

REPORT CARD

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." We pursue this mission through a strong and varied curriculum, highly qualified teaching staff, and an array of extracurricular opportunities designed to enrich the learning experience of all students.

Student success at Manchester-Shortsville is measured in a variety of ways. New York State Assessments in the 3rd through 8th grades, as well as Regents and RCT exams at the high school level are one measure that the state utilizes to compare us to other similar schools. We use a variety of formative and summative assessments that inform our instruction and assist teachers in planning and preparation that leads to increased student success.

In the elementary and intermediate level testing, we saw increases at each grade level on the majority of assessments. In response to a slight dip in our 6th grade

ELA results, as well as only minimal gain at 8th grade, we implemented the Scholastic READ 180 program for our students with reading deficits. We believe that a highly structured, literacy-focused program that allows students to work at their level in small groups and incorporates a motivational technology component will boost the academic achievement of these targeted students and assist them in achieving proficiency on the state assessment. We saw slight decreases at the 5th and 8th grade levels on the math assessment and worked this past summer with the curriculum. The 8th grade curriculum is closely aligned with the new Integrated Algebra course in 9th grade and students are challenged to be problem solvers who can communicate and make connections versus just answering questions correctly. The same skills are expected in the 5th grade assessment where students move from very concrete and literal problems on the 4th grade exam to more abstract, multi-step problems that require critical thinking skills and application of concepts learned in kindergarten through 4th grade.



Students continue to meet our graduation requirements and find success on the regents exams at the high school level. A small number of students with disabilities who have individual learning programs or 504 accommodation plans, are able to take the RCT (Regents Competency Tests) after not meeting with success (a score of 55% or higher) on the regents exam. Red Jacket students show strength in their performance on the Math A & B, as well as ELA 11 assessments. We continue to work with students on strategies for mastering the two-year exam required for Global Studies that is taken at the end of their 10th grade year. Students who complete their lab requirements in the Sciences (Earth Science, Living Environment and Chemistry) typically find success on the regents exam. We are working on plans that address the students who are not meeting lab requirements and are not eligible to take the test.



The HS Building Council has identified goals that relate to their concerns about the transition for new freshman, as well as at-risk freshmen and sophomores. They have established a volunteer system of support to monitor the academic needs of identified students and hope to see a decrease in the number of underclassmen failing courses and exams this year.

Professional development continues to be a high priority at Manchester-Shortsville. Teachers have individual staff development accounts that allow them to take part in workshops and conferences that align with both their own goals and the district's goals for our teachers. This initiative reflects the district's belief that good teaching is the single largest factor in students' classroom success. The building councils worked together last summer to review the District PDP (Professional Development Plan), APPR (Annual Professional Performance Review) and AIS (Academic Intervention Services) plans. Revisions were made and all changes were based on the shared goal of increasing student achievement.

This year we have placed the Comprehensive District Report Card on our website in pdf format, www.redjacket.org. This includes both graphs and narrative information related to our performance and goals for the future. You can request a hard copy of the comprehensive document by contacting Patty Payne @ paynep@redjacket.org or at (585) 289-3964.

We have also provided links to New York State's websites if you would like to see their data.

Check out these websites to see Manchester-Shortsville's Report Card Data, as well as other school districts, directly from New York State.

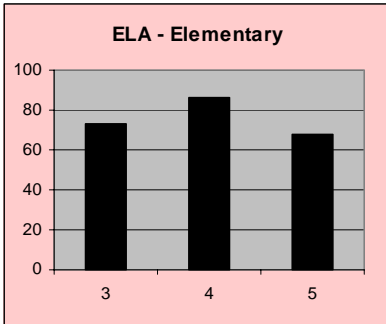
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ELEMENTARY

PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS



2006-07 Grades 3-5

The above graph represents our 3rd through 5th grade student's performance on the January 2007 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.

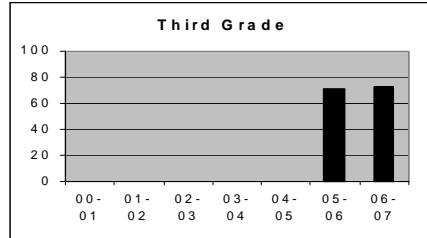
The standards are as follows:

- 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 second year of testing at the 3rd and 5th grade levels we saw increases for both grades, as well as in our 4th grade cohort. Our 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.

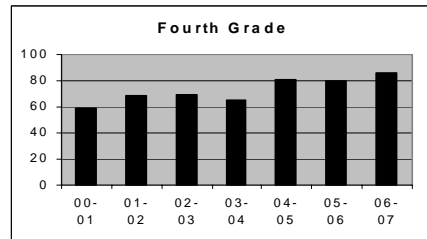
Historical Data



3rd Grade

*2005-06	71%
2006-07	73%

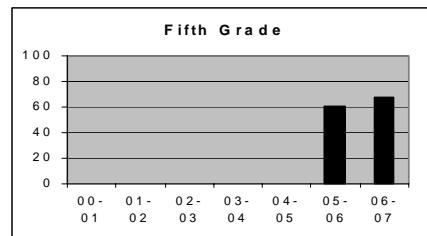
* 2005-06 was the first year of 3rd-8th grade new ELA Assessments.



4th Grade

2000-01	59%
2001-02	69%
2002-03	70%
2003-04	65%
2004-05	81%
*2005-06	80%
2006-07	86%
WFL Average	70%

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



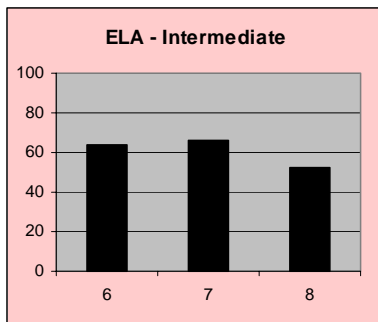
5th Grade

*2005-06	61%
2006-07	68%

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

INTERMEDIATE

PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS



2006-07 Grades 6-8

The above graph represents our 6th through 8th grade student's performance on the January 2007 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.

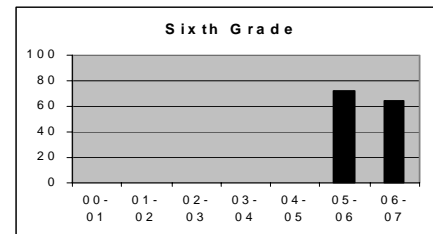
Standard 3 Students will read, write, listen, and speak for critical analysis and evaluation.

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 second year of the 6th and 7th grade assessments, we saw a 13% increase in performance on the 7th grade exam. Although we saw a decline in our 6th grade percent of students at proficiency, the student cohort did show a slight improvement over their performance on the 2005-2006 5th grade ELA assessment. There was a slight increase at the 8th grade level that will need to continue to increase at a faster pace in order to meet the New York State target of 90% of students achieving proficiency in the 2009-2010 school year. We believe that implementation of the READ 180 program in grades 6, 7 and 8 during the 2007-2008 school year will assist the students in greatest need with increased reading comprehension skills that have historically been the root cause of their lack of success on these assessments. 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.

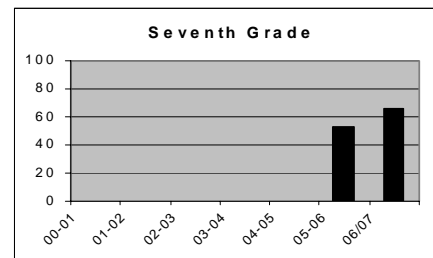
Historical Data



6th Grade

*2005-06	72%
2006-07	64%

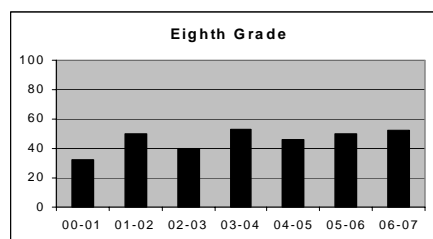
* First year of 3rd-8th grade new ELA Assessments.



7th Grade

*2005-06	53%
2006-07	66%

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



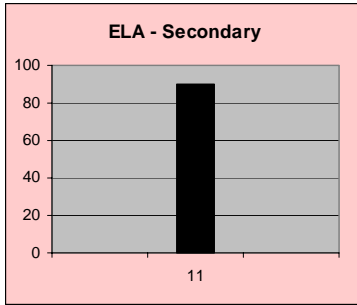
8th Grade

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

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

SECONDARY

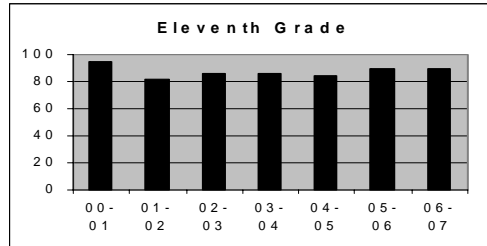
PERCENT OF STUDENTS AT STANDARDS: ENGLISH LANGUAGE ARTS



2006-07 Grade 11

The above graph represents the performance of our students on the NYS 11th grade ELA Regents exam in January and June of 2007. 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 two years. Our goal is to maintain or increase this percentage as we move into the 2007-2008 school year.

Historical Data



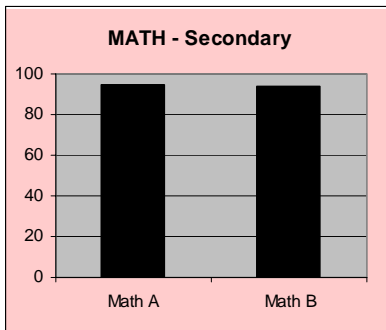
11th Grade

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

* Grade 11 scores reflect New York State testing.

SECONDARY

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS



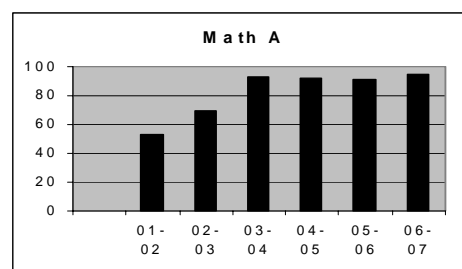
2006-07 Math A & B

The graphs to the right represent the Math scores for Math A and Math B in January and June of 2007. The Math A assessment has covered the first 3 semesters of high school math and will be administered until June of 2009 for any students enrolled in the Math A course. Beginning in the 2007-2008 school year students will take a new introductory course called Integrated Algebra. This is a one-

year course that will focus 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. In June of 2008 students will take the Integrated Algebra Regents exam for the first time.

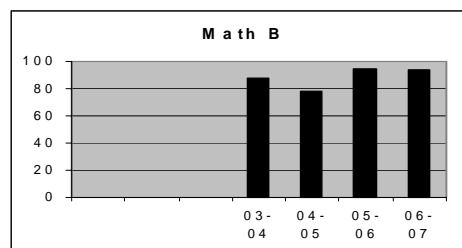
Math B reflects the assessment of the second 3 semesters of upper-level high school math. This course will be gradually phased out with the addition of Geometry in September of 2008 and Algebra 2 and Trigonometry in September of 2009. The Math B assessment will be given until June of 2010 for students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

Historical Data



Math A new test

2001-02	53%
2002-03	70%
2003-04	93%
2004-05	92%
2005-06	91%
2006-07	95%

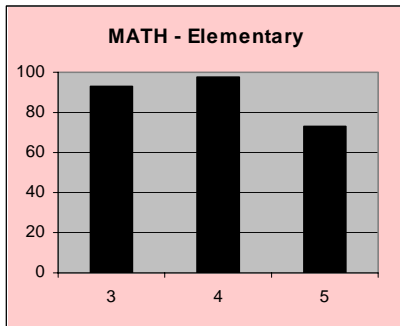


Math B new test

2003-04	88%
2004-05	78%
2005-06	95%
2006-07	94%

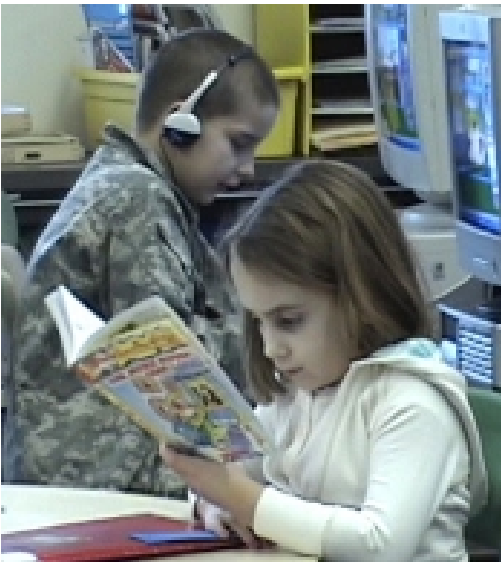
ELEMENTARY

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS

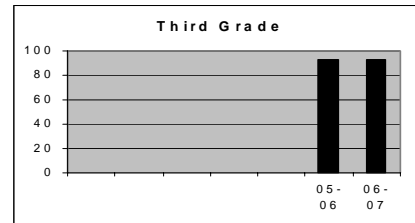


2006-07 Grades 3-5

The above graph represents our 3rd through 5th grade student's performance on the 2007 NYS Math Assessments. The NYS Content and Process Strands for K-8 Mathematics focus on five content areas (Number Sense and Operations, Algebra, Geometry, Measurement and Statistics & Probability) and five processes (problem solving, reasoning and proof, communication, connections and representation). These strands are woven together in our curriculum and are assessed in grades 3 through 8. In our second year of administration for the 3rd and 5th grade we were able to maintain a 93% proficiency at 3rd grade and saw a slight dip at 5th grade. Fourth grade continues to increase and will likely meet the NYS goal of 100% success prior to the 2013 target date. We believe that curriculum alignment, sequencing and pacing that was adjusted during the summer will help to improve our 5th grade student's success on this assessment.



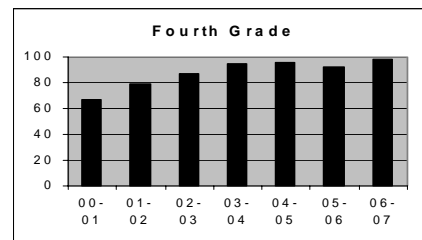
Historical Data



3rd Grade

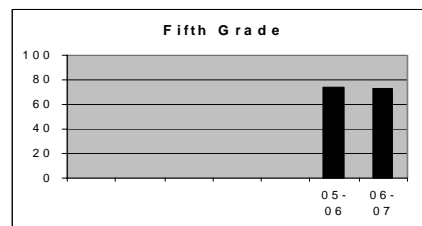
*2005-06	93%
2006-07	93%
WFL Average	83%

* 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%
WFL Average	82%

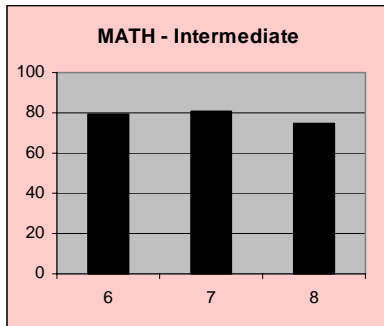


5th Grade

*2005-06	74%
2006-07	73%
WFL Average	71%

INTERMEDIATE

PERCENT OF STUDENTS AT STANDARDS: MATHEMATICS

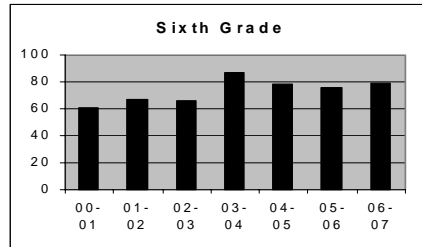


2006-07 Grades 6-8

The above graph represents our 6th through 8th grade student's performance on the NYS Math Assessments which were administered in March 2007. The NYS Content and Process Strands for K-8 Mathematics focus on five content areas (Number Sense and Operations, Algebra, Geometry, Measurement and Statistics & Probability) and five processes (problem solving, reasoning and 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 grades 6 and 7 during the 2007 administration. Our goal is to continue to make steady progress and reach 90% proficiency by the year 2009-2010.



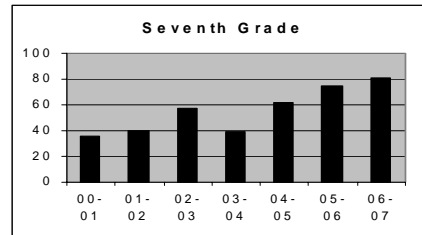
Historical Data



6th Grade

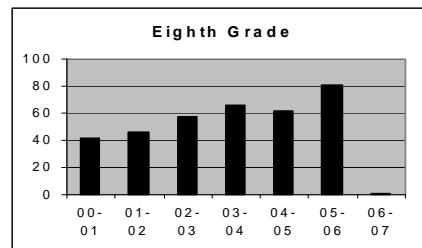
2000-01	61%
2001-02	67%
2002-03	66%
2003-04	87%
2004-05	78%
*2005-06	76%
2006-07	79%
WFL Average	61%

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



7th Grade

2000-01	36%
2001-02	40%
2002-03	57%
2003-04	39%
2004-05	62%
2005-06	75%
2006-07	81%
WFL Average	67%



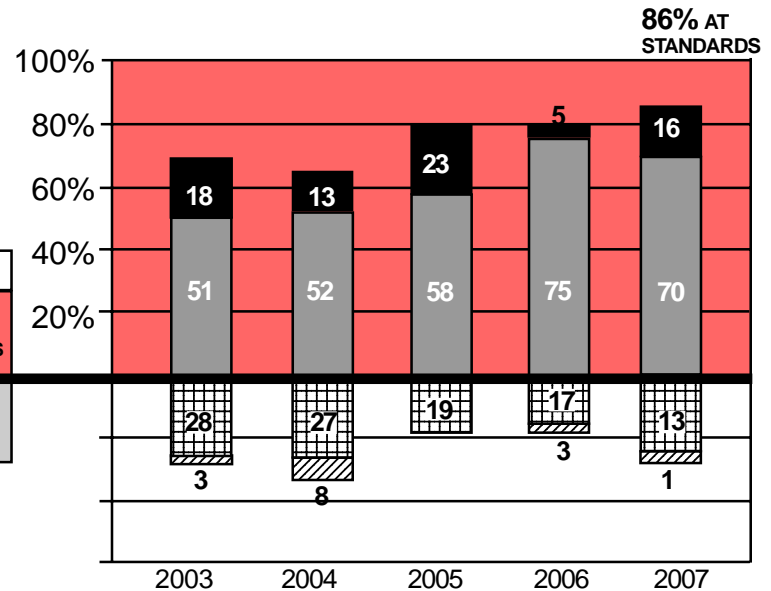
8th Grade

2000-01	42%
2001-02	46%
2002-03	57%
2003-04	66%
2004-05	62%
*2005-06	81%
2006-07	75%
WFL Average	67%

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

4th Grade ELA Results: Total Population

	02-03	03-04	04-05	05-06	06-07	
Level 4	18%	13%	23%	5%	16%	86% AT STDS
Level 3	51%	52%	58%	75%	70%	
Level 2	28%	27%	19%	17%	13%	
Level 1	3%	8%	0%	3%	1%	



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 86% of our students meeting or exceeding standards. This was a 6% increase from 2006. Our goal for 2008 is to maintain steady increases and to achieve 90% by 2010. Our 4th

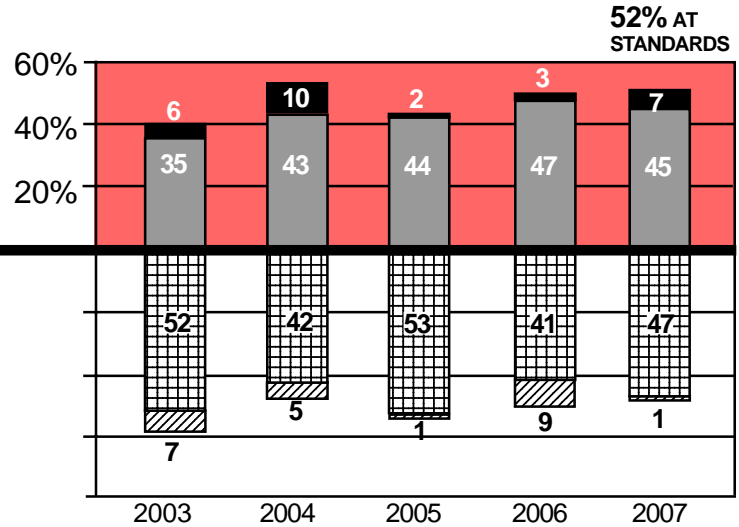
grade teachers continue to work on creating authentic tasks that parallel those required on the state assessment. Teachers continue to implement Writers Workshop, teaming with our reading teachers and utilizing 6 + 1 Writing Traits™ to establish a common language for our students when we talk with them 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 only 33% of our students found success this year. We are confident that equal access to reading specialists, along with quality special education instruction will close this gap. The Writing Collaborative, composed of all reading and special education teachers, as well as representatives from grades K-5 whose mission is to monitor, adjust and evaluate the progress of the implementation of writing workshop and 6 + 1 Writing Traits™, continues to meet on a monthly basis to learn new techniques and share strategies with each other.

4th GRADE ELA	Meeting State Standards		Not Yet at State Standards	
Total Population (71)	86%	61 students	14%	10 students
General Population (68)	88%	60 students	12%	8 students
Disabled Population (3)	33%	1 student	67%	2 students
Total Male Population (42)	81%	34 students	19%	8 students
Total Female Population (29)	93%	27 students	7%	2 students
Disadvantaged Population (25)	64%	16 students	36%	9 students
Non-Disadvantaged Population (46)	98%	45 students	2%	1 student
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (3)	100%	3 students	0%	0 students

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

8th Grade ELA Results: Total Population

	02-03	03-04	04-05	05-06	06-07	
Level 4	6%	10%	2%	3%	7%	52% AT STDS
Level 3	35%	43%	44%	47%	45%	
Level 2	52%	42%	53%	41%	47%	
Level 1	7%	5%	1%	9%	1%	



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 52% of our students meeting or exceeding standards. This represents a 2% increase over our 2005-2006 scores. Our goal was to have 70% of our students at standard by 2007 and 90% by 2010. We continue to have the goal of 70% of our students at standard for the 2008 school year. We plan to continue “looping” our 7th and 8th grade ELA teachers. We believe that providing the continuity of one teacher who has a full year of knowledge regarding the strengths and needs of our students will yield higher assessment scores in 2008. We continue to have more work ahead of us and have implemented several measures we believe will yield improved results. 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

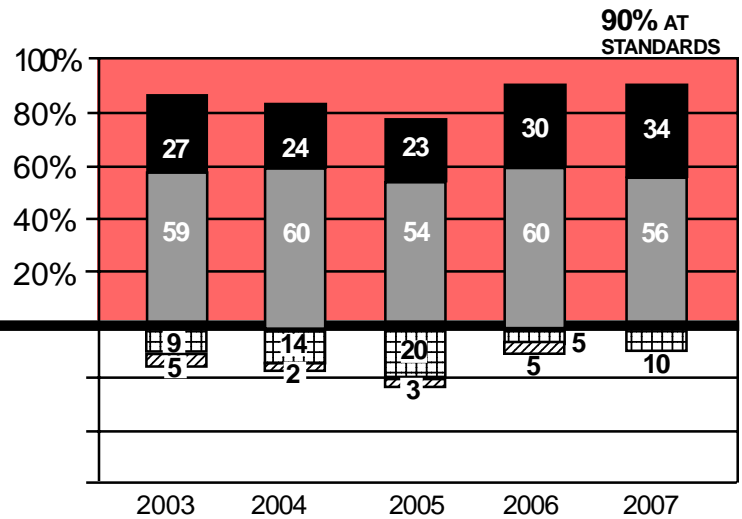
previous assessments. In an effort to better support all middle school teachers in the area of literacy we contracted with Wayne Finger Lakes BOCES for a literacy coach to work in the building two days per week for the 2007-2008 school year. Middle school ELA and special education teachers have been trained in 6 + 1 Writing Traits™ and will utilize these common terms with our middle school students. This will provide continuity between the 4th & 8th grade assessments. 38% of our disadvantaged population and 17% of our students with disabilities met with success on the 2007 assessment. We continue to target these students through the READ 180 program, consultation with the literacy coach and implementation of the Scott Foresman core reading program at 6th grade. Our goal is to continue to work on instructional and test taking strategies, as well as closing gaps for our disadvantaged and disabled population. We are working together as a building to teach students strategies that will improve their performance in all academic areas.

8th GRADE ELA	Meeting State Standards		Not Yet at State Standards	
Total Population (73)	52%	38 students	48%	35 students
General Population (67)	55%	37 students	45%	30 students
Disabled Population (6)	17%	1 student	83%	5 students
Total Male Population (44)	50%	22 students	50%	22 students
Total Female Population (29)	55%	16 students	45%	13 students
Disadvantaged Population (24)	38%	9 students	62%	15 students
Non-Disadvantaged Population (49)	59%	29 students	41%	20 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (2)	0%	0 students	100%	2 students

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

11th Grade ELA Results: Total Population

	02-03	03-04	04-05	05-06	06-07	
Level 4	27%	24%	23%	30%	34%	} 90% AT STDS
Level 3	59%	60%	54%	60%	56%	
Level 2	9%	14%	20%	5%	10%	
Level 1	5%	2%	3%	5%	0%	



The 11th grade ELA assessment 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 assessment is given in two three-hour sessions and includes the following:

Session 1

- * A listening section that allows students to take notes while listening to a passage and then requires them to answer multiple choice questions.
- * Given a situation, students need to read the text and study a graphic, then answer multiple choice questions and write a response based upon the situation.

Session 2

- * Read two passages and then answer multiple-choice questions. Write a unified essay that uses ideas from both passages to establish a controlling idea and then show how the author uses specific literary elements or techniques to convey the idea.
- * Given a "critical lens" statement, students are asked to write a

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

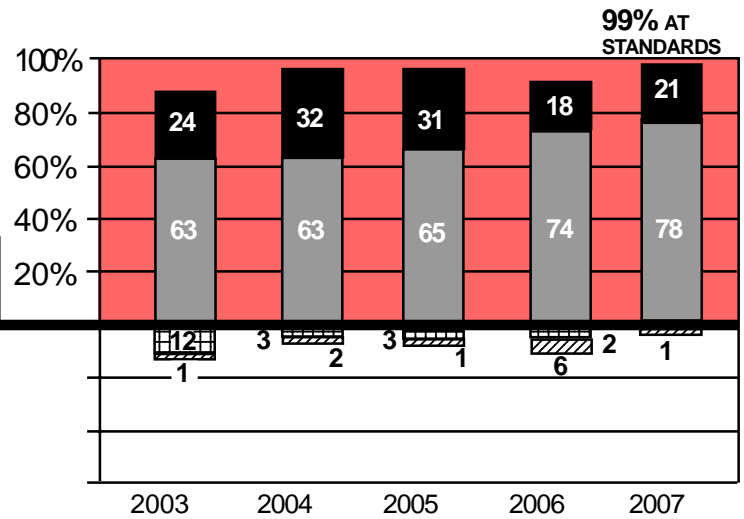
Currently, we have 90% of our students meeting or exceeding standards. Our goal is to maintain or increase this percentage as we move into the 2007-2008 school year. Students in danger of not meeting standards continue to have the opportunity to participate in a team taught class (there are two teachers, 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. We were pleased to have 100% of our students with disabilities meet with success on the 2007 assessment and will work to provide academic intervention services for our disadvantaged population in an effort to increase their achievement on commencement level assessments.

11th GRADE ELA	Meeting State Standards		Not Yet at State Standards	
Total Population (73)	90%	66 students	10%	7 students
General Population (68)	90%	61 students	10%	7 students
Disabled Population (5)	100%	5 students	0%	0 students
Total Male Population (40)	93%	37 students	7%	3 students
Total Female Population (33)	88%	29 students	12%	4 students
Disadvantaged Population (12)	75%	9 students	25%	3 students
Non-Disadvantaged Population (61)	93%	57 students	7%	4 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/Ethnic Groups (1)	100%	1 student	0%	0 students

NEW YORK STATE STANDARDS: 4TH GRADE MATHEMATICS

4th Grade Math Results: Total Population

	02-03	03-04	04-05	05-06	06-07	
Level 4	24%	32%	31%	18%	21%	} 99% AT STDS
Level 3	63%	63%	65%	74%	78%	
Level 2	12%	3%	3%	2%	1%	
Level 1	1%	2%	1%	6%	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 and operations
- o Algebra
- o Geometry
- o Measurement
- o Statistics & Probability

Process Strands

- o Problem Solving
- o Reasoning and 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 and extended response questions required the

students to support their answers by showing their work or explaining how they arrived at their answer.

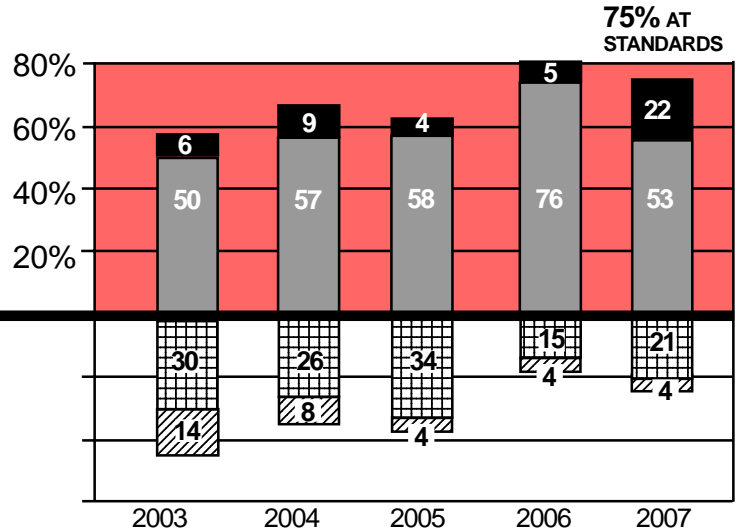
Currently, we have 99% of our students meeting or exceeding standards. Our goal for 2008 is to maintain this level of overall student achievement and increase the success rate of our disabled population. Two of our three students with disabilities were successful on the assessment. We plan to continue 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 90% level by 2010. 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.

4TH GRADE MATHEMATICS	Meeting State Standards		Not Yet at State Standards	
Total Population (71)	99%	70 students	1%	1 student
General Population (68)	100%	68 students	0%	0 students
Disabled Population (3)	67%	2 students	33%	1 student
Total Male Population (42)	100%	42 students	0%	0 students
Total Female Population (29)	97%	28 students	3%	1 student
Disadvantaged Population (25)	96%	24 students	4%	1 student
Non-Disadvantaged Population (46)	100%	46 students	0%	0 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (3)	100%	3 students	0%	0 students

NEW YORK STATE STANDARDS: 8TH GRADE MATHEMATICS

8th Grade Math Results: Total Population

	02-03	03-04	04-05	05-06	06-07	
Level 4	6%	9%	4%	5%	22%	} 75% AT STDS
Level 3	50%	57%	58%	76%	53%	
Level 2	30%	26%	34%	15%	21%	
Level 1	14%	8%	4%	4%	4%	



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 and operations
 - o Algebra
 - o Geometry
 - o Measurement
 - o Statistics & Probability
- Process Strands
 - o Problem Solving
 - o Reasoning and 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 and extended response questions required the students to support their answers by showing their work or explaining how they arrived at their answer.

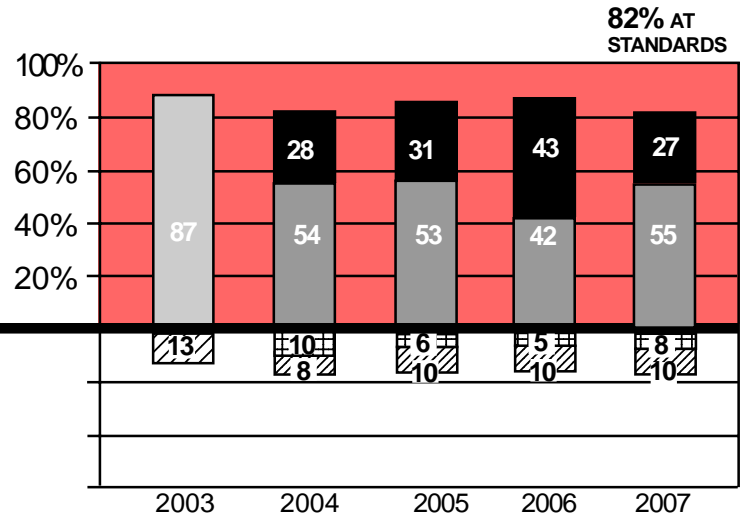
Currently, 75% of our students are meeting or exceeding standards. This represents a slight decline from last year, but we remain 8% above the Wayne Finger Lakes average for 8th grade. We continue to work toward having 90% at proficiency by 2010. Our disabled population continues to work toward proficiency. This year we had only two of our six students with disabilities find success on the exam. We continue to work on reading comprehension strategies, as this was identified as a significant concern for our disabled population. This is an area of focus we have identified and will continue to work with in conjunction with our 8th grade ELA preparation. The literacy coach will be asked to share strategies with math and special education teachers so that this obstacle can be overcome. We continue to disaggregate data from our assessments in an effort to better inform our instruction. This data provides us with information that is essential in planning for team taught classes, as well as AIS (remedial support) instruction during Math Lab and/or Pathways instruction.

8th GRADE MATHEMATICS	Meeting State Standards		Not Yet at State Standards	
Total Population (73)	75%	55 students	25%	18 students
General Population (67)	79%	53 students	21%	14 students
Disabled Population (6)	33%	2 students	67%	4 students
Total Male Population (44)	77%	34 students	23%	10 students
Total Female Population (29)	72%	21 students	28%	8 students
Disadvantaged Population (24)	67%	16 students	33%	8 students
Non-Disadvantaged Population (49)	80%	39 students	20%	10 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (2)	100%	2 students	0%	0 students

NEW YORK STATE STANDARDS: 5TH GRADE SOCIAL STUDIES

5th Grade Social Studies Results: Total Population

	02-03	03-04	04-05	05-06	06-07	
Level 4	87%	28%	31%	43%	27%	} 82% AT STDS
Level 3		54%	53%	42%	55%	
Level 2	13%	10%	6%	5%	8%	
Level 1		8%	10%	10%	10%	



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 and 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, 82% of our students are meeting or exceeding standards. Our goal for 2008 is to reach 85%, with 90% proficiency by 2010. Only one of our six students with disabilities achieved success on this assessment. 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. All elementary teachers have been trained in the 6 + 1 Writing Traits™, as well as implemented a daily writing workshop period. The Writing Collaborative continues to equip teachers with new skills and strategies, as well as encourage them to share what works in their classroom. We believe that implementation of the Scott Foresman core reading program at the 5th grade level will yield improved results on our Social Studies assessments for all subgroups in the fall of 2008.

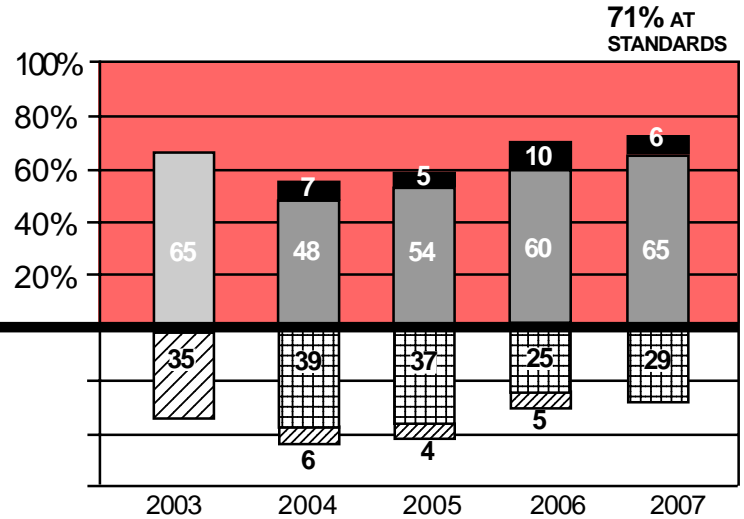


5th GRADE SOCIAL STUDIES	Meeting State Standards		Not Yet at State Standards	
Total Population (62)	82%	51 students	18%	11 students
General Population (56)	89%	50 students	11%	6 students
Disabled Population (6)	17%	1 student	83%	5 students
Total Male Population (35)	80%	28 students	20%	7 students
Total Female Population (27)	85%	23 students	15%	4 students
Disadvantaged Population (17)	71%	12 students	29%	5 students
Non-Disadvantaged Population (45)	87%	39 students	13%	6 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (1)	0%	0 students	100%	1 student

NEW YORK STATE STANDARDS: 8TH GRADE SOCIAL STUDIES

8th Grade Social Studies Results: Total Population

	02-03	03-04	04-05	05-06	06-07	
Level 4	65%	7%	5%	10%	6%	} 71% AT STDS
Level 3		48%	54%	60%	65%	
Level 2	35%	39%	37%	25%	29%	
Level 1		6%	4%	5%	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, 71% of our students are meeting or exceeding standards. Our goal for 2008 is 75% at standard and 90% by 2010. We have seen an increase in proficiency for our disadvantaged and disabled

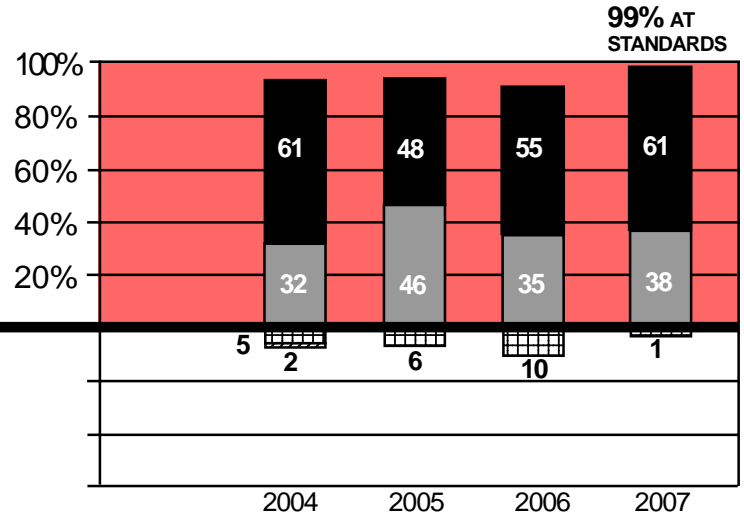
subgroups. However, we still need to focus on these areas and improve proficiency. Half of our students with disabilities and 14 of our 23 disadvantaged students met with success on this assessment. There is a strong correlation between success on the 8th grade ELA and the 8th grade Social Studies assessment 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. 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 addition of the READ 180 program for ELA, as well as the Scott Foresman program at 5th and 6th grade will lead to improved student success.

8th GRADE SOCIAL STUDIES	Meeting State Standards		Not Yet at State Standards	
Total Population (72)	71%	51 students	29%	21 students
General Population (66)	73%	48 students	27%	18 students
Disabled Population (6)	50%	3 students	50%	3 students
Total Male Population (43)	77%	33 students	23%	10 students
Total Female Population (29)	62%	18 students	38%	11 students
Disadvantaged Population (23)	61%	14 students	39%	9 students
Non-Disadvantaged Population (49)	76%	37 students	24%	12 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (2)	50%	1 student	50%	1 student

NEW YORK STATE STANDARDS: 4TH GRADE SCIENCE

4th Grade Science Results: Total Population

	03-04	04-05	05-06	06-07	
Level 4	61%	48%	55%	61%	} 99% AT STDS
Level 3	32%	46%	35%	38%	
Level 2	5%	6%	10%	1%	
Level 1	2%	0%	0%	0%	



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

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

Currently, we have 99% of our students meeting or exceeding standards. Our goal for 2007 is to maintain this level of overall student achievement.

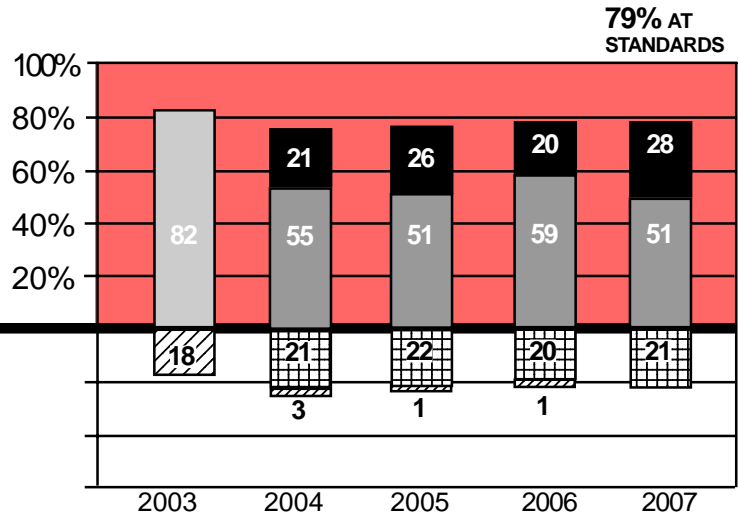


4th GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
	Percentage	Number of Students	Percentage	Number of Students
Total Population (71)	99%	70 students	1%	1 student
General Population (68)	99%	67 students	1%	1 student
Disabled Population (3)	100%	3 students	0%	0 students
Total Male Population (42)	98%	41 students	2%	1 student
Total Female Population (29)	100%	29 students	0%	0 students
Disadvantaged Population (25)	96%	24 students	4%	1 student
Non-Disadvantaged Population (46)	100%	46 students	0%	0 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (3)	100%	3 students	0%	0 students

NEW YORK STATE STANDARDS: 8TH GRADE SCIENCE

8th Grade Science Results: Total Population

	02-03	03-04	04-05	05-06	06-07	
Level 4	82%	21%	26%	20%	28%	} 79% AT STDS
Level 3		55%	51%	59%	51%	
Level 2	18%	21%	22%	20%	21%	
Level 1		3%	1%	1%	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 2 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 79% of our students meeting or exceeding standards. Our goal for 2008 is 85% at standard and 90% by 2010. Half of our special education students and students in major racial/ethnic groups met with success on this assessment. We continue to disaggregate (pull apart) data from the 4th & 8th grade science assessments to determine where students are struggling and identify gaps in the curriculum. This data provides us with information that is essential in planning for team taught

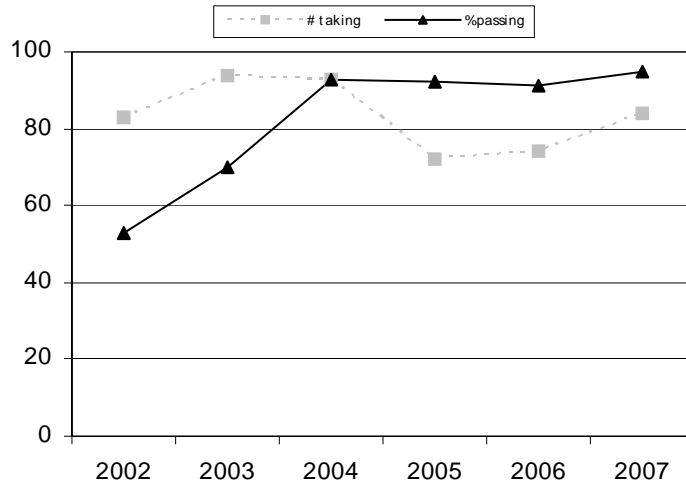
classes, as well as AIS (remedial support) instruction. The K-5 & 6-12 Science Department Chairs continue to review curriculum and make necessary modifications to be sure that all concepts are being taught at the appropriate grade level. With the assistance of our Middle School literacy coach we are hopeful that students will not encounter barriers in reading and comprehending the science assessment in 2008.



8th GRADE SCIENCE	Meeting State Standards		Not Yet at State Standards	
Total Population (71)	79%	56 students	21%	15 students
General Population (66)	80%	53 students	20%	13 students
Disabled Population (5)	60%	3 students	40%	2 students
Total Male Population (42)	83%	35 students	17%	7 students
Total Female Population (29)	72%	21 students	28%	8 students
Disadvantaged Population (23)	78%	18 students	22%	5 students
Non-Disadvantaged Population (48)	79%	38 students	21%	10 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (2)	50%	1 student	50%	1 student

MATHEMATICS COURSE A

	# taking	% passing
2001-02	83	53%
2002-03	94	70%
2003-04	93	93%
2004-05	73	92%
2005-06	74	91%
2006-07	84	95%



The Math A assessment has covered the first 3 semesters of high school math and will be administered until June of 2009 for any students enrolled in the Math A course.

to continue to offer Honors Pre-Calculus and AP Calculus for those students choosing to challenge themselves in the area of Mathematics.

Currently, we have 95% of our students meeting or exceeding standards. Our goal for 2008 is to maintain our current level of success on the newest high school math assessment. The Integrated Algebra exam will be offered for the first time in June 2008.

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 then participate in Geometry for one year and then Algebra 2 and Trigonometry for a full year. We plan

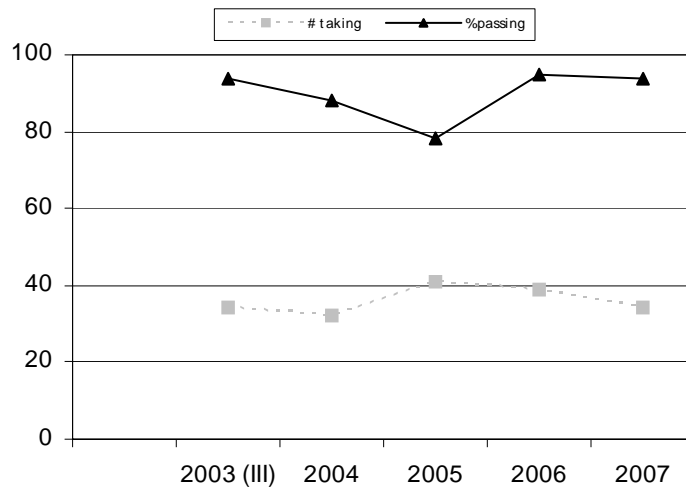


MATH A	Meeting State Standards		Not Yet at State Standards	
	Percentage	Number of Students	Percentage	Number of Students
Total Population (84)	95%	80 students	5%	4 students
General Population (77)	96%	74 students	4%	3 students
Disabled Population (7)	86%	6 students	14%	1 student
Total Male Population (43)	91%	39 students	9%	4 students
Total Female Population (41)	100%	41 students	0%	0 students
Disadvantaged Population (19)	100%	19 students	0%	0 students
Non-Disadvantaged Population (65)	94%	61 students	6%	4 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (4)	100%	4 students	0%	0 students

Data reflects low-pass option for disabled students.

MATHEMATICS COURSE B

	# taking	% passing
Course III (Old Regents Test)		
2002-03	34	94%
New Regents Test		
2003-04	32	88%
2004-05	41	78%
2005-06	39	95%
2006-07	34	94%



The Math B Exam requires students to address material, which falls into seven key categories developed in the NYS Standards for Education:

- Mathematical reasoning
- Number and numeration
- Operations
- Modeling/multiple representation
- Measurement
- Uncertainty
- Patterns/Functions

These topics have been developed in more depth and detail in this second examination that follows the Math A assessment. The format of the examination consists of four components. Part I is 20 multiple-choice questions worth 2 points each. Parts II, III, and IV are open-ended response sections where students must clearly indicate the necessary steps used in arriving at a conclusion. The

six questions in Part II are worth 2 points each. The six questions in Part III are worth 4 points each. And the two questions in Part IV are worth 6 points each. Students are to answer ALL questions.

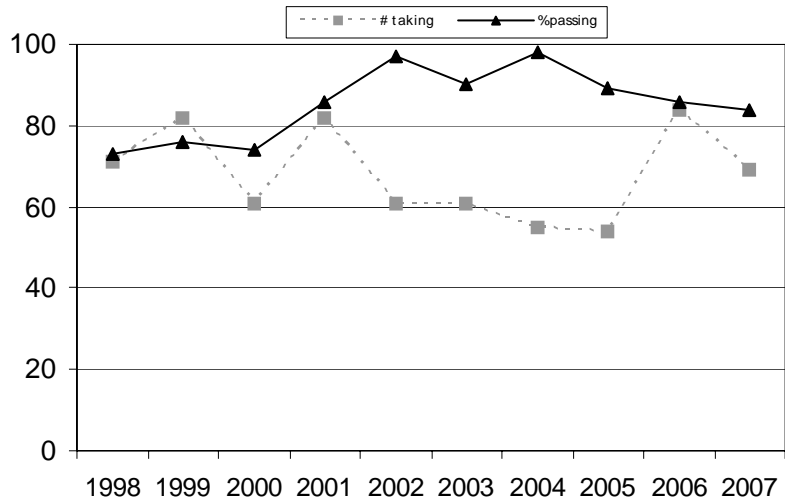
Currently, we have 94% of our students meeting or exceeding standards. Our achievement goal for 2008 is to maintain that level. We will administer the Integrated Algebra exam in June of 2008 for the first time. We will continue to offer Math B to students who take Math A/B during the 2007-2008 school year, as their third year math option in 2008-2009. In September of 2008 we will introduce Geometry as our second year math course and in September of 2009, Algebra 2/Trigonometry will replace the current Math B course.

MATH B	Meeting State Standards		Not Yet at State Standards	
Total Population (34)	94%	32 students	6%	2 students
General Population (33)	94%	31 students	6%	2 students
Disabled Population (1)	100%	1 student	0%	0 students
Total Male Population (14)	100%	14 students	0%	0 students
Total Female Population (20)	90%	18 students	10%	2 students
Disadvantaged Population (5)	100%	5 students	0%	0 students
Non-Disadvantaged Population (29)	93%	27 students	7%	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.

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%



Since June 2001, the Living Environment Regents examination has been administered based on the new Living Environment Core Curriculum. This test includes multiple-choice and constructed-response questions.

Currently, we have 84% of our students meeting or exceeding standards. Our goal for 2008 is 90% proficiency. This year we had 8% (5 students) who were unable to participate in the exam due to not completing lab requirements.

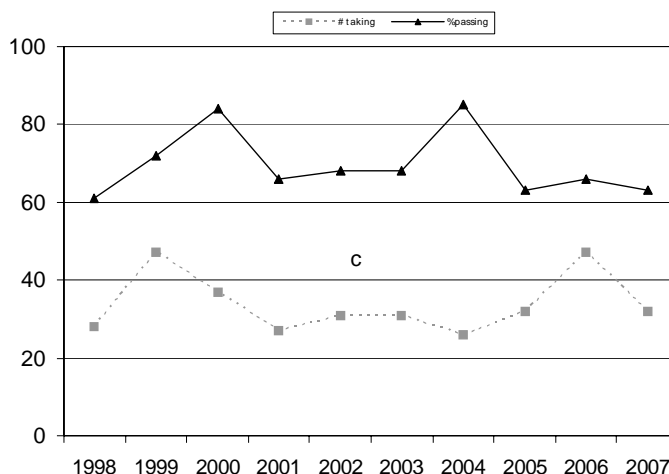


LIVING ENVIRONMENT	Meeting State Standards		Not Yet at State Standards	
Total Population (69)	84%	58 students	16%	11 students
General Population (66)	85%	56 students	15%	10 students
Disabled Population (3)	67%	2 students	33%	1 student
Total Male Population (32)	81%	26 students	19%	6 students
Total Female Population (37)	86%	32 students	14%	5 students
Disadvantaged Population (20)	75%	15 students	25%	5 students
Non-Disadvantaged Population (49)	88%	43 students	12%	6 students
English Language Learners (1)	100%	1 student	0%	0 students
Major Racial/ Ethnic Groups (3)	100%	3 students	0%	0 students

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%



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.

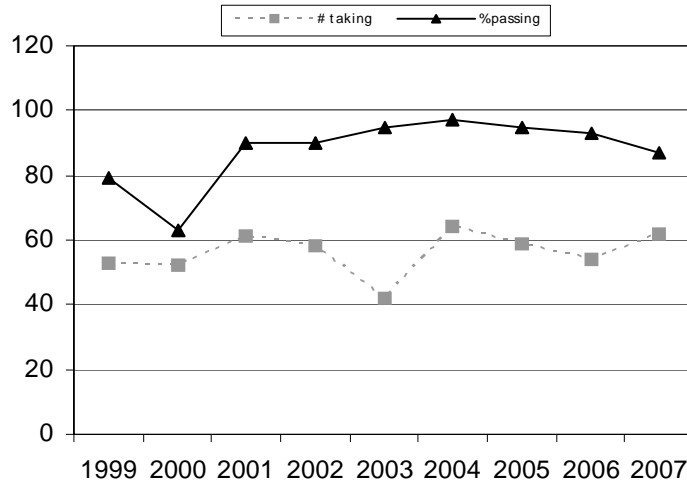
Currently, we have 63% of our students meeting or exceeding standards. This represents a 3% increase over last year. We have also increased the enrollment in this course by 22 students over the last two years. Our achievement goal for 2008 is to have 90% at standard, as well as an increase in the disadvantaged subgroup. Less than 38% of the subgroup met with success in 2006. We will investigate alternative ways to meet the individual needs of this subgroup through curriculum writing and collaboration.

CHEMISTRY	Meeting State Standards		Not Yet at State Standards	
Total Population (32)	63%	20 students	37%	12 students
General Population (31)	61%	19 students	39%	12 students
Disabled Population (1)	100%	1 student	0%	0 students
Total Male Population (9)	78%	7 students	22%	2 students
Total Female Population (23)	57%	13 students	43%	10 students
Disadvantaged Population (4)	50%	2 students	50%	2 students
Non-Disadvantaged Population (28)	64%	18 students	36%	10 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.

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%



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, 87% of our students are meeting or exceeding standards. Our achievement goal for 2008 is to maintain this level of overall student achievement. This year we had 25% of our students unable to participate in the regents exams due to not completing lab requirements.



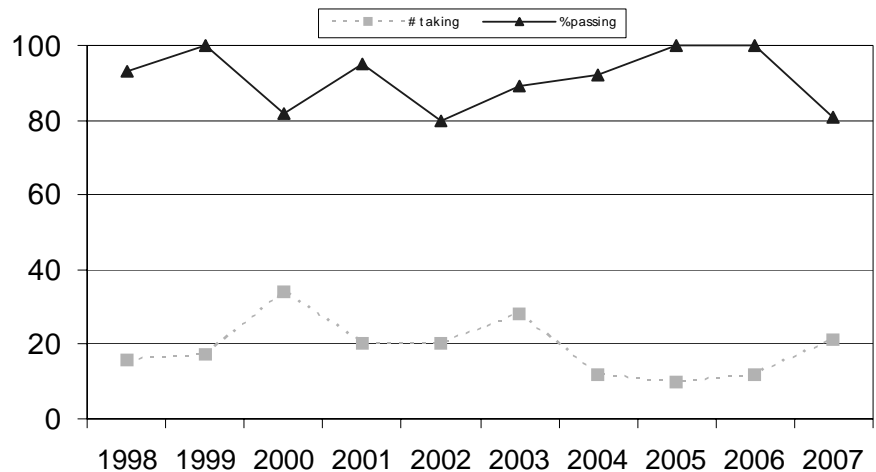
EARTH SCIENCE	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (62)	87%	54 students	13%	8 students
General Population (56)	86%	48 students	14%	8 students
Disabled Population (6)	100%	6 student	0%	0 students
Total Male Population (28)	96%	27 students	4%	1 student
Total Female Population (34)	79%	27 students	21%	7 students
Disadvantaged Population (13)	77%	10 students	23%	3 students
Non-Disadvantaged Population (49)	90%	44 students	10%	5 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (3)	100%	3 students	0%	0 students

Data reflects low-pass option for disabled 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%

* 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.

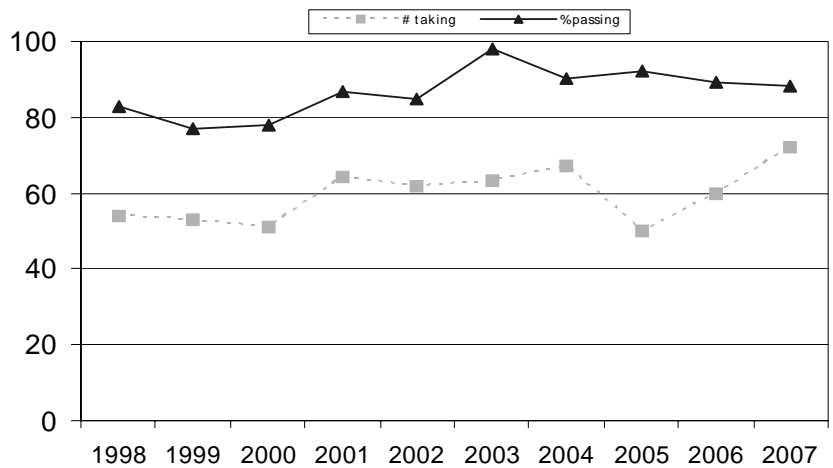
Currently, 81% of our students are meeting or exceeding standards. Our achievement goal for 2008 is 85% at proficiency. In the 2004-2005 & 2005-2006 we had a 100% passing rate with enrollments of 10 and 12 students, respectively. During the 2006-2007 school year we successfully increased enrollment in the class from 12 to 21 students and had 18 students meet with success on the assessment. We will continue to work with all students who are interested in challenging themselves in higher level science courses.

PHYSICS	Meeting State Standards		Not Yet at State Standards	
Total Population (21)	81%	17 students	19%	4 students
General Population (21)	81%	17 students	19%	4 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (14)	71%	10 students	29%	4 students
Total Female Population (7)	100%	7 students	0%	0 students
Disadvantaged Population (1)	100%	1 student	0%	0 students
Non-Disadvantaged Population (20)	80%	16 students	20%	4 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.

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%



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 and New York
- Standard 2 - World History
- Standard 3 - Geography
- Standard 4 - Economics
- Standard 5 - Civics, Citizenship & Government

The assessment 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 2008 is to have 90% of our students meet the standards. We will work to address the issue of our disadvantaged student subgroup where only 60% of the students met with success. Students in this course are offered the opportunity to participate in a team taught class with a Social Studies teacher and a special education teacher, thereby decreasing the student to teacher ratio and improving the ability to meet individual student needs. Reading and writing barriers are also addressed through academic intervention services with certified English teachers who work with students to improve their skills.

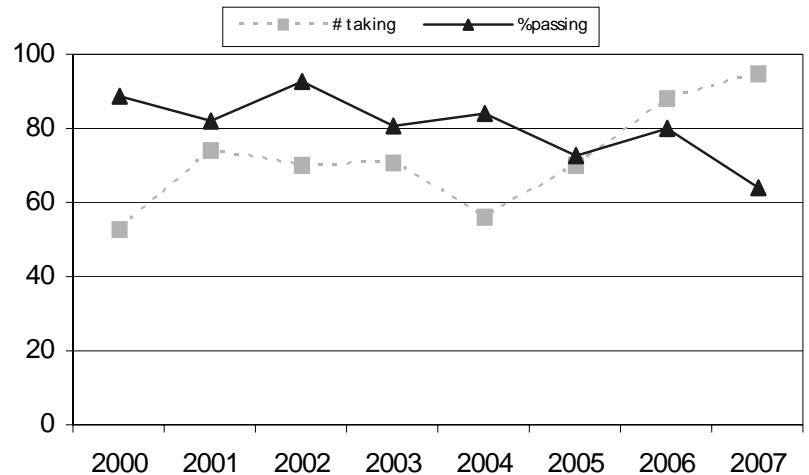


US HISTORY	Meeting State Standards		Not Yet at State Standards	
Total Population (72)	88%	63 students	12%	9 students
General Population (67)	88%	58 students	12%	9 students
Disabled Population (5)	100%	5 students	0%	0 students
Total Male Population (37)	89%	33 students	11%	4 students
Total Female Population (35)	86%	30 students	14%	5 students
Disadvantaged Population (10)	60%	6 students	40%	4 students
Non-Disadvantaged Population (62)	92%	57 students	8%	5 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (1)	100%	1 student	0%	0 students

Data reflects low-pass option for disabled students.

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%



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 and 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.

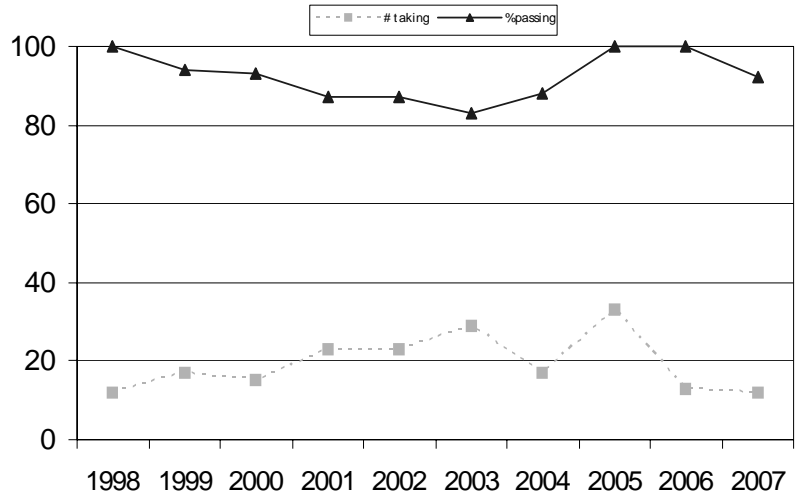
Currently, 64% of our students are meeting or exceeding standards. Our 2008 student achievement goal is 80%. This would bring us back to our success rate from the 2005-2006 school year. During the 2007 administration there were concerns with the performance of students in all cohorts. The disadvantaged student cohort was most concerning with only 37% of those students meeting with success. We have worked on implementation of literacy strategies and better collaboration with the English department. We have moved to establishing teacher consistency at the 9th, 10th and 11th grade levels so that students enter the 10th grade program having had consistent instruction during their freshman year. This allows our 10th grade teacher to focus on content for that year and cumulative review of 9th grade concepts, versus having to teach or reteach something that one teacher may not have emphasized. 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 (95)	64%	61 students	36%	34 students
General Population (88)	64%	56 students	36%	32 students
Disabled Population (7)	71%	5 students	29%	2 students
Total Male Population (42)	71%	30 students	29%	12 students
Total Female Population (53)	58%	31 students	42%	22 students
Disadvantaged Population (27)	37%	10 students	63%	17 students
Non-Disadvantaged Population (68)	75%	51 students	25%	17 students
English Language Learners (1)	0%	0 students	100%	1 student
Major Racial/ Ethnic Groups (3)	67%	2 students	33%	1 student

Data reflects low-pass option for disabled students.

FRENCH III

	# taking	% passing
1997-98	12	100%
1998-99	17	94%
1999-00	15	93%
2000-01	23	87%
2001-02	23	87%
2002-03	29	83%
2003-04	17	88%
2004-05	33	100%
2005-06	13	100%
2006-07	12	92%



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, 92% of our students are meeting or exceeding standards. Our achievement goal for 2008 is 100% 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	
	Percentage	Number of Students	Percentage	Number of Students
Total Population (12)	92%	11 students	8%	1 student
General Population (12)	92%	11 students	8%	1 student
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (5)	80%	4 students	20%	1 student
Total Female Population (7)	100%	7 students	0%	0 students
Disadvantaged Population (3)	100%	3 student	0%	0 students
Non-Disadvantaged Population (9)	89%	8 students	11%	1 student
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (1)	100%	1 student	0%	0 students

Data reflects low-pass option for disabled students.

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%

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, 97% of our students are meeting or exceeding the standards. Our achievement goal for 2008 is 100% success. 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 (33)	97%	32 students	3%	1 student
General Population (30)	97%	29 students	3%	1 student
Disabled Population (3)	100%	3 students	0%	0 students
Total Male Population (12)	92%	11 students	8%	1 student
Total Female Population (21)	100%	21 students	0%	0 students
Disadvantaged Population (5)	100%	5 students	0%	0 students
Non-Disadvantaged Population (28)	96%	27 students	4%	1 student
English Language Learners (1)	100%	1 student	0%	0 students
Major Racial/ Ethnic Groups (3)	67%	2 students	33%	1 student

Data reflects low-pass option for disabled students.

Fall Enrollment

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Kindergarten	63	81	66	72	69	62	66	65
First	68	64	81	69	69	73	58	61
Second	81	69	64	81	69	66	74	59
Third	87	78	69	67	84	69	74	73
Fourth	82	85	78	74	62	79	65	73
Fifth	76	83	78	75	73	62	80	63
Sixth	65	78	93	91	77	72	62	75
Seventh	79	62	75	95	93	87	77	63
Eighth	93	78	59	76	91	87	83	74
Ninth	82	91	90	61	81	90	100	73
Tenth	73	71	91	83	68	70	85	83
Eleventh	71	64	73	75	69	56	62	77
Twelfth	65	64	68	62	68	68	60	62
Out of District Placements								13
Total Enrollment	985	968	985	981	973	941	946	914

Average Class Size

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Kindergarten	21	21	17	18	20	16	17	16
Grades 1-5	21	21	21	18	18	17	17	20
English Grade 8	17	20	15	18	18	21	20	19
Math Grade 8	21	20	15	18	15	17	20	19
Science Grade 8	19	20	20	18	23	17	20	19
Social Studies Gr 8	23	20	20	18	18	21	20	19
English Grade 10	18	18	22	21	17	16	21	21
Math Grade 10	18	18	18	21	17	16	21	21
Science Grade 10	17	18	18	21	17	16	21	21
Social Studies Gr 10	17	18	22	21	17	16	21	21

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	43
Mentally Retarded	5
Speech Impaired	10
Visually Impaired	2
Orthopedic Impairment	1
Other Health Impaired	15
Multiple Disabilities	7
Traumatic Brain Injury	0
Pre-School	10
TOTAL	114

HISTORICAL TRUE TAX RATE

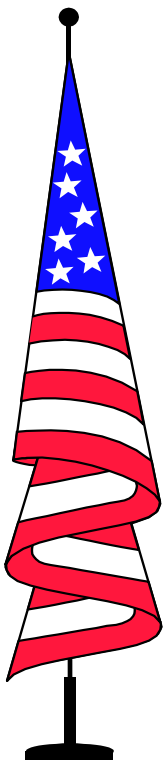
1997-1998	\$23.47
1998-1999	23.78
1999-2000	23.39
2000-2001	23.74
2001-2002	26.97
2002-2003	26.30
2003-2004	26.22
2004-2005	26.55
2005-2006	26.66
2006-2007	27.11
2007-2008	27.58

NUMBER OF ENGLISH AS A SECOND LANGUAGE STUDENTS

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



OUR MISSION

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