

REPORT CARD

Striving Together for Excellence



Robert Leiby
Superintendent

The first 10-week report cards have all been mailed. If you haven't received your child's report card yet, please contact your child's school office.

Report cards are an opportunity for teachers to assess a child in a variety of academic and social development areas that include skills,

concepts, and content standards. The report card is a tool to communicate information to both students and their parents on how the child is progressing over a certain period in time.

In an effort to provide support to parents, Red Jacket High and Middle Schools are piloting a program that will allow parents to have access to their child's grades at their convenience. This new service is called PASS, which stands for Parental Access Support System. Using the world wide web, this service allows parents to view their child's grades, attendance, and schedule, whenever it is convenient to them.

It is important for your child's continued growth to use this information and the report cards to have an open discussion with your child. Your input on your child's school work is important to his/her development. Don't forget to compliment them on accomplishments and praise an improved grade. It is also beneficial to set goals for continued success at the beginning of the marking term.

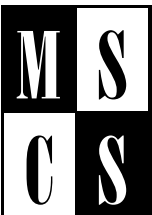
When discussing report cards with your child, I always encourage parents to set aside some quality time to talk about how the grade was achieved on their report card rather than focusing solely on the overall grades.

Setting aside time indicates to your child that school is important. Asking specific questions about the report card delineates a strong message to your child and makes meaningful connections to their overall

educational experiences. Some helpful questions to ask your child could include:

- √ What areas in Mathematics, Reading/Writing, Science, etc. are easy for you?
- √ What areas in Mathematics, Reading/Writing, Science, etc. are difficult for you?
- √ Do you proofread your written work and what revisions are you making?
- √ Are you practicing your multiplication tables?
- √ What new vocabulary words have you learned this semester and how have you used them?
- √ Do you find the key words and understand what a question is asking you to do?
- √ How much time are you spending completing your school work/homework? And are you giving your best effort?
- √ What resources have you been using on projects?
- √ Do you read and follow the directions completely?
- √ What do you need extra help with?

In like fashion, I present to you in the following pages Red Jacket's Annual Report Card. Our report card identifies the progress we have made as a school community over the years to assist all of our children to perform at or above the NY State Standards. Our Annual Report Card provides information on student and district performance levels. Each area of data is accompanied by descriptors of what the data represents and an analysis of how we will correct deficiencies or support continuous improvement trends. As your superintendent, I am dedicated to providing the leadership necessary to inspire students, parents and staff to strive together for excellence. If you have specific questions concerning the data, please contact me at your pleasure.



PERCENT OF STUDENT AT STANDARDS: ENGLISH LANGUAGE ARTS

The thumbnail graphs below represent an approximation of where we believe our students would score in reference to the state standard. We use a variety of assessment instruments to approximate achievement levels.

* Grades 4, 8 and 11 scores reflect New York State testing.

* Grades 5, 6 and 7 scores reflect TONYSS testing.

* Grades 9, and 10 scores reflect passing of course

* All other figures reflect students at state standards which equate to an approximate C+ average.



Kindergarten

2000-01	97%
2001-02	89%
2002-03	95%
Goal	96%

1st Grade

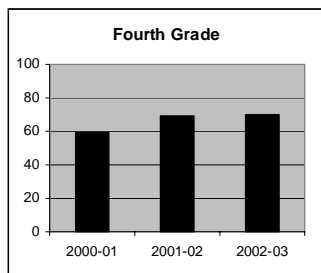
2000-01	77%
2001-02	82%
2002-03	75%
Goal	90%

2nd Grade

2000-01	63%
2001-02	92%
2002-03	95%
Goal	96%

3rd Grade

2000-01	57%
2001-02	55%
2002-03	80%
Goal	90%



4th Grade

2000-01	59%
2001-02	69%
2002-03	70%
Goal	75%

5th Grade

2000-01	61%
2001-02	59%
2002-03	72%
Goal	75%

6th Grade

2000-01	54%
2001-02	63%
2002-03	61%
Goal	75%

7th Grade

2000-01	51%
2001-02	51%
2002-03	64%
Goal	75%

8th Grade

2000-01	48%
2001-02	50%
2002-03	40%
Goal	70%

9th Grade

2000-01	86%
2001-02	97%
2002-03	89%
Goal	90%

10th Grade

2000-01	90%
2001-02	88%
2002-03	88%
Goal	90%

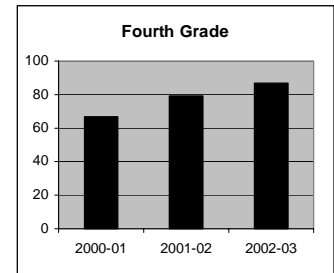
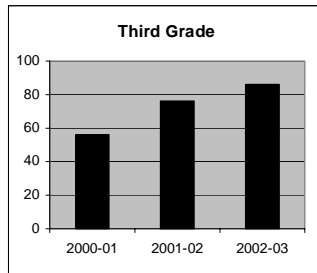
11th Grade

2000-01	95%
2001-02	82%
2002-03	86%
Goal	90%

PERCENT OF STUDENT AT STANDARDS: MATHEMATICS

The thumbnail graphs below represent an approximation of where we believe our students would score in reference to the state standard. We use a variety of assessment instruments to approximate achievement levels.

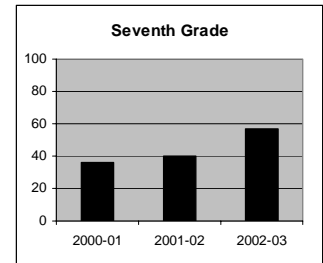
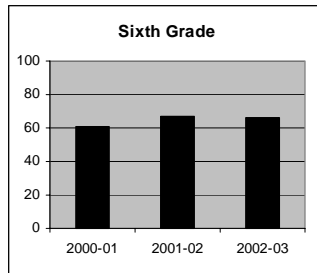
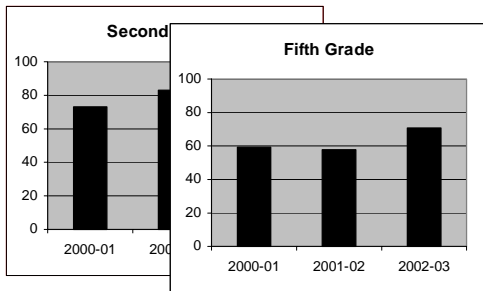
- * Grades 2 and 3 scores reflect Terra Nova testing.
- * Grades 4 and 8 scores reflect New York State testing.
- * Grades 5, 6 and 7 scores reflect TONYSS testing.
- * Math A scores reflect Regents testing rescored.



2nd Grade	
2000-01	73%
2001-02	83%
2002-03	86%
Goal	90%

3rd Grade	
2000-01	56%
2001-02	76%
2002-03	86%
Goal	90%

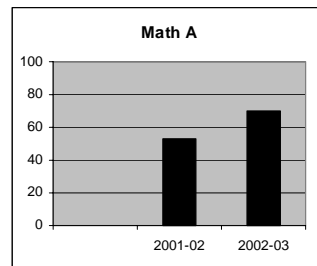
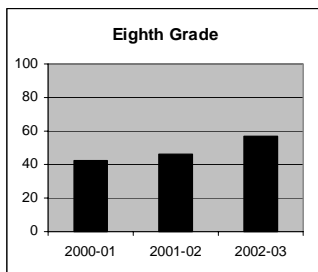
4th Grade	
2000-01	67%
2001-02	79%
2002-03	87%
Goal	90%



5th Grade	
2000-01	59%
2001-02	58%
2002-03	71%
Goal	80%

6th Grade	
2000-01	61%
2001-02	67%
2002-03	66%
Goal	80%

7th Grade	
2000-01	36%
2001-02	40%
2002-03	57%
Goal	80%



8th Grade	
2000-01	42%
2001-02	46%
2002-03	57%
Goal	70%

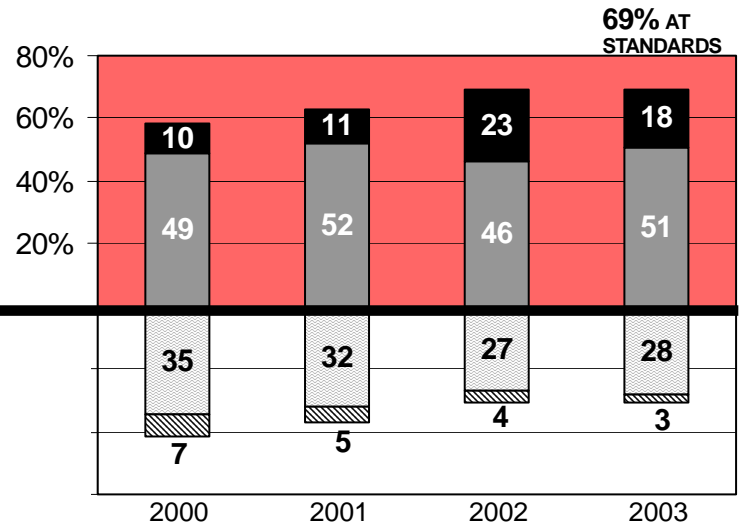
Math A	
new test	
2001-02	53%
2002-03	70%
Goal	75%



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

4th Grade ELA Results: Total Population

	1999-00	2000-01	2001-02	2002-03
Level 4	10%	11%	23%	18%
Level 3	49%	52%	46%	51%
Level 2	35%	32%	27%	28%
Level 1	7%	5%	4%	3%



	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Total Population (72)	18% 13 students	51% 37 students	28% 20 students	3% 2 students
General Population (64)	20% 13 students	55% 35 students	23% 15 students	2% 1 student
Disabled Population (8)	0 students	25% 2 students	63% 5 students	12% 1 student
Total Male Population (41)	12% 5 students	49% 20 students	34% 14 students	5% 2 students
Total Female Population (31)	26% 8 students	55% 17 students	19% 6 students	0 students
Disadvantaged Population (18)	17% 3 students	39% 7 students	44% 8 students	0 students
Non-Disadvantaged Population (54)	18.5% 10 students	55.5% 30 students	22% 12 students	4% 2 students

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

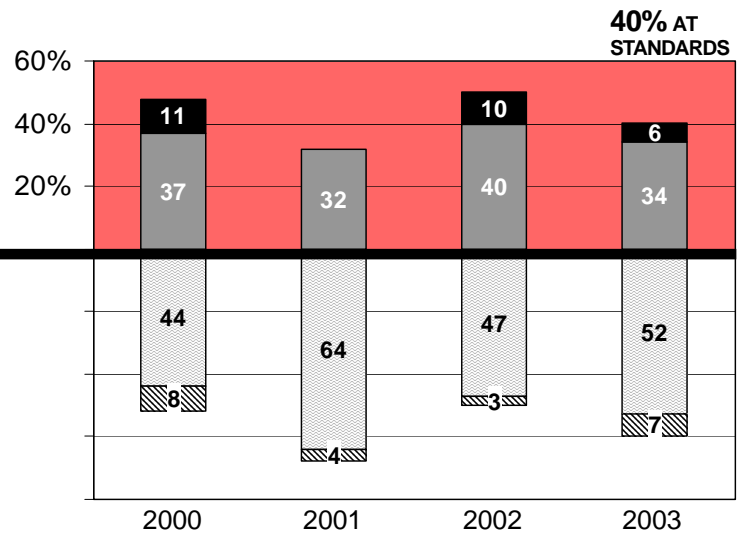
links reading and writing and requires that students read two linked passages and then respond in writing to three short answer response questions and one extended response question.

Currently we have 69% of our students meeting or exceeding standards. Our goal for 2004 is 75% of our students at the standard. Our fourth grade teachers are being trained creating parallel (like) tasks that mirror expectations of the ELA for students facing the assessment in January 2004. We also continue to offer early morning skill development (practice) sessions, prior to the exam, for students struggling with specific standards.

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

8th Grade ELA Results: Total Population

	1999-00	2000-01	2001-02	2002-03	
Level 4	11%	0%	10%	6%	40% AT STANDARDS
Level 3	37%	32%	40%	34%	
Level 2	44%	64%	47%	52%	
Level 1	8%	4%	3%	7%	



	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Total Population (67)	6% 4 students	34% 23 students	52% 35 students	7% 5 students
General Population (55)	7% 4 students	40% 22 students	53% 29 students	0
Disabled Population (12)	0	8% 1 student	50% 6 students	42% 5 students
Total Male Population (37)	3% 1 student	24% 9 students	62% 23 students	11% 4 students
Total Female Population (29)	10% 3 students	47% 14 students	40% 12 students	3% 1 student
Disadvantaged Population (16)	0	13% 2 students	87% 14 students	0
Non-Disadvantaged Population (47)	8% 4 students	43% 20 students	43% 20 students	6% 3 students

The 8th 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 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. They also

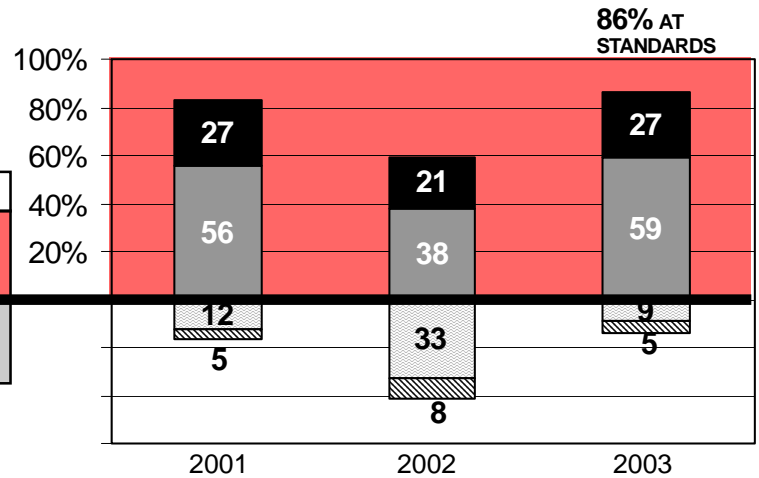
respond in writing to an independent writing prompt that is linked thematically with reading.

Currently we have only 40% of our students meeting or exceeding the standards. Our goal is 70% achievement for the 2004 school year. Unfortunately we have a lot of work ahead of us. The 2003 scores dropped from the previous year. In an effort to improve, we began a 5th -8th grade project last summer, that is ongoing, with an ELA consultant who trained our ELA and special education teachers in creating parallel tasks to mirror components of the ELA assessment so that students are comfortable with the format of the exam as well as task expectations. We are looping (a teacher that follows the child from year to year) special education teacher's 6th -8th grade in an effort to provide consistency for our struggling learners.

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

11th Grade ELA Results: Total Population

	2000-01	2001-02	2002-03	
Level 4	27	21	27	} 86% AT STANDARDS
Level 3	56	38	59	
Level 2	12	33	9	
Level 1	5	8	5	



ENGLISH Grade 11	Meeting State Standards		Not Yet at State Standards	
	Percentage	Number of Students	Percentage	Number of Students
Total Population (64)	86%	55 students	14%	9 students
General Population (54)	94%	51 students	6%	3 students
Disabled Population (10)	50%	5 students	50%	5 students
Total Male Population (26)	77%	20 students	23%	6 students
Total Female Population (38)	94%	36 students	6%	2 students
Disadvantaged Population (5)	80%	4 students	20%	1 student
Non-Disadvantaged Population (59)	88%	52 students	12%	7 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (0)	0%	0 students	0%	0 students

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.

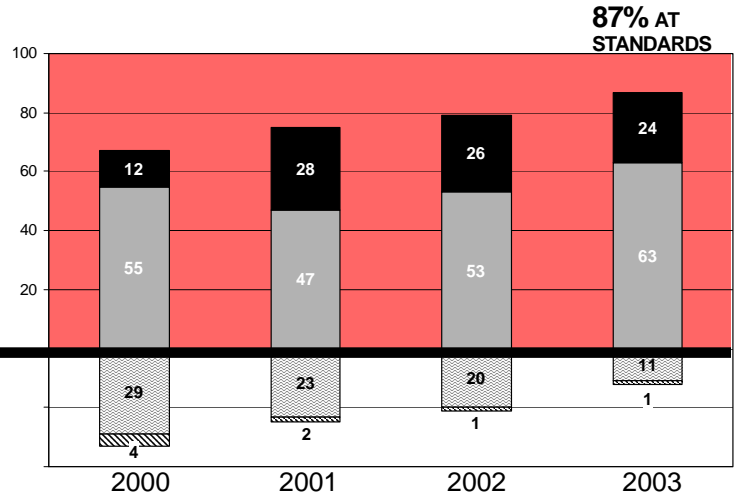
* Given a "critical lens" statement, students are asked to write a critical essay in which they discuss two works of literature they have read from the particular perspective of the statement given. In their essay they need to provide a valid interpretation of the statement, agree or disagree with the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

Currently we have 86% of our students meeting or exceeding standards. Our 2004 goal is 90%. We continue to provide students who are in danger of not meeting the standards the opportunity to participate in a team taught class (a class that has two teachers, one rich in content and a special education teacher who assists with struggling student's needs) that decreases the student: teacher ratio and brings the strategies of a special educator into the ELA classroom. We also provide small group AIS classes to target specific skill weaknesses in individual students.

NEW YORK STATE STANDARDS: 4TH GRADE MATHEMATICS

4th Grade Math Results: Total Population

	1999-00	2000-01	2001-02	2002-03	
Level 4	12%	28%	26%	24%	} 87% AT STANDARDS
Level 3	55%	47%	53%	63%	
Level 2	29%	23%	20%	11%	
Level 1	4%	2%	1%	1%	



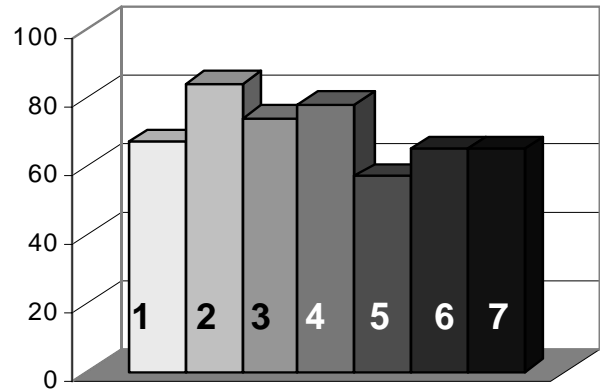
4th Grade NYS Math Key Ideas:

This test is designed to test students in all seven Key Ideas. For each Key Idea students have the opportunity to demonstrate their knowledge by selecting and generating responses. The Key Ideas are:

- Mathematical Reasoning 67
- Number and Numeration 84
- Operations 74
- Modeling/Multiple Representation 78
- Measurement 57
- Uncertainty 65
- Patterns/Functions 65

At the fourth grade level a stronger emphasis is placed on operations, number and numeration, and measurement.

Currently we have 87% of our students meeting or exceeding standards. Our goal for 2004 is 90% student achievement. Our fourth grade teachers group students homogeneously (similar ability) in an effort to meet the needs of individual students. Class size is reduced by the creation of 5 sections, thereby increasing the amount of time teachers can spend with individual students.

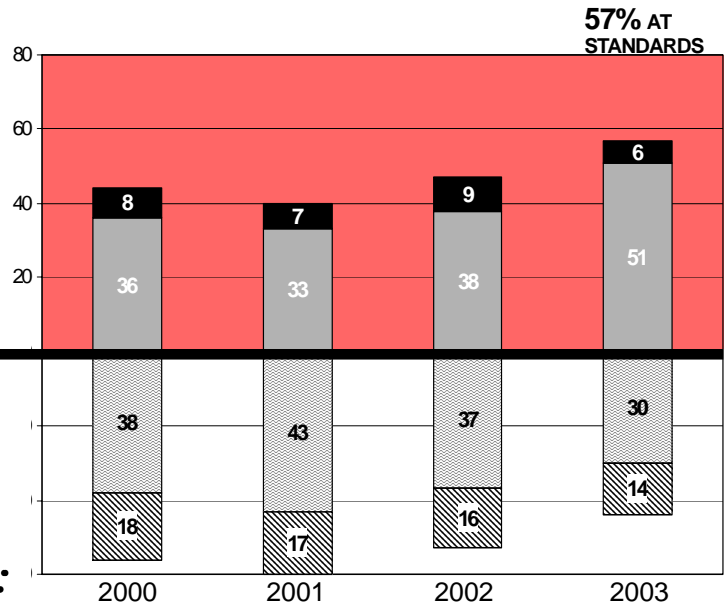


4 th GRADE MATH	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Total Population (71)	24% 17 students	63% 45 students	11% 8 students	1% 1 student
General Population (63)	27% 17 students	65% 41 students	6% 4 students	2% 1 student
Disabled Population (8)	0	50% 4 students	50% 4 students	0
Total Male Population (41)	12% 5 students	76% 31 students	12% 5 students	0
Total Female Population (30)	40% 12 students	47% 14 students	10% 3 students	3% 1 students
Disadvantaged Population (18)	11% 2 students	67% 12 students	17% 3 students	5% 1 students
Non-Disadvantaged Population (53)	28% 15 students	62% 33 students	9% 5 students	0

NEW YORK STATE STANDARDS: 8TH GRADE MATHEMATICS

8th Grade Math Results: Total Population

	1999-00	2000-01	2001-02	2002-03	
Level 4	8%	7%	9%	6%	} 57% AT STANDARDS
Level 3	36%	33%	38%	51%	
Level 2	38%	43%	37%	30%	
Level 1	18%	17%	16%	14%	

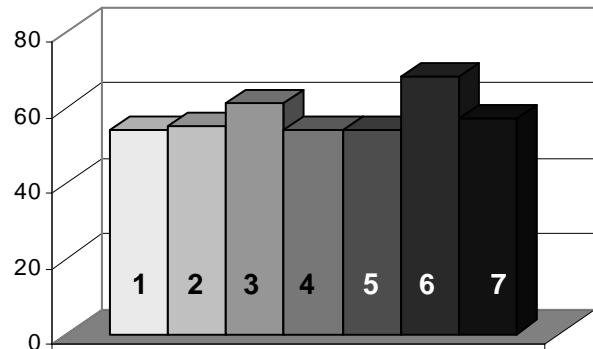


8th Grade NYS Math Testing Results:

The 8th grade Math assessment is designed to test students in all seven Key Ideas. For each Key Idea students have the opportunity to demonstrate their knowledge by selecting and generating responses. The Key Ideas are:

- Mathematical Reasoning 54
- Number and Numeration 55
- Operations 61
- Modeling/Multiple Representation 54
- Measurement 54
- Uncertainty 68
- Patterns/Functions 57

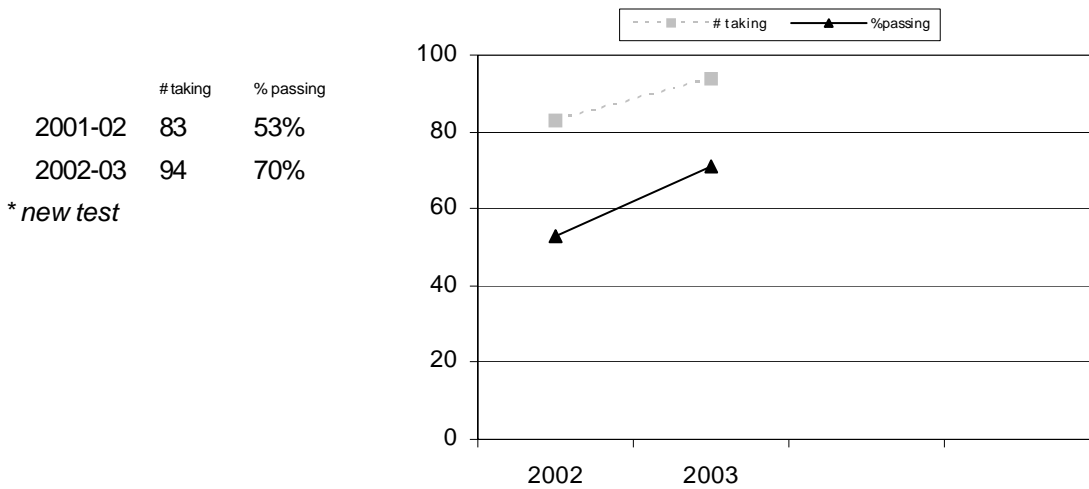
At the eighth grade level a stronger emphasis is placed on patterns/functions, modeling/multiple representation and operations.



Currently 57% of our students are meeting or exceeding standards. Our goal is to have 70% of our students meet the Standard during the 2004 school year. We have reduced class size by increasing the number of sections at both 7th and 8th grade. Students are benefiting from focused instruction based upon the disaggregation (pulling apart) of each student's TONYSS (a National test) data from 6th and 7th grade. We are working with a math consultant to create common assessments at grades 6-8 and to help us create parallel tasks and activities that mirror the 8th grade assessment.

8 th GRADE MATH	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Total Population (71)	6% 4 students	51% 36 students	30% 21 students	14% 10 students
General Population (60)	7% 4 students	57% 34 students	33% 20 students	3% 2 students
Disabled Population (11)	0	18% 2 students	9% 1 student	73% 8 students
Total Male Population (39)	0	51% 20 students	26% 10 students	23% 9 students
Total Female Population (32)	13% 4 students	50% 16 students	34% 11 students	3% 1 student
Disadvantaged Population (17)	6% 1 student	47% 8 students	35% 6 students	12% 2 students
Non-Disadvantaged Population (54)	6% 3 students	52% 28 students	28% 15 students	14% 8 students

MATHEMATICS COURSE A



The Mathematics A Regents Examination is an assessment designed to measure student's ability to apply facts and definitions, solve problems, and show their understanding of mathematical procedures and problem-solving strategies. All seven Key Ideas are assessed. They are as follows:

- Mathematical Reasoning
- Number and Numeration
- Operations
- Modeling/Multiple Representation
- Measurement
- Uncertainty
- Patterns/Functions



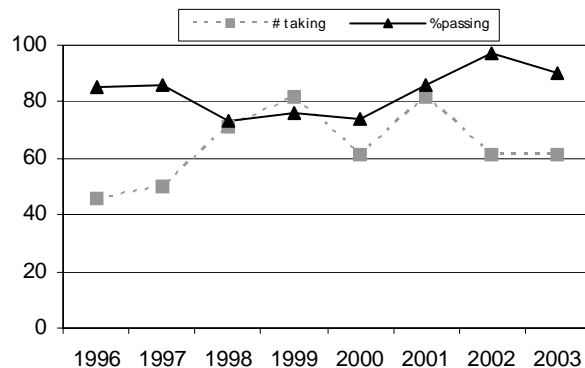
Currently 70% of our students are meeting or exceeding standards. Our goal is to have 75% of our students meet the Standard during the 2004 school year. This year we have one teacher instructing all students in their first year of Math A, with the exception of accelerated 8th graders. We will work with a math consultant as more information becomes available on changes to the current Math A exam.

MATH A	Meeting State Standards		Not Yet at State Standards	
Total Population (94)	70%	66 students	30%	28 students
General Population (86)	69%	59 students	31%	27 students
Disabled Population (8)	88%	7 students	12%	1 student
Total Male Population (41)	73%	30 students	27%	11 students
Total Female Population (53)	68%	36 students	32%	17 students
Disadvantaged Population (15)	67%	10 students	33%	5 students
Non-Disadvantaged Population (79)	71%	56 students	29%	23 students
English Language Learners (1)	0%	0 student	100%	1 student
Major Racial/ Ethnic Groups (1)	0%	0 student	100%	1 student

Data reflects low-pass option for disabled students.

BIOLOGY/LIVING ENVIRONMENT

	# taking	% passing
1995-96	46	85
1986-97	50	86
1997-98	71	73
1998-99	82	76
1999-00	61	74
2000-01	82	86
2001-02	61	97
2002-03	61	90



Up until January 2001 students participated in the Biology Regents examination that was based on the 1984 syllabus and was comprised of three parts:

- Part 1 - Included 59 questions, all of which must be answered by the student
- Part 2 - 5 groups of 10 questions each, of which 2 groups must be answered by the student
- Part 3 - 5 groups of 5 questions each, of which 3 groups must be answered by the student

As of 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 90% of our students are meeting or exceeding standards. Our goal for 2004 will be 95% of our students at standard. We continue to focus on students who are struggling to meet the mandatory laboratory prerequisites that allow them to participate in the Regents exam.

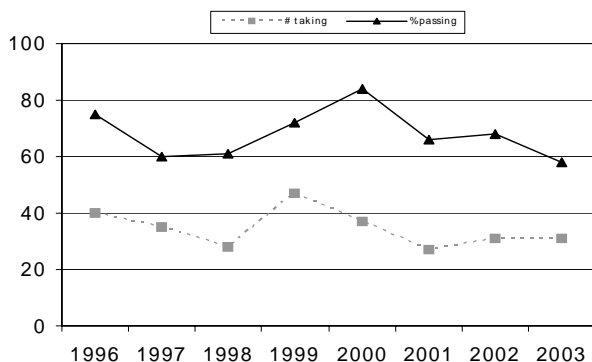
BIOLOGY	Meeting State Standards		Not Yet at State Standards	
Total Population (61)	90%	55 students	10%	6 students
General Population (55)	91%	50 students	9%	5 students
Disabled Population (6)	100%	6 students	0%	0 students
Total Male Population (33)	94%	31 students	6%	2 students
Total Female Population (28)	89%	25 students	11%	3 students
Disadvantaged Population (12)	100%	12 students	0%	0 students
Non-Disadvantaged Population (49)	90%	44 students	10%	5 students
English Language Learners (0)	100%	1 student	0%	0 students
Major Racial/ Ethnic Groups (0)	100%	1 student	0%	0 students

Data reflects low-pass option for disabled students.



CHEMISTRY

	# taking	% passing
1996-97	35	60
1997-98	28	61
1998-99	47	72
1999-00	37	84
2000-01	27	66
2001-02	31	68
2002-03	31	58



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:

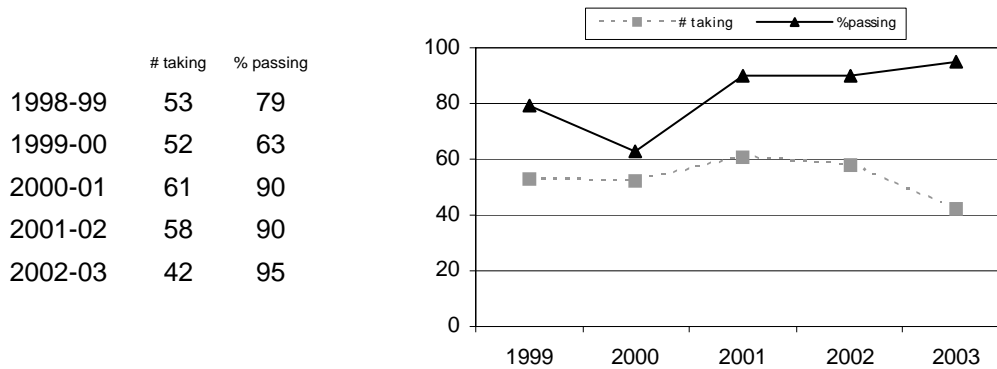
- Standard 1 - Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2 - Students will access, generate, process and transfer information using appropriate technologies.
- Standard 4 - Students 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 68% of our students are meeting or exceeding standards. Our achievement goal for 2004 is 80% at standard. This year changes were made in a realignment of staff.

CHEMISTRY	Meeting State Standards		Not Yet at State Standards	
Total Population (31)	68%	21 students	32%	10 students
General Population (29)	69%	20 students	31%	9 students
Disabled Population (2)	50%	1 student	50%	1 student
Total Male Population (16)	69%	11 students	31%	5 students
Total Female Population (15)	67%	10 students	33%	5 students
Disadvantaged Population (2)	100%	2 students	0%	0 students
Non-Disadvantaged Population (29)	66%	19 students	34%	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



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

The six stations are:

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

Currently 95% of our students are meeting or exceeding standards. Our achievement goal for 2004 is 98% at standard. Students in this course are offered the option of participating in a team taught class with a science teacher and special education teacher. We continue to work with struggling students who are not meeting the Earth science lab requirements that are prerequisites for participating in the Regents exam.

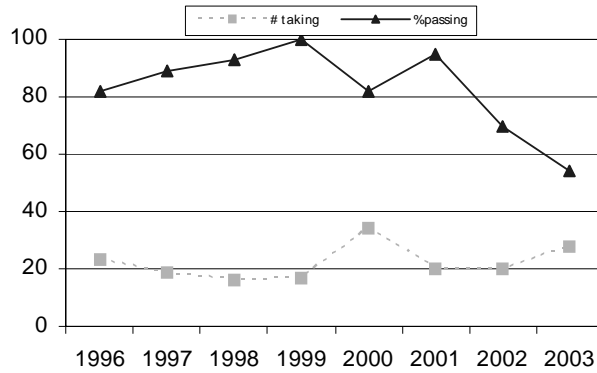


EARTH SCIENCE	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (42)	95%	40 students	5%	2 students
General Population (42)	95%	40 students	5%	2 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (22)	95%	21 students	5%	1 student
Total Female Population (20)	95%	19 students	5%	1 student
Disadvantaged Population (2)	100%	2 students	0%	0 students
Non-Disadvantaged Population (40)	95%	38 students	5%	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.

PHYSICS

	# taking	% passing
1995-96	23	82
1996-97	19	89
1997-98	16	93
1998-99	17	100
1999-00	34	82
2000-01	20	95
* 2001-02	20	70
* 2002-03	28	54



* These tests are under review by the State for re-scaling.

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.

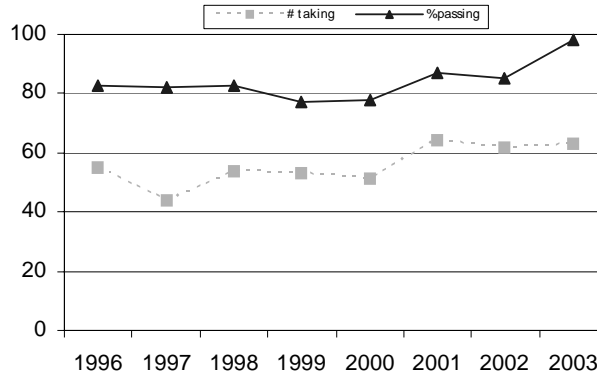
Currently 54% of our students are meeting or exceeding the standards. Scoring of this June's Regents exam continues to be looked at by the state in an effort to satisfy concerns expressed by school districts as to the difficulty of this examination. The Board of Regents has authorized a rescoring of the exam, which at the time of our printing we have not yet received. Our student achievement goal is set for 85%.

PHYSICS	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (28)	54%	15 students	46%	13 students
General Population (28)	54%	15 students	46%	13 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (8)	75%	6 students	25%	2 students
Total Female Population (20)	45%	9 students	55%	11 students
Disadvantaged Population (0)	0%	0 students	0%	0 students
Non-Disadvantaged Population (28)	54%	15 students	46%	13 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
1995-96	55	83
1996-97	44	82
1997-98	54	83
1998-99	53	77
1999-00	51	78
2000-01	64	87
2001-02	62	85
2002-03	63	98

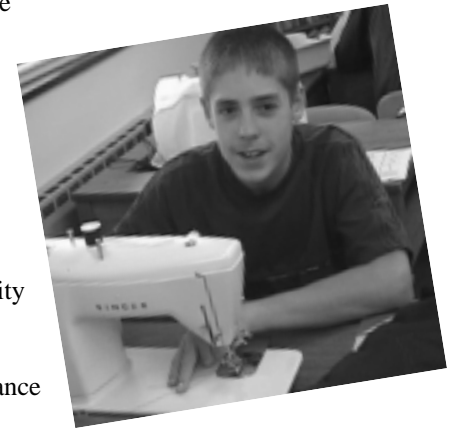


The U.S. History & Government Regents examination was developed to reflect the social studies content and intellectual skills described in the five social studies standards, which are:

- Standard 1 - History of the United State 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.



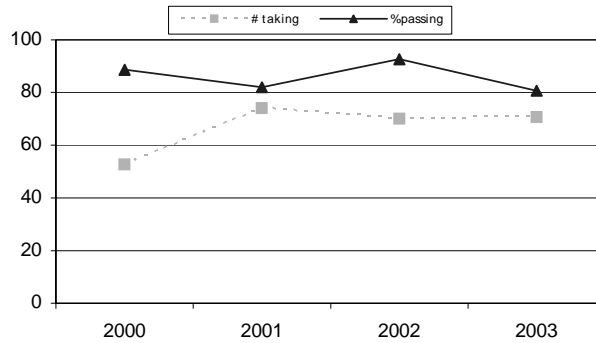
Currently 98% of our students are meeting or exceeding the standards. Students who are not meeting with success are offered the opportunity to work in small groups with the U.S. History & Government teacher in an effort to improve their skills and help them to meet with success on the exam.

US HISTORY/GOVERNMENT	Meeting State Standards		Not yet at State Standards	
Total Population (63)	98%	62 students	2%	1 student
General Population (56)	98%	55 students	2%	1 student
Disabled Population (7)	100%	7 students	0%	0 students
Total Male Population (26)	96%	25 students	4%	1 student
Total Female Population (37)	100%	37 students	0%	0 students
Disadvantaged Population (3)	100%	3 students	0%	0 students
Non-Disadvantaged Population (60)	98%	59 students	2%	1 student
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups	0%	0 students	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	81



The Global History & Geography Regents examination was developed to reflect the social studies content and intellectual skills described in the five social studies standards, which are:

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

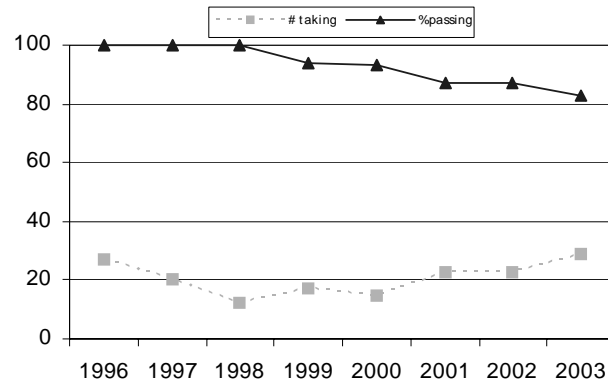
The examination includes 50 multiple choice questions designed to assess students' understanding of content and their ability to apply this content understanding to the interpretation and analysis of graphs, cartoons, maps, charts and diagrams. The thematic essay is based upon themes taught in class 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 82% of our students are meeting or exceeding standards. Our 2004 student achievement goal is set for 90%. A team- taught class is offered that includes both the global studies and a special education teacher in an effort to decrease the teacher to student ratio and improve the ability to meet individual needs of students.

GLOBAL HISTORY	Meeting State Standards		Not Yet at State Standards	
	%	Students	%	Students
Total Population (71)	82%	58 students	18%	13 students
General Population (63)	81%	51 students	19%	12 students
Disabled Population (8)	87.5%	7 students	12.5%	1 student
Total Male Population (40)	87.5%	35 students	12.5%	5 students
Total Female Population (31)	77%	24 students	23%	7 students
Disadvantaged Population (12)	83%	10 students	17%	2 students
Non-Disadvantaged Population (59)	81%	48 students	19%	11 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.

FRENCH III



This examination is composed of four parts:

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

Currently 100% of our students are meeting or exceeding the standards. We continue to offer challenging world class language courses and meet the needs of all students involved.

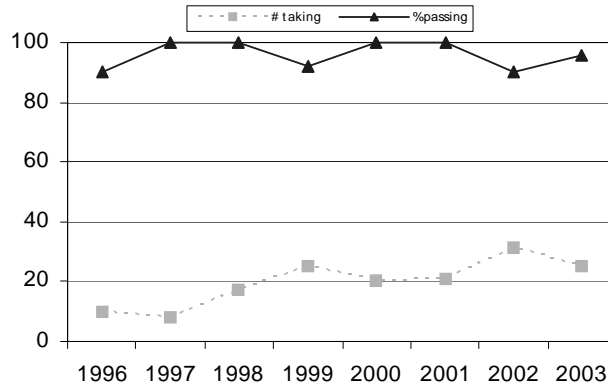
FRENCH III	Meeting State Standards		Not Yet at State Standards	
Total Population (14)	100%	14 students	0%	0 students
General Population (14)	100%	14 students	0%	0 students
Disabled Population (0)	0%	0 students	0%	0 students
Total Male Population (8)	100%	8 students	0%	0 students
Total Female Population (6)	100%	6 students	0%	0 students
Disadvantaged Population (4)	100%	4 students	0%	0 students
Non-Disadvantaged Population (10)	100%	10 students	0%	0 students
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (0)	0%	0 students	0%	0 students

Data reflects low-pass option for disabled students.



SPANISH III

	# taking	% passing
1995-96	10	90
1996-97	8	100
1997-98	17	100
1998-99	25	92
1999-00	20	100
2000-01	21	100
2001-02	31	90
2002-03	25	96



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 96% of our students are meeting or exceeding the standards. We continue to offer challenging world class language courses and meet the needs of all students involved. Our achievement goal is set for 100%.

SPANISH III	Meeting State Standards		Not Yet at State Standards	
	Percentage	Number of Students	Percentage	Number of Students
Total Population (25)	96%	24 students	4%	1 student
General Population (24)	96%	23 students	4%	1 student
Disabled Population (1)	100%	1 student	0%	0 students
Total Male Population (8)	100%	8 students	0%	0 students
Total Female Population (17)	94%	16 students	6%	1 student
Disadvantaged Population (2)	100%	2 students	0%	0 students
Non-Disadvantaged Population (23)	96%	22 students	4%	1 student
English Language Learners (0)	0%	0 students	0%	0 students
Major Racial/ Ethnic Groups (0)	0%	0 students	0%	0 students

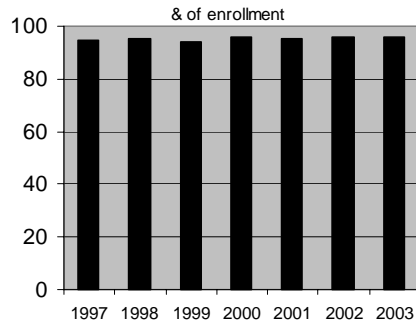
Data reflects low-pass option for disabled students.



MISCELLANEOUS DATA

Attendance Rates

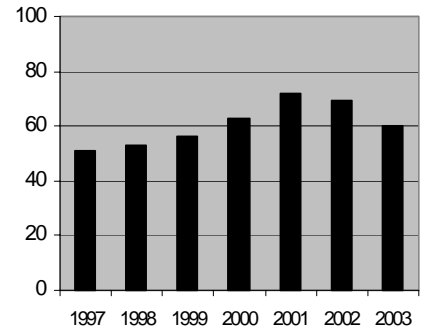
- 1996-97 94.8%
- 1997-98 94.5%
- 1998-99 94.4%
- 1999-00 95.6%
- 2000-01 95.1%
- 2001-02 95.5%
- 2002-03 96.1%



HS Graduates

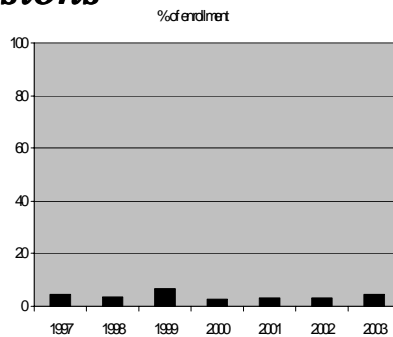
Earning Regents Diploma

- 1996-97 51%
- 1997-98 53%
- 1998-99 56%
- 1999-00 63%
- 2000-01 72%
- 2001-02 69%
- 2002-03 60%



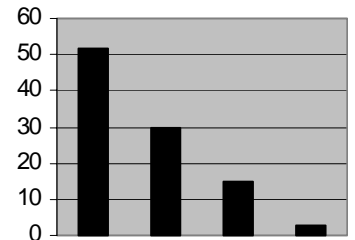
Student Suspensions

- 1996-97 4.4%
- 1997-98 3.4%
- 1998-99 6.9%
- 1999-00 2.9%
- 2000-01 3.0%
- 2001-02 3.1%
- 2002-03 4.6%



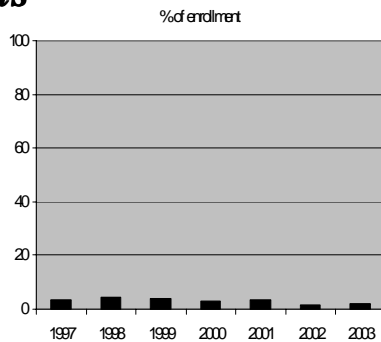
Distribution of 2003 Graduates

- To 2-year college 52%
- To 4-year college 30%
- To Employment 15%
- To Military 3%



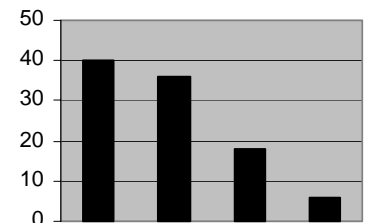
Student Dropouts

- 1996-97 3.3%
- 1997-98 4.5%
- 1998-99 3.9%
- 1999-00 2.7%
- 2000-01 3.4%
- 2001-02 1.5%
- 2002-03 1.9%



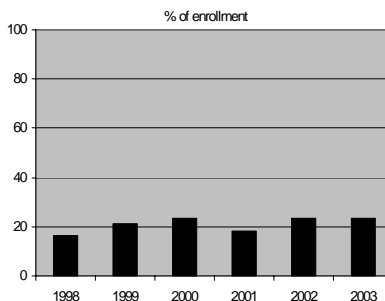
Distribution of 2002 Graduates

- To 2-year college 40%
- To 4-year college 36%
- To Employment 18%
- To Military 6%



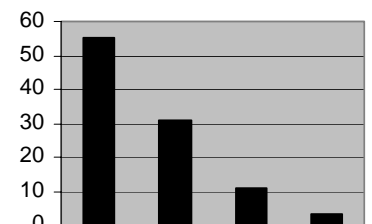
Free & Reduced Lunches

- 1997-98 16.4%
- 1998-99 21.2%
- 1999-00 23.5%
- 2000-01 18.2%
- 2001-02 23.5%
- 2002-03 23.5%



Distribution of 2001 Graduates

- To 2-year college 55%
- To 4-year college 31%
- To Employment 11%
- To Military 3%



Fall Enrollment

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	81	66	63	81	66	72	69
First	83	85	68	64	81	69	69
Second	85	82	81	69	64	81	69
Third	69	83	87	78	69	67	84
Fourth	62	75	82	85	78	74	62
Fifth	71	64	76	83	78	75	73
Sixth	79	80	65	78	93	91	77
Ungraded Elementary	19	0	0	0	0	0	0
Seventh	93	89	79	62	75	95	93
Eighth	74	93	93	78	59	76	91
Ninth	87	86	82	91	90	61	81
Tenth	87	82	73	71	91	83	68
Eleventh	85	73	71	64	73	75	69
Twelfth	71	67	65	64	68	62	68
Total K-12 Enrollment	1046	1025	985	968	985	981	973

Average Class Size

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Kindergarten	20	22	21	21	17	18	20
Grades 1-5	21	21	21	21	21	18	18
English Grade 8	17	21	17	20	15	18	18
Math Grade 8	19	24	21	20	15	18	15
Science Grade 8	21	25	19	20	20	18	23
Social Studies Gr 8	18	22	23	20	20	18	18
English Grade 10	19	20	18	18	22	21	17
Math Grade 10	12	18	18	18	18	21	17
Science Grade 10	21	20	17	18	18	21	17
Social Studies Gr 10	18	20	17	18	22	21	17

PUPILS WITH DISABILITIES

Autism	1
Emotionally Disturbed	10
Learning Disabled	63
Mentally Retarded	5
Speech Impaired	22
Visually Impaired	3
Orthopedic Impairment	2
Other Health Impaired	7
Multiple disabilities	9
Traumatic Brain Injury	2
Pre-School	5
TOTAL	129



NUMBER OF ENGLISH AS A SECOND LANGUAGE STUDENTS

2001	2
2002	2
2003	5



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

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



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

Please forward any suggestions to:

*Bob Leiby
Superintendent
District Office
1506 Route 21
Shortsville, NY 14548*