Yet at State Standards	
	Percentage	Number of Students	Percentage	Number of Students
Total Population (87)	98%	85 students	2%	2 students
General Population (80)	98%	78 students	2%	2 students
Disabled Population (7)	100%	7 students	0%	0 students
Total Male Population (40)	100%	40 students	0%	0 students
Total Female Population (47)	96%	45 students	4%	2 students
Disadvantaged Population (24)	100%	24 students	0%	0 students
Non-Disadvantaged Population (63)	96%	61 students	4%	2 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (2)	N/R	N/R	N/R	N/R

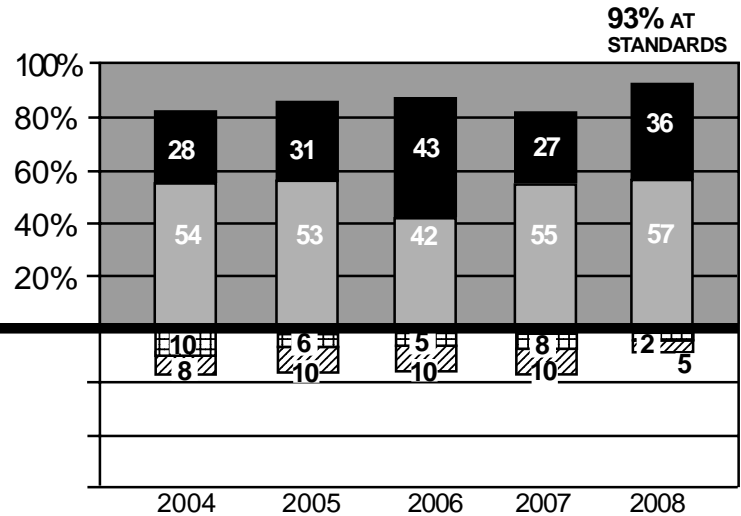
Data reflects low-pass option for students with disabilities.

* 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

	03-04	04-05	05-06	06-07	07-08	
Level 4	28%	31%	43%	27%	36%	} 93% AT STDS
Level 3	54%	53%	42%	55%	57%	
Level 2	10%	6%	5%	8%	2%	
Level 1	8%	10%	10%	10%	5%	



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, 93% of our students are meeting or exceeding standards. Our goal for 2009 is to maintain this level of proficiency. The proficiency level of our students with disabilities improved this year, but still requires improvement. 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. Implementation of the Scott Foresman Reading Streets Program at 5th grade and the continued support of special education and AIS services to address deficiencies in both reading and writing should help us in achieving a higher passing rate for these students on future assessments.

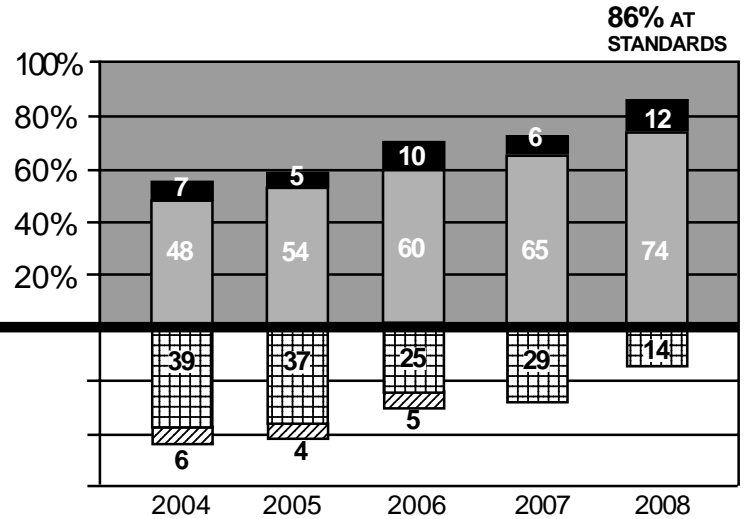
5 th GRADE SOCIAL STUDIES	Meeting State Standards		Not Yet at State Standards	
Total Population (75)	93%	70 students	7%	5 students
General Population (69)	96%	66 students	4%	3 students
Disabled Population (6)	67%	4 student	33%	2 students
Total Male Population (45)	91%	41 students	9%	4 students
Total Female Population (30)	97%	29 students	3%	1 student
Disadvantaged Population (27)	85%	23 students	15%	4 students
Non-Disadvantaged Population (48)	98%	47 students	2%	1 student
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (4)	N/R	N/R	N/R	N/R

* 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

	03-04	04-05	05-06	06-07	07-08	
Level 4	7%	5%	10%	6%	12%	} 86% AT STDS
Level 3	48%	54%	60%	65%	74%	
Level 2	39%	37%	25%	29%	14%	
Level 1	6%	4%	5%	0%	0%	



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, 86% of our students are meeting or exceeding standards. Our goal for 2009 is 90% proficiency. There is a strong correlation between success on the 8th grade ELA and the 8th grade Social Studies

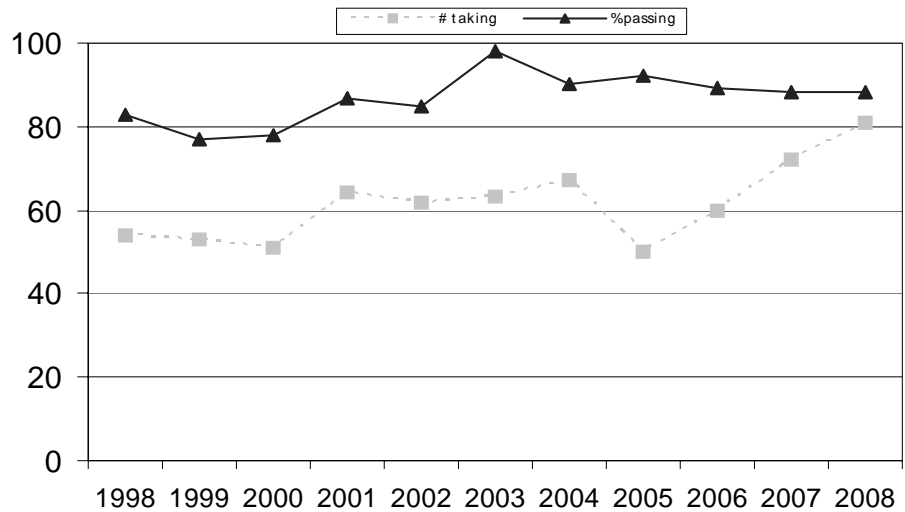
assessment due to the amount of reading and writing that is required. We continue to implement the 6 + 1 Writing Traits™ and offer ongoing training. This provides continuity between the 4th & 8th grade assessments. The 6th - 12th grade Social Studies Department has worked together to develop common language 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). We believe that the ongoing collaboration between 6th - 12th grade teachers, as well as the implementation of the READ 180 and Scott Foresman ELA Programs will move our students toward improved proficiency on this assessment.

8 th GRADE SOCIAL STUDIES	Meeting State Standards		Not Yet at State Standards	
Total Population (58)	86%	50 students	14%	8 students
General Population (54)	87%	47 students	13%	7 students
Disabled Population (4)	N/R	N/R	N/R	N/R
Total Male Population (26)	88%	23 students	12%	3 students
Total Female Population (32)	84%	27 students	16%	5 students
Disadvantaged Population (18)	100%	18 students	0%	0 students
Non-Disadvantaged Population (40)	80%	32 students	20%	8 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (1)	N/R	N/R	N/R	N/R

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

US HISTORY & GOVERNMENT

	# taking	% passing
1997-98	54	83%
1998-99	53	77%
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%



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, 88% of our students are meeting or exceeding standards. Our goal for 2009 is to have 90% of our students meet the standards. Although we have seen growth of 11% by our disadvantaged student subgroup, we will continue to work toward 90% proficiency for those students. 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.

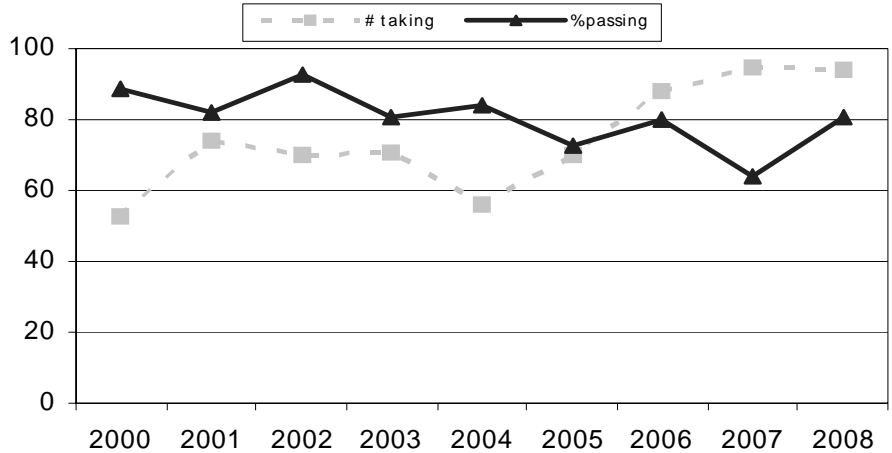
US HISTORY	Meeting State Standards		Not Yet at State Standards	
Total Population (81)	88%	71 students	12%	10 students
General Population (76)	87%	66 students	13%	10 students
Disabled Population (5)	100%	5 students	0%	0 students
Total Male Population (33)	94%	31 students	6%	2 students
Total Female Population (48)	83%	40 students	17%	8 students
Disadvantaged Population (24)	71%	17 students	29%	7 students
Non-Disadvantaged Population (57)	95%	54 students	5%	3 students
English Language Learners (1)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (2)	N/R	N/R	N/R	N/R

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.

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%



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, 81% of our students are meeting or exceeding standards. Our 2009 student achievement goal is 90%. We have made improvements in all subgroups and will continue to focus on the disadvantaged subgroup where only 19 of the 31 students met with success on this assessment. We saw significant improvement within the students with disabilities who all were successful on this administration. 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 (94)	81%	76 students	19%	18 students
General Population (85)	79%	67 students	21%	18 students
Disabled Population (9)	100%	9 students	0%	0 students
Total Male Population (37)	86%	32 students	14%	5 students
Total Female Population (57)	77%	44 students	23%	13 students
Disadvantaged Population (31)	61%	19 students	39%	12 students
Non-Disadvantaged Population (63)	90%	57 students	10%	6 students
English Language Learners (2)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (4)	N/R	N/R	N/R	N/R

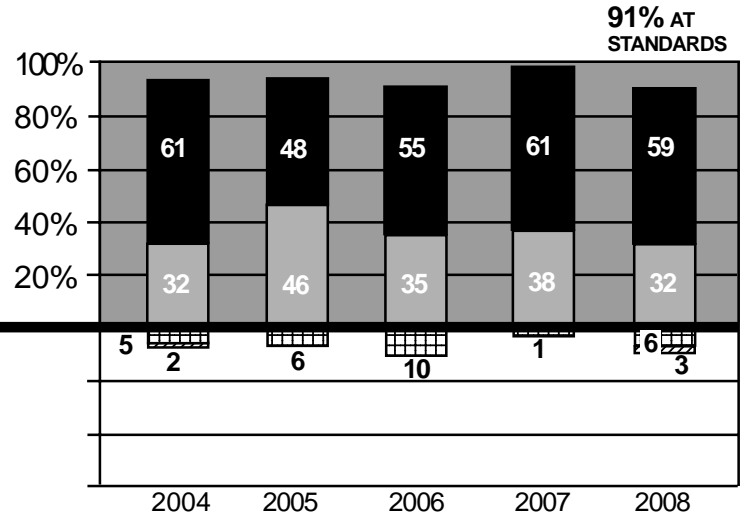
Data reflects low-pass option for students with disabilities.

* 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

	03-04	04-05	05-06	06-07	07-08	
Level 4	61%	48%	55%	61%	59%	} 91% AT STDS
Level 3	32%	46%	35%	38%	32%	
Level 2	5%	6%	10%	1%	6%	
Level 1	2%	0%	0%	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 91% of our students meeting or exceeding standards. Our goal for 2009 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 works 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.

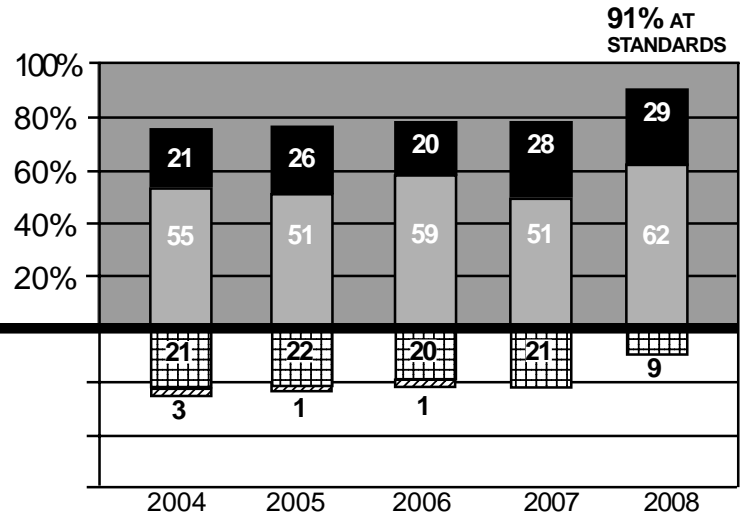
4 th GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
Total Population (70)	91%	64 students	9%	6 students
General Population (63)	97%	61 students	3%	2 students
Disabled Population (7)	43%	3 students	57%	4 students
Total Male Population (42)	95%	40 students	5%	2 students
Total Female Population (28)	86%	24 students	14%	4 students
Disadvantaged Population (22)	86%	19 students	14%	3 students
Non-Disadvantaged Population (48)	94%	45 students	6%	3 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (3)	N/R	N/R	N/R	N/R

* 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

	03-04	04-05	05-06	06-07	07-08	
Level 4	21%	26%	20%	28%	29%	} 91% AT STDS
Level 3	55%	51%	59%	51%	62%	
Level 2	21%	22%	20%	21%	9%	
Level 1	3%	1%	1%	0%	0%	



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.

taught at the appropriate grade level. We believe that district-wide literacy initiatives support student success on this assessment as well.

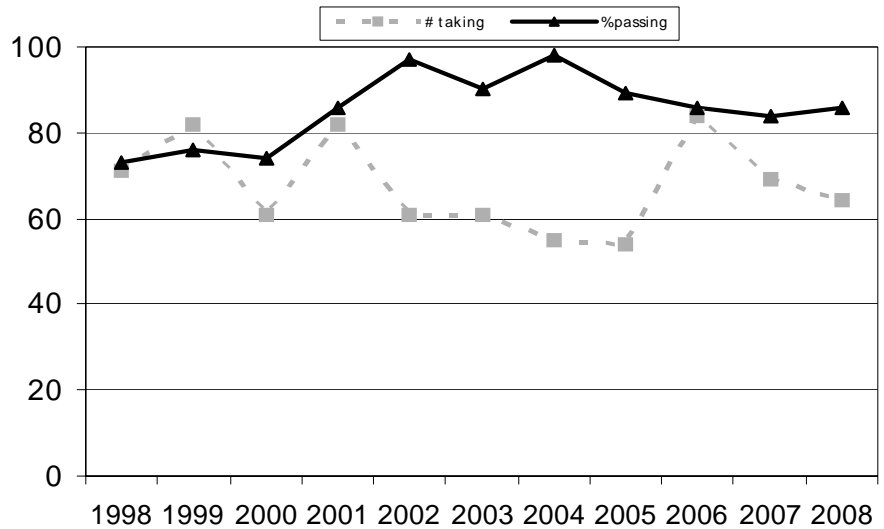
Currently, we have 91% of our students meeting or exceeding standards. This is a 12% increase over last year. Our goal for 2009 is to maintain this level of proficiency. We utilize the test analysis completed by BOCES to identify gaps in the curriculum. This data provides us with information that is essential in planning for team-taught classes and remediation. The K-5 & 6-12 Science Department Chairs continue to review curriculum and make necessary modifications to be sure that all concepts are being

8 th GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
Total Population (58)	91%	53 students	9%	5 students
General Population (54)	93%	50 students	7%	4 students
Disabled Population (4)	N/R	N/R	N/R	N/R
Total Male Population (26)	96%	25 students	4%	1 student
Total Female Population (32)	87%	28 students	13%	4 students
Disadvantaged Population (18)	94%	17 students	6%	1 student
Non-Disadvantaged Population (40)	90%	36 students	10%	4 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (1)	N/R	N/R	N/R	N/R

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

LIVING ENVIRONMENT

	# taking	% passing
1997-98	71	73%
1998-99	82	76%
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%



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). CRQs are a new item type for this exam, and require that

students write out the answer to a question. 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.

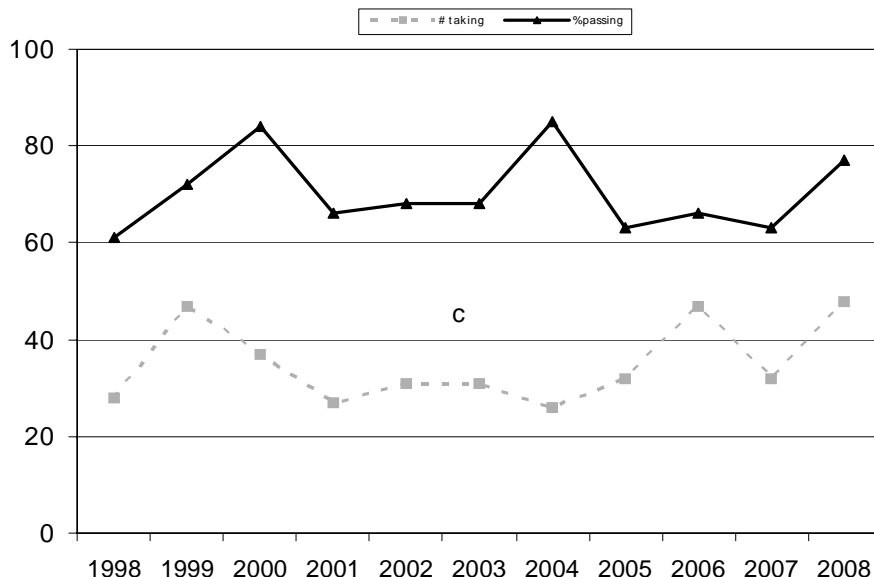
Currently, we have 86% of our students meeting or exceeding standards. Our goal for 2009 is 90% This year we had one student who was unable to participate in the exam due to not completing lab requirements. This is a significant improvement over last year and we hope to continue to improve and have all students complete their lab requirements in order to participate in the Regents exam.

LIVING ENVIRONMENT	Meeting State Standards		Not Yet at State Standards	
Total Population (64)	86%	55 students	14%	9 students
General Population (59)	98%	58 students	2%	1 student
Disabled Population (5)	60%	3 students	40%	2 students
Total Male Population (31)	77%	24 students	23%	7 students
Total Female Population (33)	94%	31 students	6%	2 students
Disadvantaged Population (12)	75%	9 students	25%	3 students
Non-Disadvantaged Population (52)	88%	46 students	12%	6 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (2)	N/R	N/R	N/R	N/R

*Data reflects low-pass option for disabled students.

CHEMISTRY

	# taking	% passing
1997-98	28	61%
1998-99	47	72%
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%



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.

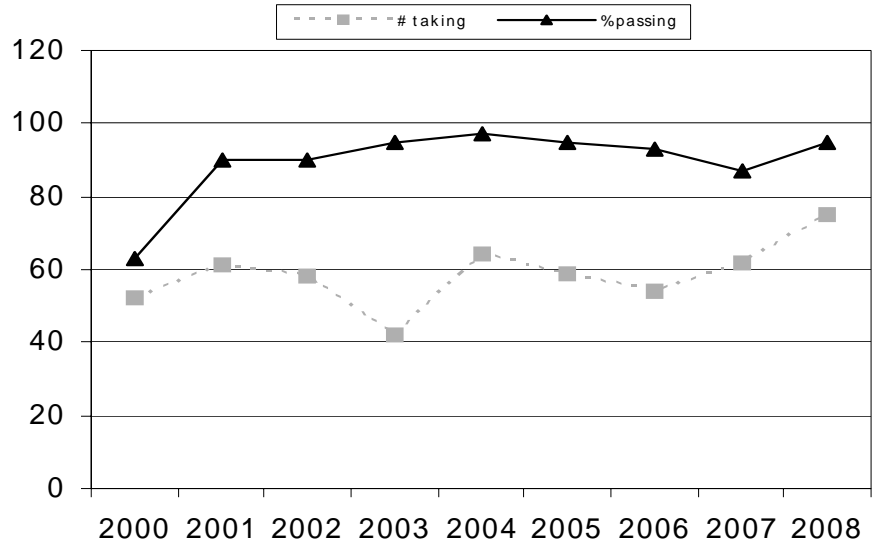
- Standard 7 - Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

Currently, we have 77% of our students meeting or exceeding standards. This represents a 14% increase over last year. Our achievement goal for 2009 is to have 90% at standard, as well as an increase in the disadvantaged and female subgroups. District literacy initiatives and assessment analysis will be utilized to make instructional changes to increase success on this exam.

CHEMISTRY	Meeting State Standards		Not Yet at State Standards	
Total Population (48)	77%	37 students	23%	11 students
General Population (48)	77%	37 students	23%	11 students
Disabled Population (0)	0%	0 student	0%	0 students
Total Male Population (17)	94%	16 students	6%	1 student
Total Female Population (31)	68%	21 students	32%	10 students
Disadvantaged Population (5)	60%	3 students	40%	2 students
Non-Disadvantaged Population (43)	79%	34 students	21%	9 students
English Language Learners (1)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (3)	N/R	N/R	N/R	N/R

EARTH SCIENCE/PHYSICAL SETTING

	# taking	% passing
1998-99	53	79%
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%



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, 95% of our students are meeting or exceeding standards. Our achievement goal for 2009 is to maintain this level of overall student achievement. This year we had 13% (11 students) unable to participate in the regents exams due to not completing lab requirements. 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.

EARTH SCIENCE	Meeting State Standards		Not Yet at State Standards	
Total Population (75)	95%	71 students	5%	4 students
General Population (71)	96%	68 students	4%	3 students
Disabled Population (4)	N/R	N/R	N/R	N/R
Total Male Population (36)	94%	34 students	6%	2 students
Total Female Population (39)	85%	33 students	15%	6 students
Disadvantaged Population (25)	92%	23 students	8%	2 students
Non-Disadvantaged Population (50)	88%	44 students	12%	6 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (1)	N/R	N/R	N/R	N/R

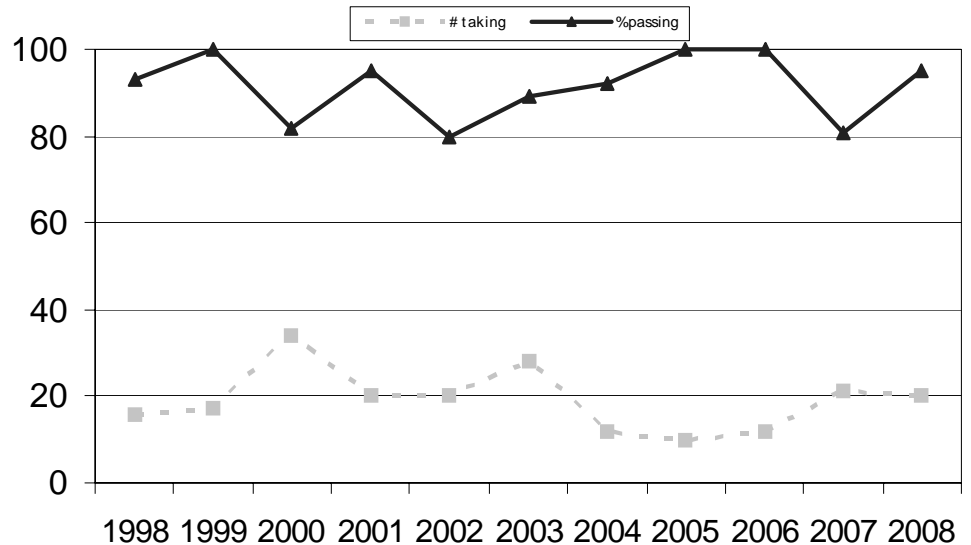
*Data reflects low-pass option for disabled students.

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

PHYSICS

	# taking	% passing
1997-98	16	93%
1998-99	17	100%
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%

* 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.

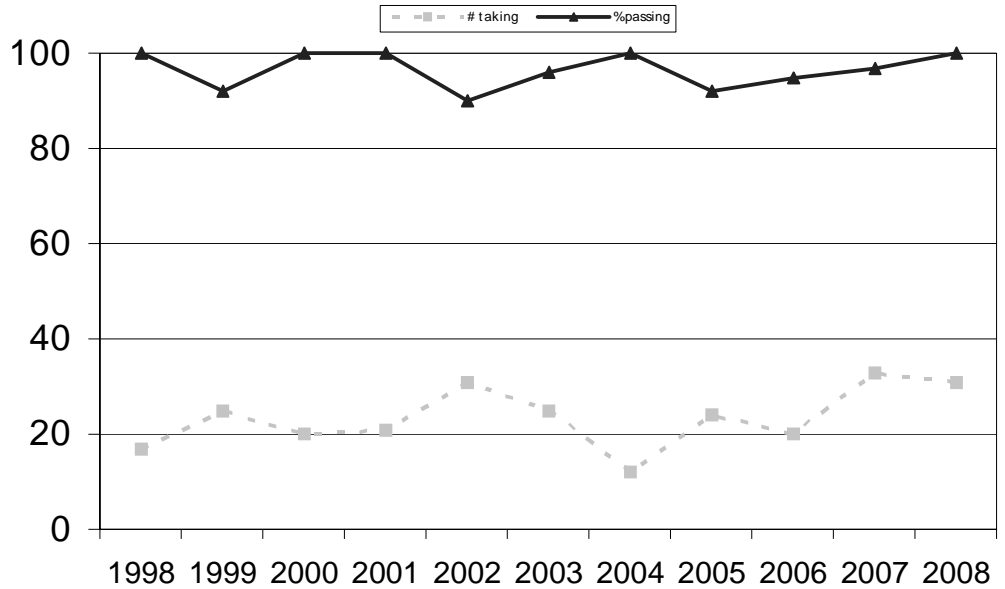
Currently, 95% of our students are meeting or exceeding standards. Our achievement goal for 2009 is to maintain this level of proficiency. We will continue to work with all students who are interested in challenging themselves in higher level Science courses.

PHYSICS	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (20)	95%	19 students	5%	1 student
General Population (19)	95%	18 students	5%	1 student
Disabled Population (1)	100%	1 students	0%	0 students
Total Male Population (8)	100%	8 students	0%	0 students
Total Female Population (12)	92%	11 students	8%	1 student
Disadvantaged Population (6)	100%	6 students	0%	0 students
Non-Disadvantaged Population (14)	93%	13 students	7%	1 student
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (0)	N/R	N/R	N/R	N/R

Data reflects low-pass option for disabled students.

SPANISH III

	# taking	% passing
1997-98	17	100%
1998-99	25	92%
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%



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)

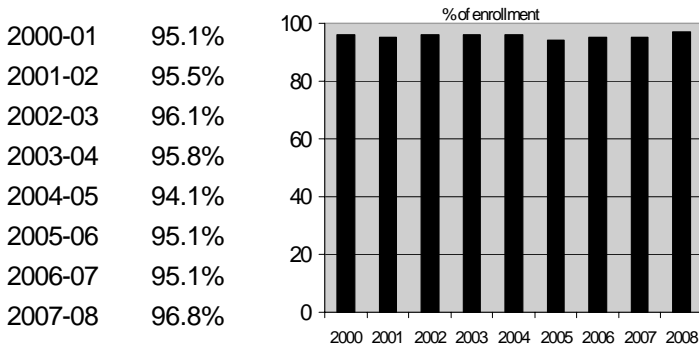
Currently, 100% of our students are meeting or exceeding the standards. Our achievement goal for 2009 is to maintain this level of proficiency. We will continue to offer challenging world-class language courses and work to meet the needs of all students involved.

SPANISH III	Meeting State Standards		Not Yet at State Standards	
	Percentage	Number of Students	Percentage	Number of Students
Total Population (31)	100%	31 students	0%	0 students
General Population (31)	100%	31 students	0%	0 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (12)	100%	12 students	0%	0 students
Total Female Population (19)	100%	19 students	0%	0 students
Disadvantaged Population (2)	100%	2 students	0%	0 students
Non-Disadvantaged Population (29)	100%	29 students	0%	0 students
English Language Learners (0)	N/R	N/R	N/R	N/R
Major Racial/Ethnic Groups (1)	N/R	N/R	N/R	N/R

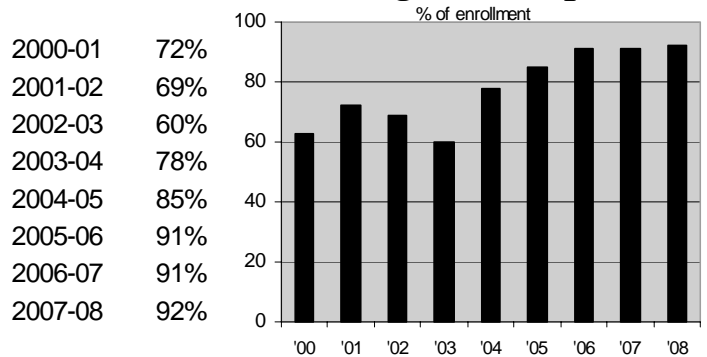
Data reflects low-pass option for disabled students.

MISCELLANEOUS DATA

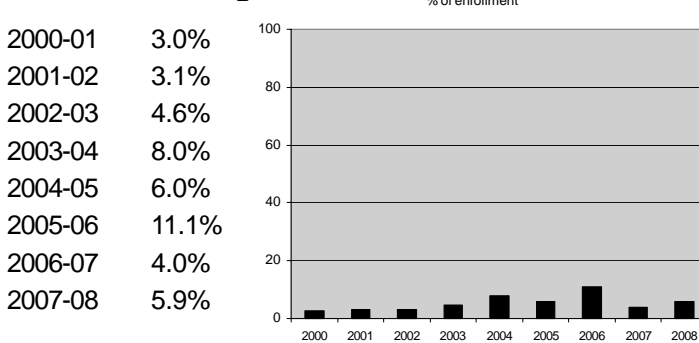
Attendance Rates



HS Graduates - Regents Diploma

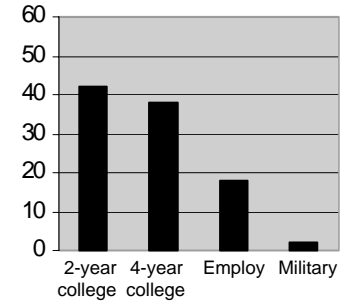


Student Suspensions

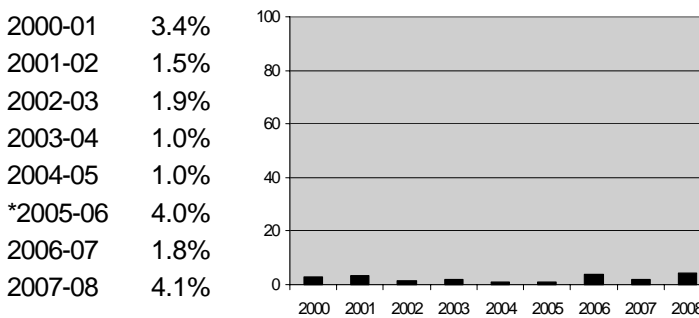


Distribution of 2008 Graduates

- To 2-year college 42%
- To 4-year college 38%
- To Employment 18%
- To Military 2%

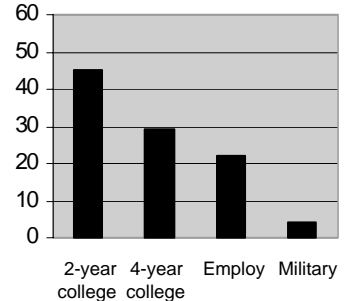


Student Dropouts



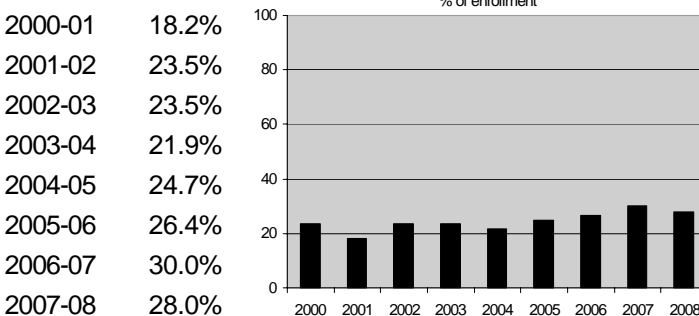
Distribution of 2007 Graduates

- To 2-year college 45%
- To 4-year college 29%
- To Employment 22%
- To Military 4%



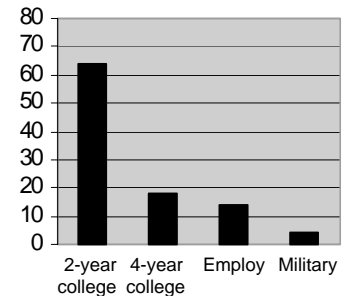
* Data reflects a change in calculation from previous years.
 * Current data show a dropout percentage of students entering Red Jacket at 9th grade that graduate in 4 years. Data does not count GED, IEP or students who take a 5th year to graduate.

Free & Reduced Lunches



Distribution of 2006 Graduates

- To 2-year college 64%
- To 4-year college 18%
- To Employment 14%
- To Military 4%



Fall Enrollment

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Kindergarten	81	66	72	69	62	66	65	71
First	64	81	69	69	73	58	61	62
Second	69	64	81	69	66	74	59	63
Third	78	69	67	84	69	74	73	56
Fourth	85	78	74	62	79	65	73	70
Fifth	83	78	75	73	62	80	63	76
Sixth	78	93	91	77	72	62	75	65
Seventh	62	75	95	93	87	77	63	82
Eighth	78	59	76	91	87	83	74	60
Ninth	91	90	61	81	90	100	73	69
Tenth	71	91	83	68	70	85	83	73
Eleventh	64	73	75	69	56	62	77	81
Twelfth	64	68	62	68	68	60	62	81
Out of District Placements							13	12
Total Enrollment	968	985	981	973	941	946	914	921

Average Class Size

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Kindergarten	21	17	18	20	16	17	16	18
Grades 1-5	21	21	18	18	17	17	20	16
English Grade 8	20	15	18	18	21	20	19	20
Math Grade 8	20	15	18	15	17	20	19	20
Science Grade 8	20	20	18	23	17	20	19	20
Social Studies Gr 8	20	20	18	18	21	20	19	20
English Grade 10	18	22	21	17	16	21	21	18
Math Grade 10	18	18	21	17	16	21	21	18
Science Grade 10	18	18	21	17	16	21	21	24
Social Studies Gr 10	18	22	21	17	16	21	21	24

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	15
Learning Disabled	41
Mentally Retarded	5
Speech Impaired	10
Visually Impaired	2
Orthopedic Impairment	1
Other Health Impaired	15
Multiple Disabilities	6
Traumatic Brain Injury	0
Pre-School	10
TOTAL	111

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

NUMBER OF ENGLISH AS A SECOND LANGUAGE STUDENTS

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

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



OUR MISSION

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