

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.

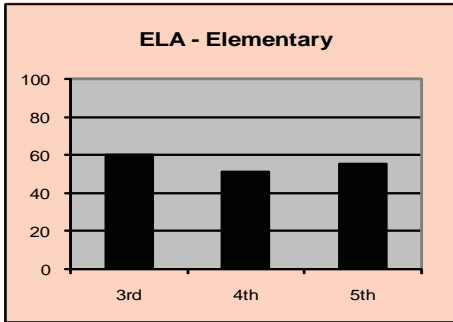
Level 1: Not Meeting Learning Standards
Student performance does not demonstrate an understanding of the ELA knowledge and skills expected at this grade level.

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



2009-10 Grades 3-5

The graph to the left represents our 3rd through 5th 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:

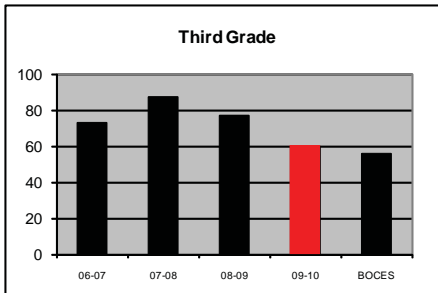
- Standard 1 Students will read, write, listen, and speak for information and understanding.
- Standard 2 Students will read, write, listen, and speak for literary response and expression.
- Standard 3 Students will read, write, listen, and speak for critical analysis and evaluation.
- Standard 4 Students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

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.

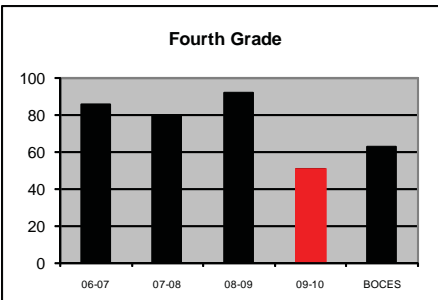
As you will notice, both the WFL BOCES averages and our district scores are significantly depressed for the 2009-2010 ELA Assessment. The New York State Education Department made the decision to move the assessments from January to May this year. After students had completed the assessments and our teachers had finalized scoring, we were pleased with our projected results and had already put plans in place based upon our initial analysis of strengths and weaknesses. Shortly after, the state shared that the "cut scores" that determine whether a student is proficient were being changed statewide in order to better mirror expected performance on the 11th grade NYS Regents examination in ELA and consequent college readiness.

Although we were above the WFL BOCES average in 3rd grade, we fell below in both 4th and 5th grade. We will work to increase our student's critical thinking skills and prepare them to meet the demands that next year's assessment will bring.

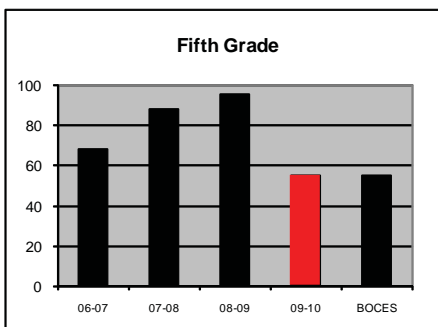
Historical Data



3 rd Grade	
2009-10	60%
WFL BOCES Avg	56%
2008-09	77%
2007-08	87%
2006-07	73%



4 th Grade	
2009-10	51%
WFL Avg	63%
2008-09	92%
2007-08	80%
2006-07	86%



5 th Grade	
2009-10	54%
WFL Avg	55%
2008-09	95%
2007-08	88%
2006-07	68%

NEW YORK STATE STANDARDS: ENGLISH LANGUAGE ARTS (ELA)

3rd Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	15%	45%	31%	9%
08-09	15%	62%	20%	3%
07-08	12%	76%	12%	0%
06-07	10%	63%	24%	3%

3 rd GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (58)	60% 35 students	40% 23 students
General Population (52)	65% 34 students	35% 18 students
Disabled Population (6)	17% 1 student	83% 5 students
Total Male Population (33)	55% 18 students	45% 15 students
Total Female Population (25)	68% 17 students	32% 8 students
Disadvantaged Population (20)	55% 11 students	45% 9 students
Non-Disadvantaged Population (38)	63% 24 students	37% 14 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (4)	NR	NR

4th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	3%	48%	43%	6%
08-09	2%	90%	6%	2%
07-08	6%	74%	16%	4%
06-07	16%	70%	13%	1%

4 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (65)	51% 33 students	49% 32 students
General Population (58)	57% 33 students	43% 25 students
Disabled Population (7)	0% 0 students	100% 7 students
Total Male Population (39)	59% 23 students	41% 16 students
Total Female Population (26)	39% 10 students	61% 16 students
Disadvantaged Population (15)	27% 4 students	73% 11 students
Non-Disadvantaged Population (50)	58% 29 students	42% 21 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	NR	NR

5th Grade ELA Results: Total Population

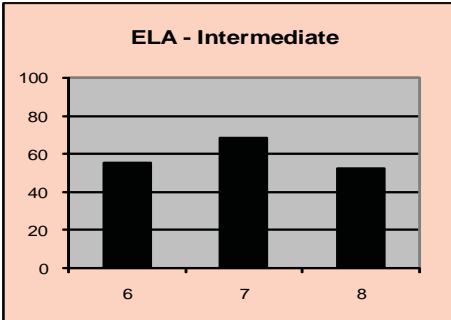
	Level 4	Level 3	Level 2	Level 1
09-10	18%	37%	40%	5%
08-09	15%	62%	20%	3%
07-08	3%	85%	12%	0%
06-07	6%	62%	29%	3%

5 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (57)	54% 31 students	46% 26 students
General Population (51)	61% 31 students	39% 20 student
Disabled Population (6)	0% 0 students	100% 6 students
Total Male Population (33)	55% 18 students	45% 15 students
Total Female Population (24)	54% 13 students	46% 11 students
Disadvantaged Population (23)	39% 9 students	61% 14 students
Non-Disadvantaged Population (34)	65% 22 students	35% 12 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (2)	NR	NR

* 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



2009-10 Grades 6-8

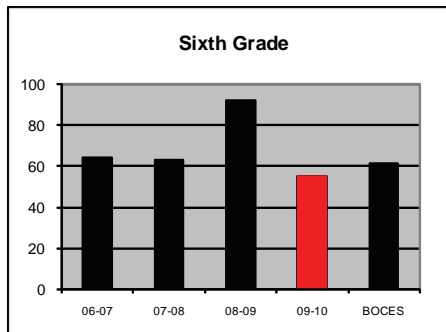
The graph to the left represents our 6th through 8th grade student's performance on the April 2010 NYS ELA Assessments.

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.

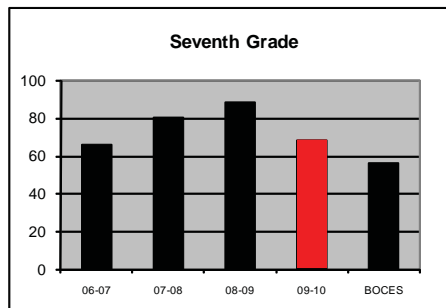
The standards are as follows:

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- 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.
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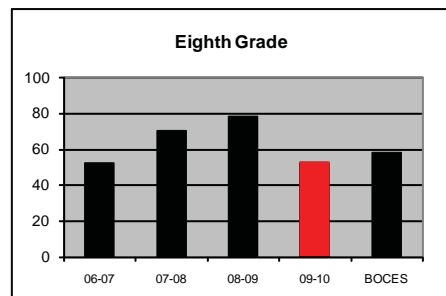
Historical Data



6th Grade	
2009-10	55%
WFL Avg	61%
2008-09	85%
2006-07	64%
2007-08	63%



7th Grade	
2009-10	68%
WFL Avg	56%
2008-09	88%
2006-07	66%
2007-08	80%



8th Grade	
2009-10	52%
WFL Avg	58%
2008-09	80%
2006-07	52%
2007-08	70%

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.

As you will notice, both the WFL BOCES averages and our district scores are significantly depressed for the 2009-2010 ELA Assessment. The New York State Education Department made the decision to move the assessments from January to May this year. After students had completed the assessments and our teachers had finalized scoring, we were pleased with our projected results and had already put plans in place based upon our initial analysis of strengths and weaknesses. Shortly after, the state shared that the "cut scores" that determine whether a student is proficient were being changed statewide in order to better mirror expected performance on the 11th grade NYS Regents examination in ELA and consequent college readiness.

Although we were above the WFL BOCES average in 7th grade, we fell below in both 6th and 8th grade. As we look ahead to next year's assessments, the test format will change and there will be greater similarities between the 6th, 7th and 8th grade assessments. The editing paragraph will be removed and all students will be expected to read, write and listen at a proficient level.

NEW YORK STATE STANDARDS: ENGLISH LANGUAGE ARTS (ELA)

6th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	7%	48%	38%	7%
08-09	2%	90%	6%	2%
07-08	0%	63%	35%	2%
06-07	12%	53%	34%	1%

6 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (73)	55% 40 students	45% 33 students
General Population (67)	58% 39 students	42% 28 students
Disabled Population (6)	17% 1 student	83% 5 students
Total Male Population (42)	52% 22 students	48% 20 students
Total Female Population (31)	58% 18 students	42% 13 students
Disadvantaged Population (21)	29% 6 students	71% 15 students
Non-Disadvantaged Population (52)	65% 34 students	35% 18 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	NR	NR

7th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	16%	52%	29%	3%
08-09	3%	85%	12%	0%
07-08	0%	80%	20%	0%
06-07	0%	66%	30%	5%

7 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (82)	68% 56 students	32% 26 students
General Population (74)	76% 56 students	24% 18 students
Disabled Population (8)	0% 0 students	100% 8 students
Total Male Population (48)	67% 32 students	33% 16 students
Total Female Population (34)	71% 24 students	29% 10 students
Disadvantaged Population (33)	55% 18 students	45% 15 students
Non-Disadvantaged Population (49)	78% 38 students	22% 11 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (9)	55% 5 students	45% 4 students

8th Grade ELA Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	5%	47%	43%	5%
08-09	2%	76%	21%	0%
07-08	7%	63%	28%	2%
06-07	7%	45%	47%	1%

8 th GRADE ELA	Meeting State Standards	Not Yet at State Standards
Total Population (62)	52% 32 students	48% 30 students
General Population (58)	53% 31 students	47% 27 students
Disabled Population (4)	NR	NR
Total Male Population (33)	48% 16 students	52% 17 students
Total Female Population (29)	55% 16 students	45% 13 students
Disadvantaged Population (18)	39% 7 students	61% 11 students
Non-Disadvantaged Population (44)	57% 25 students	43% 19 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (0)	0% 0 students	0% 0 students

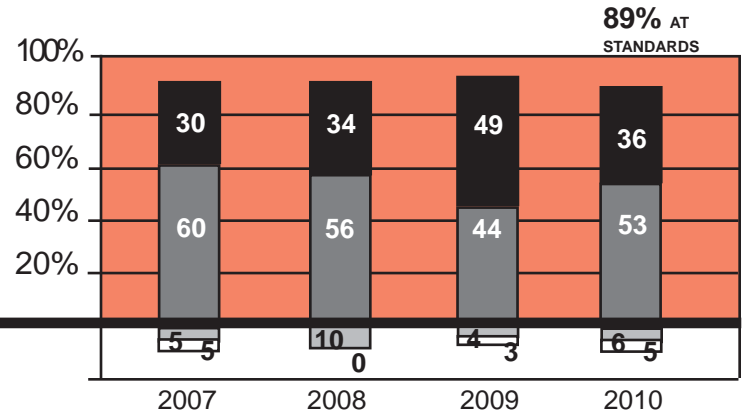
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SECONDARY

PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS

11th Grade ELA Results: Total Population

	06-07	07-08	08-09	09-10	
Level 4	30%	34%	49%	36%	} 89% AT STDS
Level 3	60%	56%	44%	53%	
Level 2	5%	10%	4%	6%	
Level 1	5%	0%	3%	5%	



The above graph represents the performance of our students on the NYS 11th grade ELA Regents Exam in August '09, January '10 and June '10. The 11th grade ELA Regents Exam is a graduation requirement for all students working toward a Regent's Diploma. We are pleased that 89% of our students have met with success on this assessment last year. Our goal is to maintain or increase this percentage as we continue in the 2010-11 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 will change from a two day, 6 hour assessment to a one day, 3 hour assessment. The examination will consist of 4 parts. Part 1 will consist of a listening passage with 8 multiple-choice questions. Part 2 will consist of one literary and one informational passage, each with 6 multiple-choice questions. Part 3 will consist 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, will consist 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.

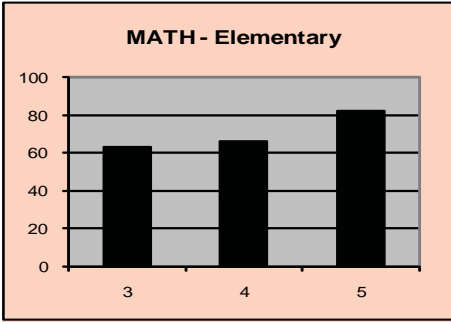
11 th GRADE ELA	Meeting State Standards		Not Yet at State Standards	
Total Population (65)	92%	60 students	8%	5 students
General Population (60)	92%	55 students	8%	5 students
Disabled Population (5)	100%	5 students	0%	0 students
Total Male Population (37)	92%	34 students	8%	3 students
Total Female Population (28)	93%	26 students	7%	2 students
Disadvantaged Population (26)	88%	23 students	12%	3 students
Non-Disadvantaged Population (39)	95%	37 students	5%	2 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (3)	NR	NR	NR	NR

Data reflects low-pass option for students with disabilities

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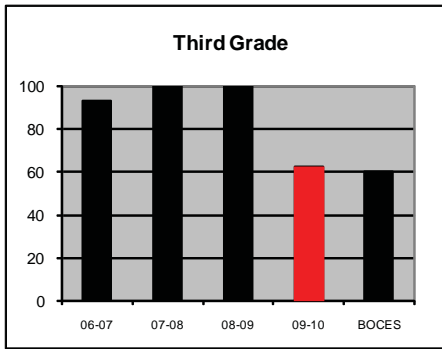
ELEMENTARY

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



2009-10 Grades 3-5

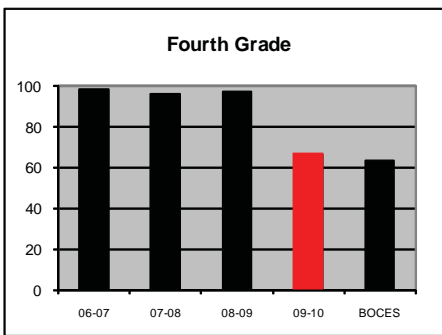
Historical Data



3rd Grade

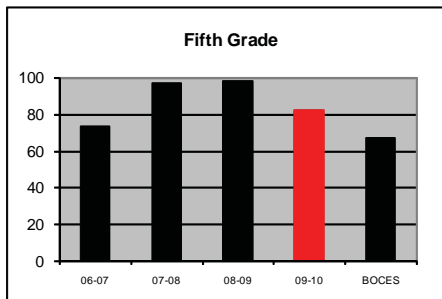
*2009-10	62%
WFL Average	60%
2008-09	100%
2007-08	100%
2006-07	93%

** Cut scores were changed*



4th Grade

*2009-10	66%
WFL Average	63%
2008-09	97%
2007-08	94%
2006-07	98%



5th Grade

*2009-10	82%
WFL Average	67%
2008-09	99%
2007-08	97%
2006-07	73%

The graph to the left represents our 3rd through 5th grade student's performance on the May 2010 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.

As you will notice, both the WFL BOCES averages and our district scores are significantly depressed for the 2009-2010 Math Assessment. The New York State Education Department made the decision to move the assessments from March to May this year. After students had completed the assessments and our teachers had finalized scoring, we were pleased with our projected results and had already put plans in place based upon our initial analysis of strengths and weaknesses. Shortly after, the state shared that the "cut scores" that determine whether a student is proficient were being changed statewide in order to better mirror expectations for college readiness.

Although we scored above the WFL BOCES average in all grade levels, we will be focusing on our students' ability to think and act like mathematician's, as they will be presented with more challenging material that covers a greater amount of performance indicators on the May 2011 assessments.

NEW YORK STATE STANDARDS: ELEMENTARY MATHEMATICS

3rd Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	16%	46%	33%	5%
08-09	21%	79%	0%	0%
07-08	40%	60%	0%	0%
06-07	33%	60%	7%	0%
05-06	28%	65%	7%	0%

3 rd GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (58)	62% 36 students	38% 22 students
General Population (52)	67% 35 students	33% 17 students
Disabled Population (6)	17% 1 student	83% 5 students
Total Male Population (33)	58% 19 students	42% 14 students
Total Female Population (25)	68% 17 students	32% 8 students
Disadvantaged Population (20)	55% 11 students	45% 9 students
Non-Disadvantaged Population (38)	66% 25 students	34% 13 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (4)	NR	NR

4th Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	20%	46%	31%	3%
08-09	33%	64%	3%	0%
07-08	35%	59%	6%	0%
06-07	21%	78%	1%	0%
05-06	18%	74%	2%	6%

4 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (65)	66% 43 students	34% 22 students
General Population (58)	72% 42 students	28% 16 students
Disabled Population (7)	14% 1 student	86% 6 students
Total Male Population (39)	67% 26 students	33% 13 students
Total Female Population (26)	65% 17 students	35% 9 students
Disadvantaged Population (15)	47% 7 students	53% 8 students
Non-Disadvantaged Population (50)	72% 36 students	28% 14 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	80% 4 students	20% 1 student

5th Grade Math Results: Total Population

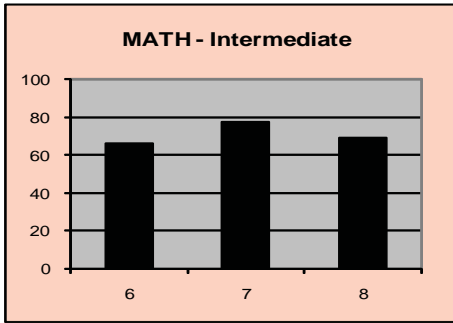
	Level 4	Level 3	Level 2	Level 1
09-10	19%	63%	16%	2%
08-09	39%	59%	2%	0%
07-08	44%	53%	0%	3%
06-07	11%	62%	21%	6%
05-06	6%	68%	16%	10%

5 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (57)	82% 47 students	18% 10 students
General Population (51)	86% 44 students	14% 7 students
Disabled Population (6)	50% 3 students	50% 3 students
Total Male Population (33)	85% 28 students	15% 5 students
Total Female Population (24)	79% 19 students	21% 5 students
Disadvantaged Population (23)	78% 18 students	22% 5 students
Non-Disadvantaged Population (34)	85% 29 students	15% 5 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (2)	NR	NR

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INTERMEDIATE

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS

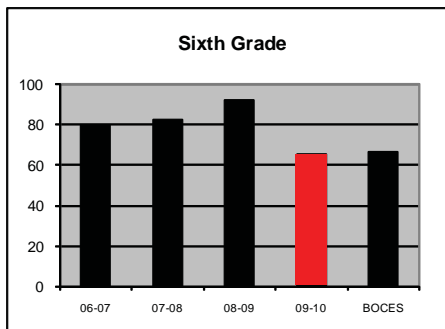


2009-10 Grades 6-8

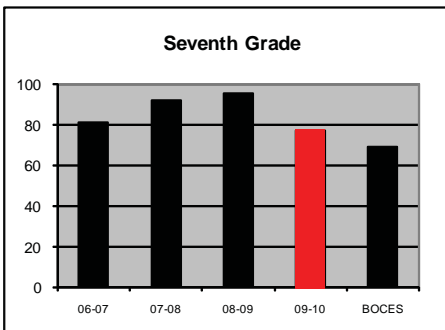
The graph to the left represents our 6th through 8th grade student's performance on the NYS Math Assessments which were administered in May 2010. The NYS Content and Process Strands for K-8 Mathematics focus on five content areas (Number Sense & Operations, Algebra, Geometry, Measurement and Statistics & 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.

Although we performed near or above the WFL BOCES average, we will be focusing on our students' ability to think and act like mathematician's, as they will be presented with more challenging material that covers a greater amount of performance indicators on the May 2011 assessments.

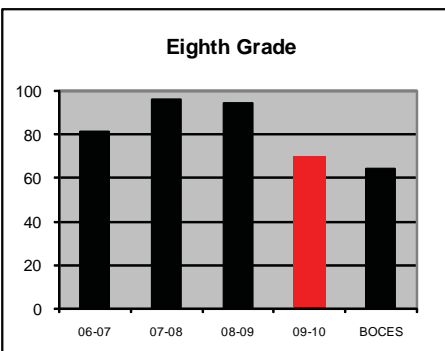
Historical Data



6th Grade	
*2009-10	65%
WFL Average	66%
2008-09	91%
2007-08	82%
2006-07	79%



7th Grade	
*2009-10	77%
WFL Average	69%
2008-09	95%
2007-08	92%
2006-07	81%



8th Grade	
*2009-10	69%
WFL Average	64%
2008-09	95%
2007-08	96%
2006-07	75%

NEW YORK STATE STANDARDS: INTERMEDIATE MATHEMATICS

6th Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	26%	39%	24%	11%
08-09	41%	51%	7%	1%
07-08	22%	60%	13%	5%
06-07	25%	55%	14%	6%

6 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (74)	65% 48 students	35% 26 students
General Population (68)	69% 47 students	31% 21 students
Disabled Population (6)	17% 1 student	83% 5 students
Total Male Population (42)	64% 27 students	36% 15 students
Total Female Population (32)	66% 21 students	34% 11 students
Disadvantaged Population (21)	52% 11 students	48% 10 students
Non-Disadvantaged Population (53)	70% 37 students	30% 16 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (5)	100% 5 students	0% 0 students

7th Grade Math Results: Total Population

	Level 4	Level 3	Level 2	Level 1
09-10	37%	40%	21%	2%
08-09	30%	65%	3%	2%
07-08	45%	47%	8%	0%
06-07	28%	53%	17%	2%

7 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (82)	77% 63 students	23% 19 students
General Population (74)	82% 61 students	18% 13 students
Disabled Population (8)	25% 2 students	75% 6 students
Total Male Population (48)	77% 37 students	23% 11 students
Total Female Population (34)	76% 26 students	24% 8 students
Disadvantaged Population (33)	64% 21 students	36% 12 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 (9)	67% 6 students	33% 3 students

8th Grade Math Results: Total Population

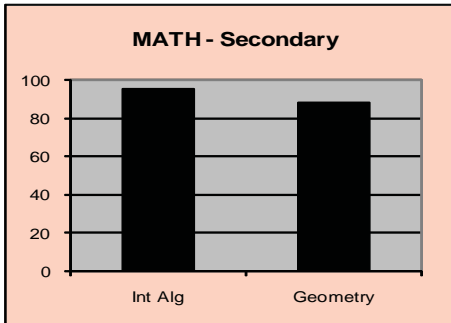
	Level 4	Level 3	Level 2	Level 1
09-10	19%	50%	29%	2%
08-09	45%	49%	4%	2%
07-08	44%	53%	4%	0%
06-07	22%	53%	21%	4%

8 th GRADE Math	Meeting State Standards	Not Yet at State Standards
Total Population (62)	69% 43 students	31% 19 students
General Population (58)	72% 42 students	28% 16 students
Disabled Population (4)	NR	NR
Total Male Population (33)	66% 22 students	34% 11 students
Total Female Population (29)	72% 21 students	28% 8 students
Disadvantaged Population (18)	61% 11 students	39% 7 students
Non-Disadvantaged Population (44)	73% 32 students	27% 12 students
English Language Learners (0)	0% 0 students	0% 0 students
Major Racial/Ethnic Groups (0)	0% 0 students	0% 0 students

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

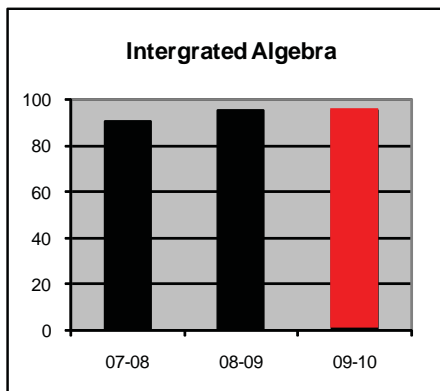
SECONDARY

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



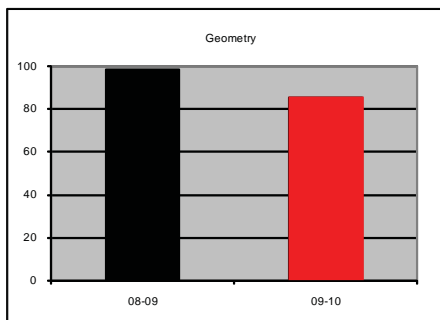
2009-10 Integrated Algebra & Geometry

Historical Data



Integrated Algebra

2009-10	95%
2008-09	95%
2007-08	92%



Geometry

2009-10	85%
2008-09	98%

The graph to the left represents the Math scores for the Integrated Algebra and Geometry Assessments in August 2009, January 2010 and June of 2010. The Integrated Algebra Regents was offered for the first time in June 2008 as the culminating assessment for the new one-year course that focuses on the algebra process and content performance indicators.

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

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.

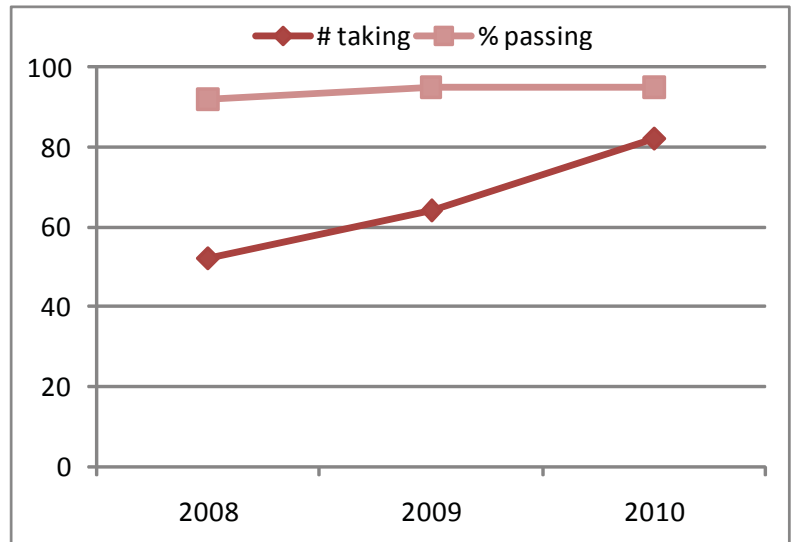
INTEGRATED ALGEBRA

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

For the second year in a row, we have 95% of our students meeting or exceeding standards on the Integrated Algebra Assessment. Our goal for 2011 is to maintain our current level of success.

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	
	%	Number of Students	%	Number of Students
Total Population (82)	95%	78 students	5%	4 students
General Population (77)	95%	73 students	5%	4 students
Disabled Population (5)	100%	5 students	0%	0 students
Total Male Population (39)	85%	36 students	15%	3 students
Total Female Population (43)	98%	42 students	2%	1 student
Disadvantaged Population (27)	93%	25 students	7%	2 students
Non-Disadvantaged Population (55)	96%	53 students	4%	2 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (4)	NR	NR	NR	NR

Data reflects low-pass option for students with disabilities.

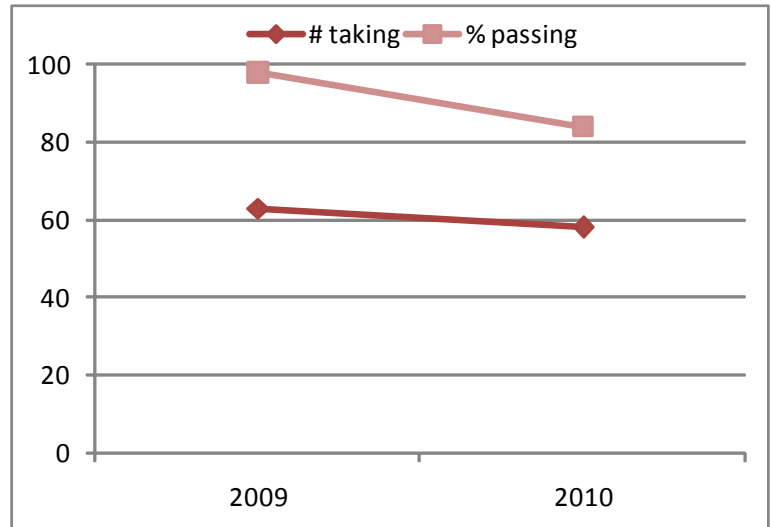
* NR: Not Reportable data; To ensure student confidentiality, we do not publish data for groups with fewer than five students.

GEOMETRY

	# taking	% passing
2008-09	63	98%
2009-10	58	84%

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 saw a decline in the proficiency rate of our students during the second year of administration of the Geometry Regents. Using an item analysis, we have been able to target areas of weakness and will make changes in the curriculum to address these areas. Our goal will be to have 90% or more of our students passing in June of 2011.



GEOMETRY	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (58)	86%	50 students	14%	8 students
General Population (52)	85%	44 students	15%	8 students
Disabled Population (6)	100%	6 students	0%	0 students
Total Male Population (21)	86%	18 students	14%	3 students
Total Female Population (37)	86%	32 students	14%	5 students
Disadvantaged Population (23)	83%	19 students	17%	4 students
Non-Disadvantaged Population (35)	89%	31 students	11%	4 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (2)	NR	NR	NR	NR

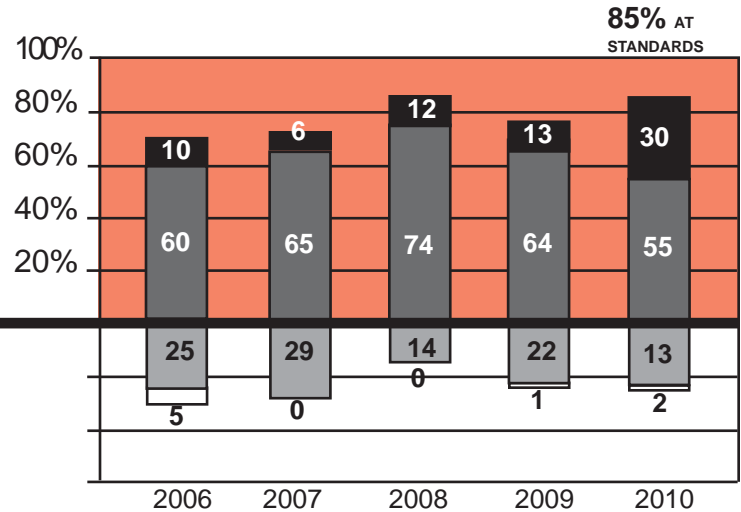
Data reflects low-pass option for students with disabilities.

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NEW YORK STATE STANDARDS: 8TH GRADE SOCIAL STUDIES

8th Grade Social Studies Results: Total Population

	05-06	06-07	07-08	08-09	09-10	
Level 4	10%	6%	12%	13%	30%	} 85% AT STDS
Level 3	59%	65%	74%	64%	55%	
Level 2	24%	29%	14%	22%	13%	
Level 1	1%	0%	0%	1%	2%	



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.

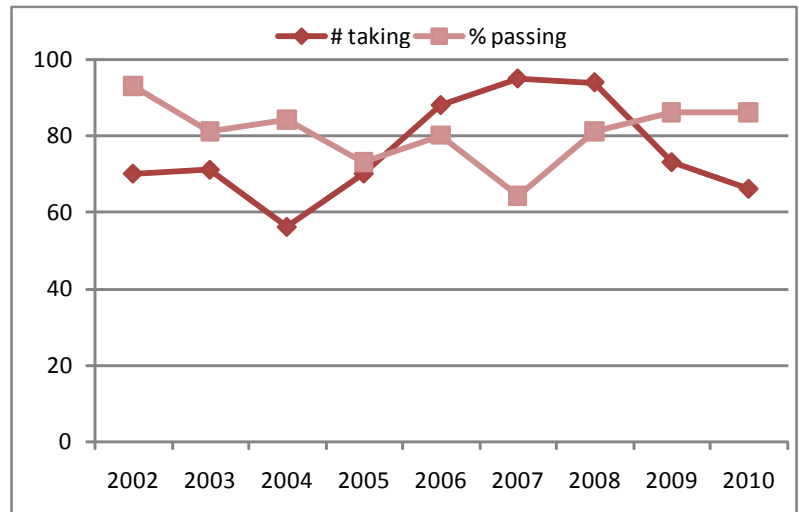
We were successful in meeting the goal set last year of having 85% of our students proficient on the June 2010 assessment. As we move forward the state has made the decision to discontinue administration of the 5th and 8th grade NYS Social Studies Assessments due to financial constraints. We are confident that our students will continue to be well prepared to enter the high school Social Studies program and excel on both the Global History and United States Government Regents Examinations.

8 th GRADE SOCIAL STUDIES	Meeting State Standards		Not Yet at State Standards	
Total Population (62)	85%	53 students	15%	9 students
General Population (58)	90%	52 students	10%	6 students
Disabled Population (4)	NR	NR	NR	NR
Total Male Population (33)	82%	27 students	18%	6 students
Total Female Population (29)	90%	26 students	10%	3 students
Disadvantaged Population (18)	72%	13 students	28%	5 students
Non-Disadvantaged Population (44)	91%	40 students	9%	4 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (0)	0%	0 students	0%	0 students

* 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
2001-02	70	93%
2002-03	71	82%
2003-04	58	83%
2004-05	70	73%
2005-06	88	80%
2006-07	95	64%
2007-08	94	81%
2008-09	73	86%
2009-10	66	86%



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

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

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

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

For the second year in a row, 86% of our students are meeting or exceeding standards. We continue to have a goal of 90% for the 2010-2011 school year. Last year we focused on the "disadvantaged" subgroup where 22 of 29 students met with success. This year 100% of our "disadvantaged" subgroup were proficient on the exam. 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.

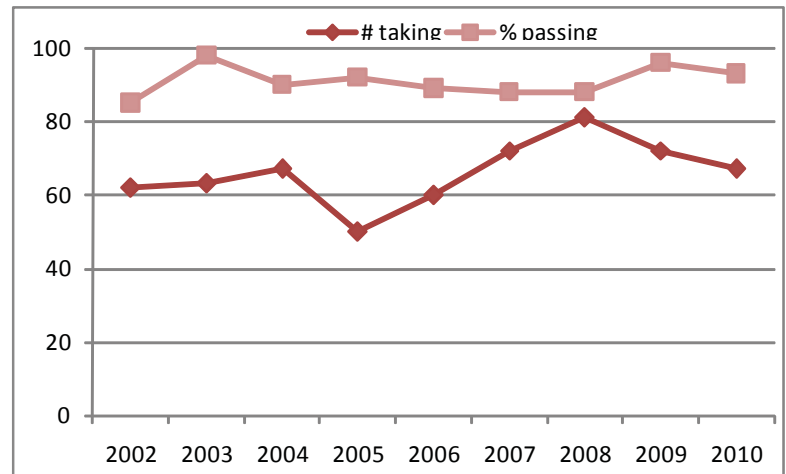
GLOBAL HISTORY	Meeting State Standards		Not Yet at State Standards	
Total Population (66)	88%	58 students	12%	8 students
General Population (59)	88%	52 students	12%	7 students
Disabled Population (7)	86%	6 students	14%	1 student
Total Male Population (29)	90%	26 students	10%	3 students
Total Female Population (37)	86%	32 students	14%	5 students
Disadvantaged Population (24)	100%	24 students	0%	0 students
Non-Disadvantaged Population (42)	81%	34 students	19%	8 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (1)	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.

US HISTORY & GOVERNMENT

	# taking	% passing
2001-02	62	85%
2002-03	63	98%
2003-04	68	90%
2004-05	50	92%
2005-06	60	89%
2006-07	72	88%
2007-08	81	88%
2008-09	72	96%
2009-10	67	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.

Currently, 93% of our students are meeting or exceeding standards. Our goal for 2011 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.

US HISTORY	Meeting State Standards		Not Yet at State Standards	
Total Population (67)	93%	62 students	7%	5 students
General Population (62)	92%	57 students	8%	5 students
Disabled Population (5)	100%	5 students	0%	0 students
Total Male Population (38)	92%	35 students	8%	3 students
Total Female Population (29)	93%	27 students	7%	2 students
Disadvantaged Population (26)	92%	24 students	8%	2 students
Non-Disadvantaged Population (41)	93%	38 students	7%	3 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (3)	NR	NR	NR	NR

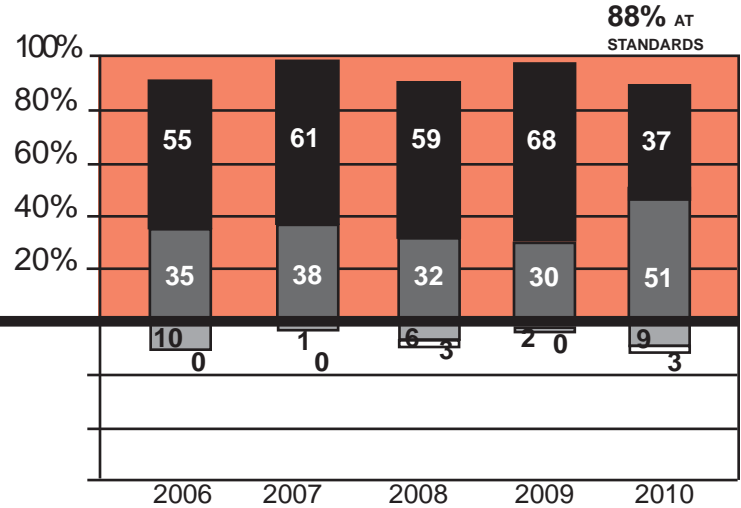
Data reflects low-pass option for students with disabilities.

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NEW YORK STATE STANDARDS: 4TH GRADE SCIENCE

4th 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.

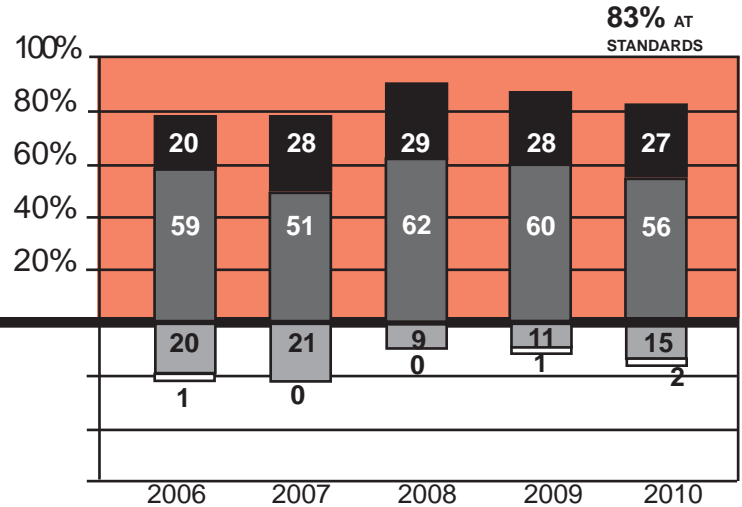
Currently, we have 88% of our students meeting or exceeding standards. Our goal for 2011 is to have 90% or more of our students achieve proficiency. We will continue to focus on our "disabled" subgroup since only three of the seven students met with success. Students will be involved in RtI (Response 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 th GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
Total Population (65)	88%	57 students	12%	8 students
General Population (58)	93%	54 students	7%	4 students
Disabled Population (7)	43%	3 students	57%	4 students
Total Male Population (39)	87%	34 students	13%	5 students
Total Female Population (26)	88%	23 students	12%	3 students
Disadvantaged Population (15)	73%	11 students	27%	4 students
Non-Disadvantaged Population (50)	92%	46 students	8%	4 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (5)	80%	4 students	20%	1 student

NEW YORK STATE STANDARDS: 8TH GRADE SCIENCE

8th Grade Science Results: Total Population

	05-06	06-07	07-08	08-09	09-10	
Level 4	20%	28%	29%	28%	27%	} 83% AT STDS
Level 3	59%	51%	62%	60%	56%	
Level 2	20%	21%	9%	11%	15%	
Level 1	1%	0%	0%	1%	2%	



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 83% of our students meeting or exceeding standards. This is a slight decrease from last year. Our goal for

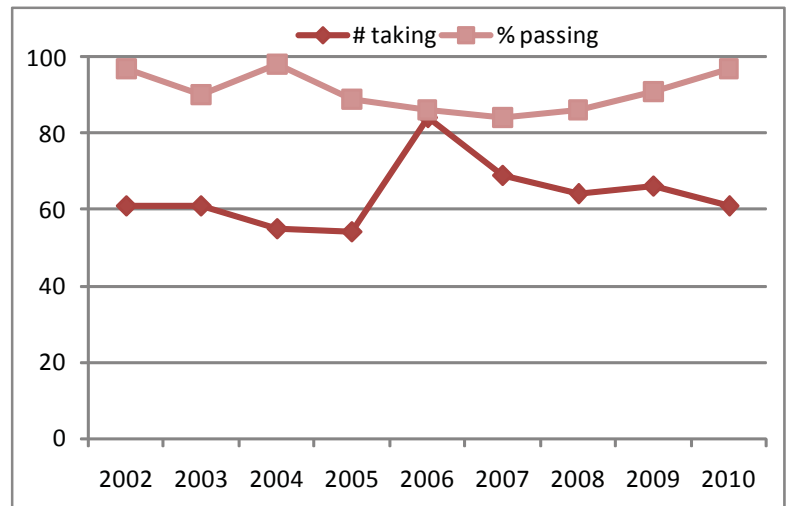
2011 is to return to 90%+ proficiency. We utilize the test analysis completed by BOCES to identify gaps in the curriculum. This data provides us with information that is essential in planning for team-taught classes and remediation. We will continue to focus on the students with disabilities cohort where 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.

8 th GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
	Percentage	Number of Students	Percentage	Number of Students
Total Population (52)	83%	43 students	17%	9 students
General Population (48)	85%	41 students	15%	7 students
Disabled Population (4)	NR	NR	NR	NR
Total Male Population (30)	87%	26 students	13%	4 students
Total Female Population (22)	77%	17 students	23%	5 students
Disadvantaged Population (17)	82%	14 students	18%	3 students
Non-Disadvantaged Population (35)	83%	29 students	17%	6 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (0)	0%	0 students	0%	0 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
2001-02	61	97%
2002-03	61	90%
2003-04	55	98%
2004-05	54	89%
2005-06	85	85%
2006-07	69	84%
2007-08	64	86%
2008-09	66	91%
2009-10	61	97%



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 97% of our students meeting or exceeding standards. Our goal for 2011 is to maintain this level. We had one student unable to participate in the exam due to not meeting lab requirements. We will continue to design interventions for students who are falling behind with lab requirements during the year so that 100% of our students will participate in the 2011 exam.

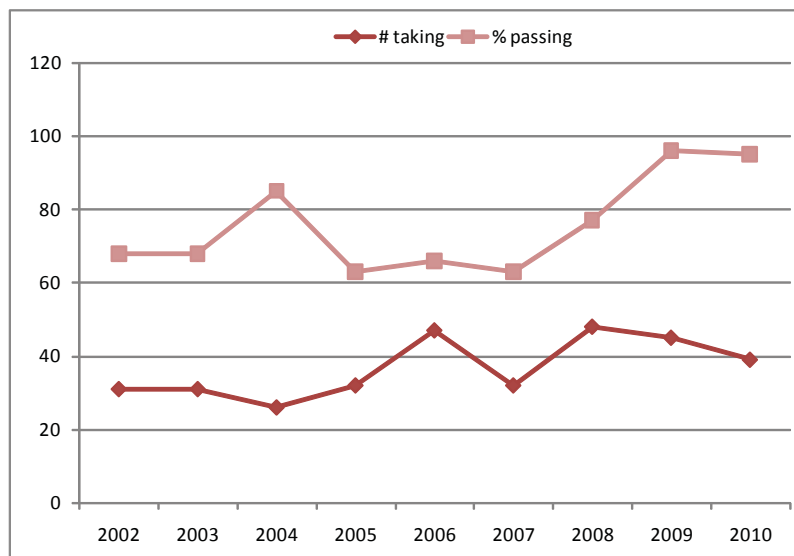
LIVING ENVIRONMENT	Meeting State Standards		Not Yet at State Standards	
Total Population (61)	97%	59 students	3%	2 students
General Population (58)	97%	56 students	3%	2 students
Disabled Population (3)	NR	NR	NR	NR
Total Male Population (23)	91%	21 students	9%	2 students
Total Female Population (38)	100%	38 students	0%	0 students
Disadvantaged Population (25)	96%	24 students	4%	1 student
Non-Disadvantaged Population (36)	97%	35 students	3%	1 student
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (2)	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.

CHEMISTRY

	# taking	% passing
2001-02	31	68%
2002-03	31	68%
2003-04	26	85%
2004-05	32	63%
2005-06	47	66%
2006-07	32	63%
2007-08	48	77%
2008-09	45	96%
2009-10	40	95%



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 95% of our students meeting or exceeding standards. Our achievement goal for 2011 is to maintain this level. We had three students unable to participate in the exam due to not meeting lab requirements. We will continue to design interventions for students who are falling behind with lab requirements during the year so that 100% of our students will participate in the 2011 exam.

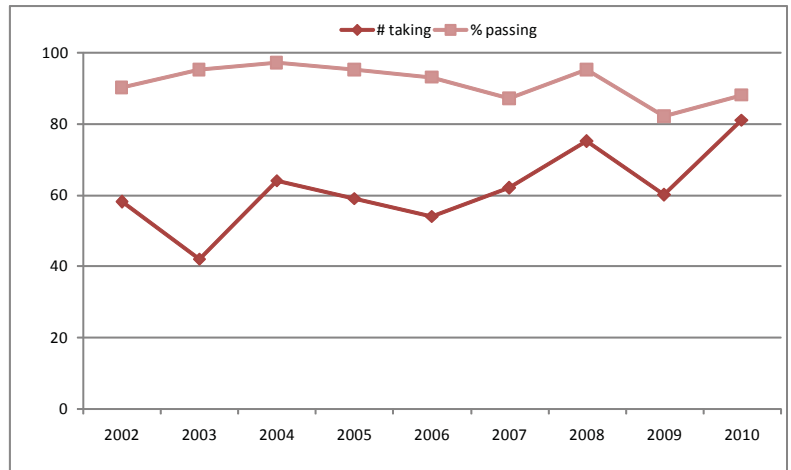
CHEMISTRY	Meeting State Standards		Not Yet at State Standards	
Total Population (40)	95%	38 students	5%	2 students
General Population (40)	95%	38 students	5%	2 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (25)	96%	24 students	4%	1 student
Total Female Population (15)	93%	14 students	7%	1 student
Disadvantaged Population (13)	92%	12 students	8%	1 student
Non-Disadvantaged Population (27)	96%	26 students	4%	1 student
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (1)	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
2001-02	58	90%
2002-03	42	95%
2003-04	64	97%
2004-05	59	95%
2005-06	54	91%
2006-07	62	87%
2007-08	75	95%
2008-09	60	82%
2009-10	81	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

Currently, 88% of our students are meeting or exceeding standards. Our achievement goal for 2011 is to return to 90%+ proficiency. Last year we had 18% (13 students) unable to participate in the Regents exams due to not completing lab requirements. This year that number has dropped to 4% (3 students). We will continue to design interventions for students who are falling behind with lab requirements during the year so that 100% of our students will participate in the 2011 exam.

EARTH SCIENCE	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (81)	88%	71 students	12%	10 students
General Population (74)	89%	66 students	11%	8 students
Disabled Population (7)	71%	5 students	29%	2 students
Total Male Population (40)	87%	35 students	13%	5 students
Total Female Population (41)	88%	36 students	12%	5 students
Disadvantaged Population (22)	91%	20 students	9%	2 students
Non-Disadvantaged Population (59)	86%	51 students	14%	8 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (4)	NR	NR	NR	NR

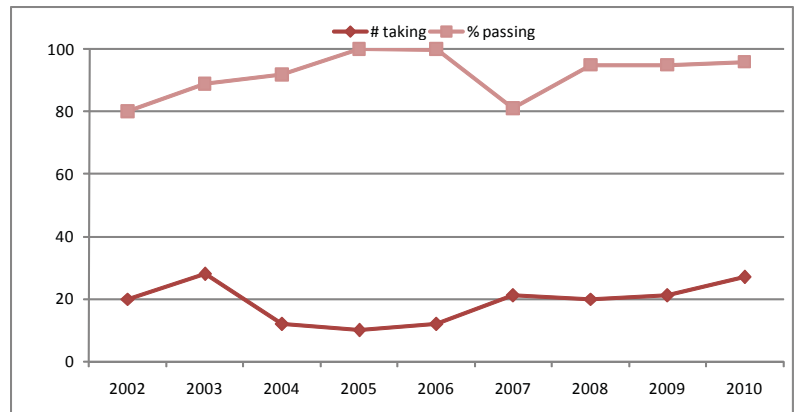
Data reflects low-pass option for disabled students.

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

PHYSICS

	# taking	% passing
2001-02	20	80%
2002-03	28	89%
2003-04	12	92%
2004-05 *	10	100%
2005-06 *	12	100%
2006-07	21	81%
2007-08	20	95%
2008-09	21	95%
2009-10	27	96%

* 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, 96% of our students are meeting or exceeding standards. Our achievement goal for 2011 is to maintain this level of proficiency. We had one student unable to participate in the exam due to not meeting lab requirements. We will continue to design interventions for students who are falling behind with lab requirements during the year so that 100% of our students will participate in the 2011 exam. We strive to cultivate an interest in Science so that all students have the desire to participate in higher level Science courses.

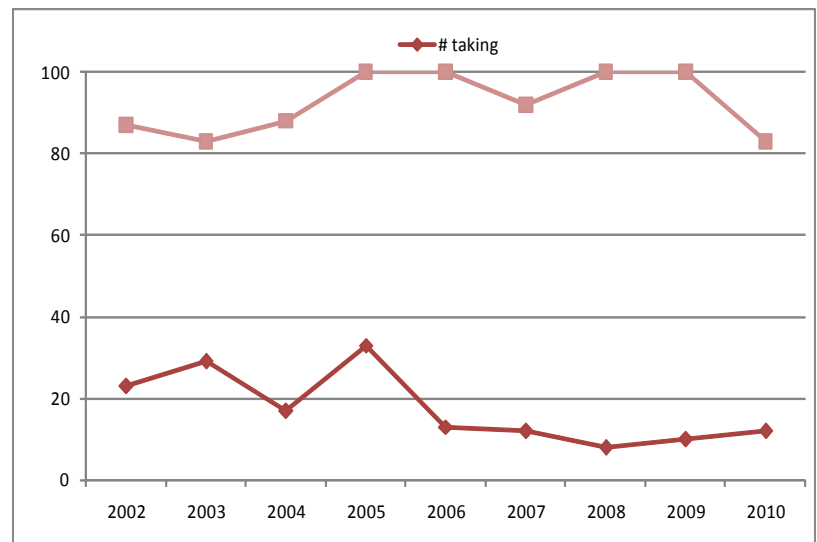
PHYSICS	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (27)	96%	26 students	4%	1 student
General Population (27)	96%	26 students	4%	1 student
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (15)	93%	14 students	7%	1 student
Total Female Population (12)	100%	12 students	0%	0 students
Disadvantaged Population (3)	NR	NR	NR	NR
Non-Disadvantaged Population (24)	96%	23 students	4%	1 student
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (1)	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.

FRENCH III

	# taking	% passing
2001-02	23	87%
2002-03	29	83%
2003-04	17	88%
2004-05	33	100%
2005-06	13	100%
2006-07	12	92%
2007-08	8	100%
2008-09	10	100%
2009-10	12	83%



This examination is composed of four parts:

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

Currently, 83% of our students are meeting or exceeding standards. Our achievement goal for 2011 is to return to 90%+ level of success. We continue to offer challenging world-class language courses and work to meet the needs of all students involved.

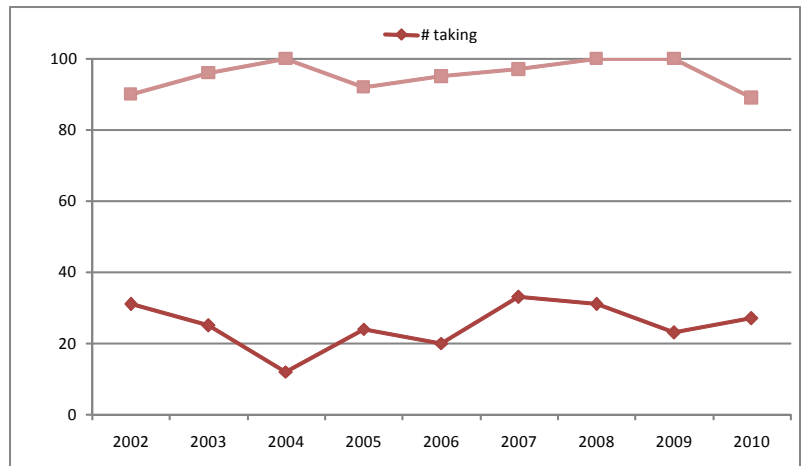
FRENCH III	Meeting State Standards		Not Yet at State Standards	
Total Population (12)	83%	10 students	17%	2 students
General Population (11)	82%	9 students	18%	2 students
Disabled Population (1)	NR	NR	NR	NR
Total Male Population (5)	60%	3 students	40%	2 students
Total Female Population (7)	100%	7 students	0%	0 students
Disadvantaged Population (2)	NR	NR	NR	NR
Non-Disadvantaged Population (10)	80%	8 students	20%	2 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (0)	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
2001-02	31	90%
2002-03	25	96%
2003-04	12	100%
2004-05	24	92%
2005-06	20	95%
2006-07	33	97%
2007-08	31	100%
2008-09	23	100%
2009-10	27	89%



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)

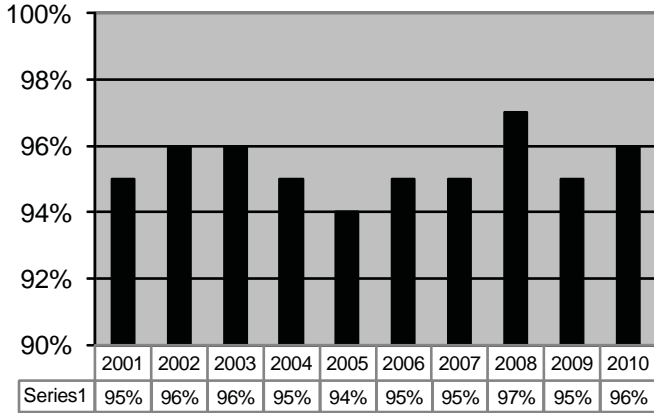
Currently, 89% of our students are meeting or exceeding the standards. Our achievement goal for 2011 is to return to 90%+ level of proficiency. We will continue to offer challenging world-class language courses and work to meet the needs of all students involved.

SPANISH III	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (27)	89%	24 students	11%	3 students
General Population (27)	89%	24 students	11%	3 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (11)	73%	8 students	27%	3 students
Total Female Population (16)	100%	16 students	0%	0 students
Disadvantaged Population (8)	100%	8 students	0%	0 students
Non-Disadvantaged Population (19)	84%	16 students	16%	3 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (0)	0%	0 students	0%	0 students

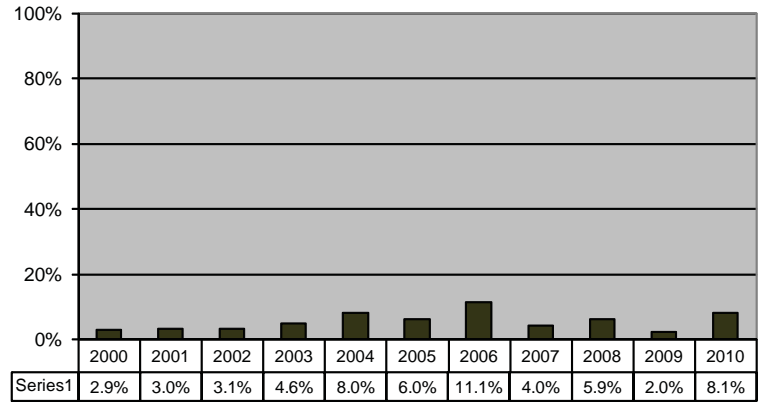
Data reflects low-pass option for disabled students.

MISCELLANEOUS DATA

Attendance Rates

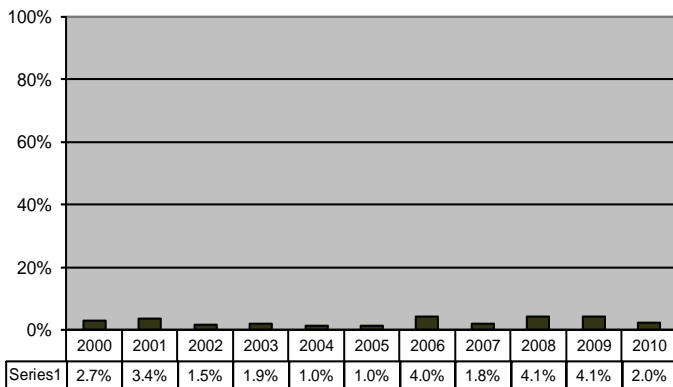


Student Suspension Rates

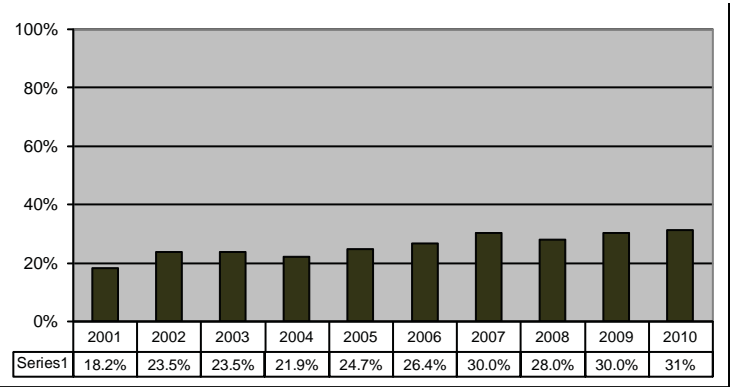


* Current data show a dropout percentage of students entering Red Jacket at 9th grade who graduate in 4 years. Data does not count GED, IEP or students who take a 5th year to graduate.

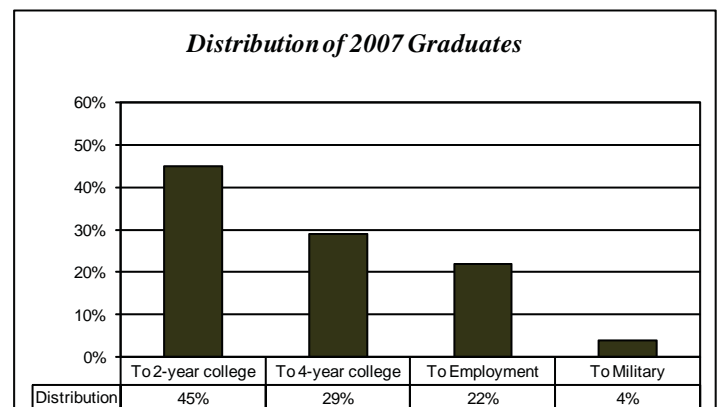
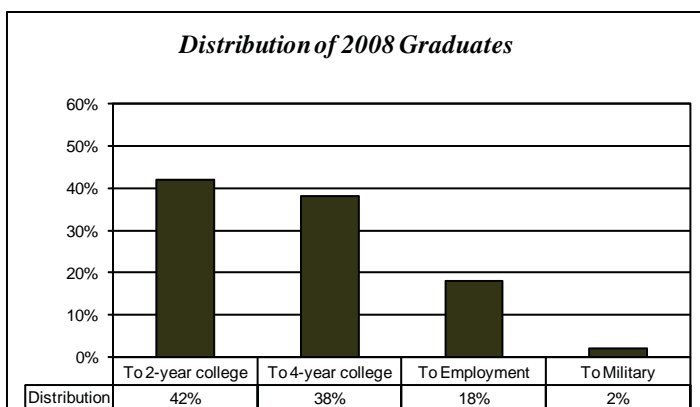
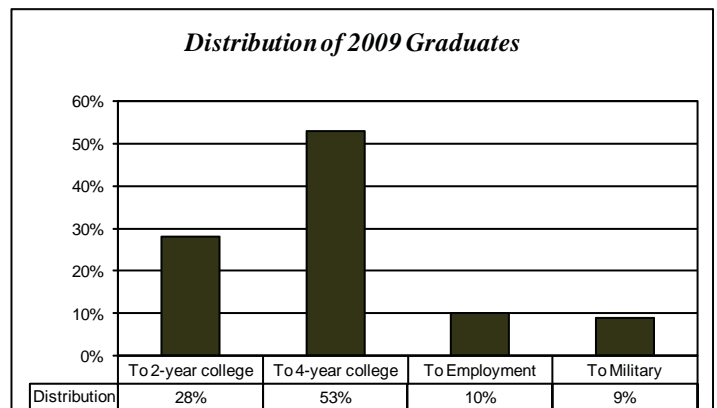
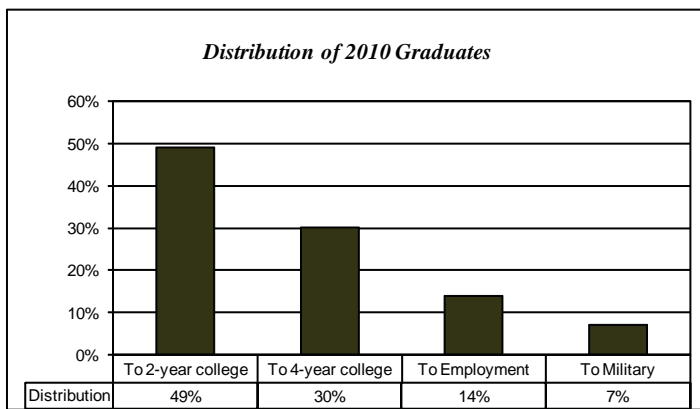
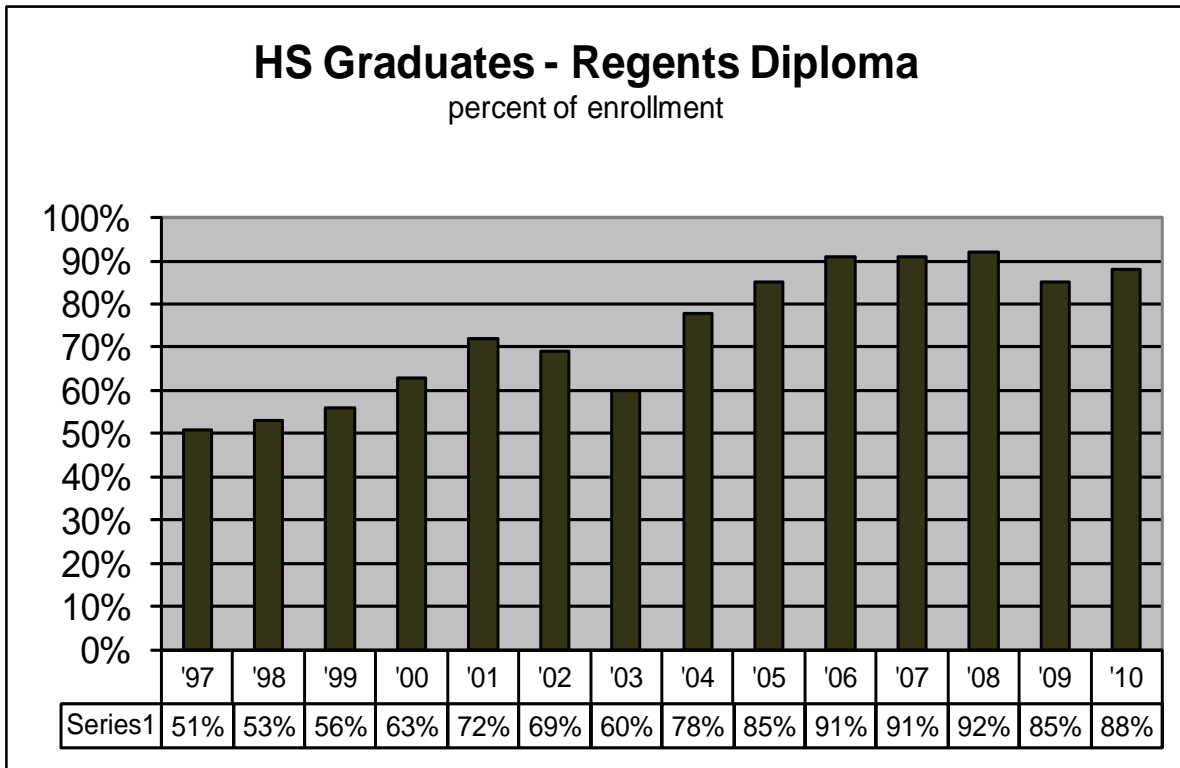
Student Drop Out Rates



Free & Reduced Lunches



MISCELLANEOUS DATA



Fall Enrollment

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Kindergarten	72	69	62	66	65	71	67	55
First	69	69	73	58	61	62	70	70
Second	81	69	66	74	59	63	60	68
Third	67	84	69	74	73	56	62	63
Fourth	74	62	79	65	73	70	54	61
Fifth	75	73	62	80	63	76	67	56
Sixth	91	77	72	62	75	65	81	71
Seventh	95	93	87	77	63	82	62	83
Eighth	76	91	87	83	74	60	85	63
Ninth	61	81	90	100	73	69	56	83
Tenth	83	68	70	85	83	73	67	60
Eleventh	75	69	56	62	77	81	71	64
Twelfth	62	68	68	60	62	81	81	79
Out of District Placements					13	12	13	13
Total Enrollment	981	973	941	946	914	921	896	889

Average Class Size

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Kindergarten	18	20	16	17	16	18	22	18
Grades 1-5	18	18	17	17	20	16	17	18
English Grade 8	18	18	21	20	19	20	21	21
Math Grade 8	18	15	17	20	19	20	21	21
Science Grade 8	18	23	17	20	19	20	21	21
Social Studies Gr 8	18	18	21	20	19	20	21	21
English Grade 10	21	17	16	21	21	18	17	20
Math Grade 10	21	17	16	21	21	18	17	20
Science Grade 10	21	17	16	21	21	24	17	20
Social Studies Gr 10	21	17	16	21	21	24	17	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	7
Learning Disabled	38
Mentally Retarded	4
Hearing Impairment	1
Speech Impaired	11
Visually Impaired	0
Orthopedic Impairment	1
Other Health Impaired	15
Multiple Disabilities	0
Traumatic Brain Injury	0
Pre-School	12
TOTAL	95

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

NUMBER OF ENGLISH AS A SECOND

LANGUAGE STUDENTS

2000-2001	2
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

DISTRICT BUDGET

1999-2000	\$12,879,776
2000-2001	\$12,170,328
2001-2002	\$13,040,099
2002-2003	\$12,560,955
2003-2004	\$12,693,620
2004-2005	\$12,987,609
2005-2006	\$13,606,218
2006-2007	\$13,888,311
2007-2008	\$14,532,412
2008-2009	\$15,142,202
2009-2010	\$15,230,253
2010-2011	\$15,515,000



OUR MISSION

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