

New York State District Report Card Comprehensive Information Report

BEDS Code: 43-11-01-04-0000
 Name: Manchester-Shortsville Central School District (Red Jacket)
 Superintendent: Robert E. Leiby

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	66	70	66
First	81	67	69
Second	64	78	65
Third	69	65	80
Fourth	78	73	61
Fifth	78	75	71
Sixth	93	89	74
Ungraded Elementary	0	0	0
Seventh	75	93	87
Eighth	59	70	86
Ninth	90	60	71
Tenth	91	83	65
Eleventh	73	66	70
Twelfth	68	64	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	985	953	929

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	11	1.1%	8	0.8%	4	0.4%
Black (Not Hispanic)	4	0.4%	4	0.4%	5	0.5%
Hispanic	6	0.6%	10	1.0%	7	0.8%
White (Not Hispanic)	964	97.9%	931	97.7%	913	98.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	18	17
Common Branch	20	18	18
English Grade 8	14	18	21
Mathematics Grade 8	18	17	14
Science Grade 8	17	0	22
Social Studies Grade 8	18	18	21
English Grade 10	19	19	14
Mathematics Grade 10	17	14	13
Science Grade 10	15	0	16
Social Studies Grade 10	18	19	15

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.3%	4	0.4%	5	0.5%
Eligible for Free Lunch	124	12.6%	134	14.1%	143	15.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		95.8%		96.1%
Student Suspensions	28	2.9%	17	1.7%	19	2.0%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	6.0%	8.0%	8.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	95
Total Other Professional Staff	14
Total Paraprofessionals	30
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	57	45	79%	56	37	66%	53	47	89%
Students with Disabilities	4	0	0%	3	0	0%	9	1	11%
All Students	61	45	74%	59	37	63%	62	48	77%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	27	30	0	1	4	0
Percent	44%	48%	0%	2%	6%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	1	3	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		4		4	1.7%
	Entered GED Program*	0		4		2	0.8%
	Total Noncompleters	1		8		6	2.5%
Students with Disabilities	Dropped Out	3		0		4	8.5%
	Entered GED Program*	0		0		1	2.1%
	Total Noncompleters	3		0		5	10.6%
All Students	Dropped Out	4	1.2%	4	1.5%	8	2.8%
	Entered GED Program*	0	0.0%	4	1.5%	3	1.1%
	Total Noncompleters	4	1.2%	8	2.9%	11	3.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	212	213
	Number of Students with Disabilities	0	40	34
	Number of All Students	0	252	247
	Percent of Enrollment	0%	100%	100%
9-12	Number of General-Education Students	14	0	163
	Number of Students with Disabilities	8	0	36
	Number of All Students	22	0	199
	Percent of Enrollment	7%	0%	74%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	20		
Completed and Passed Regents Exams	15	75%	77%
Completed and had Course Average of 75% or More	17	85%	81%
Completed and Attained a HS Diploma or Equivalent	20	100%	96%
Completed and Whose Status is Known	19		
Completed and Were Successfully Placed	19	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	91%	29	86%	29	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	26	50%	43	91%	40	93%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	3	#	4	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	4	#
Science	0	0%	1	#	3	#
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	56%	12	83%	5	80%
Science	5	60%	2	#	1	#
Reading	2	#	3	#	6	100%
Writing	2	#	3	#	6	100%
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	1	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	67	79	74	6	12	5
Number Scoring 55-100	60	74	73	3	8	5
Number Scoring 65-100	39	67	64	1	4	4
Number Scoring 85-100	14	19	18	0	0	0
Percentage of Tested Scoring 55-100	90%	94%	99%	50%	67%	100%
Percentage of Tested Scoring 65-100	58%	85%	86%	17%	33%	80%
Percentage of Tested Scoring 85-100	21%	24%	24%	0%	0%	0%
Mathematics A						
Number Tested	88	94	83	11	8	3
Number Scoring 55-100	66	78	82	5	7	#
Number Scoring 65-100	48	64	82	5	4	#
Number Scoring 85-100	15	10	19	1	0	#
Percentage of Tested Scoring 55-100	75%	83%	99%	45%	88%	#
Percentage of Tested Scoring 65-100	55%	68%	99%	45%	50%	#
Percentage of Tested Scoring 85-100	17%	11%	23%	9%	0%	#
Mathematics B						
Number Tested	0	0	32	0	0	0
Number Scoring 55-100	0	0	31	0	0	0
Number Scoring 65-100	0	0	28	0	0	0
Number Scoring 85-100	0	0	9	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	28%	0%	0%	0%
Global History and Geography						
Number Tested	75	76	61	10	8	6
Number Scoring 55-100	72	71	57	9	7	5
Number Scoring 65-100	66	64	51	9	6	4
Number Scoring 85-100	22	16	9	0	0	0
Percentage of Tested Scoring 55-100	96%	93%	93%	90%	88%	83%
Percentage of Tested Scoring 65-100	88%	84%	84%	90%	75%	67%
Percentage of Tested Scoring 85-100	29%	21%	15%	0%	0%	0%
U.S. History and Government						
Number Tested	68	66	66	4	10	5
Number Scoring 55-100	65	64	64	#	8	5
Number Scoring 65-100	55	63	61	#	8	4
Number Scoring 85-100	9	39	33	#	2	1
Percentage of Tested Scoring 55-100	96%	97%	97%	#	80%	100%
Percentage of Tested Scoring 65-100	81%	95%	92%	#	80%	80%
Percentage of Tested Scoring 85-100	13%	59%	50%	#	20%	20%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	67	62	56	9	6	4
Number Scoring 55-100	62	60	55	6	6	#
Number Scoring 65-100	61	55	55	5	5	#
Number Scoring 85-100	11	5	10	0	0	#
Percentage of Tested Scoring 55-100	93%	97%	98%	67%	100%	#
Percentage of Tested Scoring 65-100	91%	89%	98%	56%	83%	#
Percentage of Tested Scoring 85-100	16%	8%	18%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	63	44	63	7	1	6
Number Scoring 55-100	61	43	62	5	#	6
Number Scoring 65-100	54	42	60	4	#	5
Number Scoring 85-100	12	22	26	0	#	0
Percentage of Tested Scoring 55-100	97%	98%	98%	71%	#	100%
Percentage of Tested Scoring 65-100	86%	95%	95%	57%	#	83%
Percentage of Tested Scoring 85-100	19%	50%	41%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	31	36	30	1	2	1
Number Scoring 55-100	27	31	30	#	#	#
Number Scoring 65-100	21	18	25	#	#	#
Number Scoring 85-100	4	4	2	#	#	#
Percentage of Tested Scoring 55-100	87%	86%	100%	#	#	#
Percentage of Tested Scoring 65-100	68%	50%	83%	#	#	#
Percentage of Tested Scoring 85-100	13%	11%	7%	#	#	#
Physical Setting/Physics						
Number Tested			12			1
Number Scoring 55-100			12			#
Number Scoring 65-100			11			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			50%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	28	14	17	1	0	1
Number Scoring 55-100	22	14	15	#	0	#
Number Scoring 65-100	19	14	15	#	0	#
Number Scoring 85-100	6	5	10	#	0	#
Percentage of Tested Scoring 55-100	79%	100%	88%	#	0%	#
Percentage of Tested Scoring 65-100	68%	100%	88%	#	0%	#
Percentage of Tested Scoring 85-100	21%	36%	59%	#	0%	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	32	25	12	0	1	0
Number Scoring 55-100	31	25	12	0	#	0
Number Scoring 65-100	28	24	12	0	#	0
Number Scoring 85-100	15	10	4	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	47%	40%	33%	0%	#	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	36	35	0	0	1	0
Number Scoring 55-100	33	34	0	0	#	0
Number Scoring 65-100	32	33	0	0	#	0
Number Scoring 85-100	17	17	0	0	#	0
Percentage of Tested Scoring 55-100	92%	97%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	89%	94%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	47%	49%	0%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	98%	21	95%	8	100%
Students with Disabilities	9	78%	1	#	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	67	7%	9%	54%	30%
	Students with Disabilities	5	20%	20%	60%	0%
	All Students	72	8%	10%	54%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	73	3%	36%	53%	8%
	Students with Disabilities	11	27%	64%	9%	0%
	All Students	84	6%	39%	48%	7%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	2	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	60	60	60	11	11	11	71	71	71
Number Scoring 55–64	2	1	1	0	0	1	2	1	2
Number Scoring 65–84	36	15	36	6	5	3	42	20	39
Number Scoring 85–100	20	40	21	0	2	0	20	42	21
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)