



## **Program and Goals for 2020-2021**

Please summarize your building's program goals and plans for the 2020-2021 school year.

*(The intent of this narrative is to allow the reader to understand the program priorities and goals for the coming school year. A reader should be able to review this and understand your message, even if they don't hear budget presentation. This Program Summary and the PowerPoint presentation should be aligned and cover many of the same points.)*

### **Outline**

#### **1. What are the points of pride you would like to share with the Board and Community?**

- A group of 8<sup>th</sup> grade students in Linda Willey's AIS Reading/Writing Lab developed a presentation about immigration which they presented to 6<sup>th</sup> graders who were about to read the book entitled, "Refugee", in their 6<sup>th</sup> grade Literacy Block classes. This is a fine example of **Reciprocal Teaching**. The 8<sup>th</sup> graders demonstrated their learning as they assumed the role of teacher for younger students. This is a tremendous example of how the Middle School instructional program emphasizes a student-centered approach, one that expects students to do the majority of the thinking and doing during learning activities. Not only did this approach to learning strengthen our "sense of community" within the school, it also provided 6<sup>th</sup> graders with some valuable pre-teaching about a topic they will soon explore in their general education classes.
- Providing students with **interdisciplinary learning experiences** is an ongoing pursuit at HF-L Middle School. One example that illustrates this is the Air Racer Project. During Technology classes, students design and make air racers to determine which technical design(s) travel the greatest distance. Before testing, however, students creatively enhance their designs during Art classes. Students learn about specific elements of design and emphasize those elements as they complete their air racers. The collaborative work of Cindy Morsheimer, Art Teacher, and Jason Waughtel, Technology Teacher exemplifies our commitment to providing students with problems to solve that connect concepts and skills between disciplines.
- For the past several years, Middle School Counselors have organized a Career Night for students and families to explore various vocations and professions. Local community members volunteer their time to share about their jobs. This opportunity enhances the **career exploration** that already takes place in our Home and Careers program. It is another way that we strive to prepare students to succeed in a rapidly changing world.
- **HF-L Middle School was again re-designated as a School to Watch.** This distinction represents our ongoing commitment to school improvement. We continue to be recognized nationally as a model middle-level program, a school that is organized to challenge and support students both in and out of the classroom. After we celebrated with students and staff last June, a group of teachers shared about our PBL (Project-Based Learning) journey at the National Schools to Watch Conference in Washington D.C.
- When one door closes, another opens. Due to a teaching re-assignment in LOTE, the 8<sup>th</sup> Grade Trip to Quebec will discontinue. This has presented the Middle School with an opportunity to take all 8<sup>th</sup> Graders to **Washington D.C.** moving forward. The Social Studies Department has started their efforts to organize so as to implement our first trip during the 2020-21 school year. This experience will genuinely enhance our middle level program; it offers many connections to intermediate level New York State Standards.



**2. What are the common and most impactful ideas, themes, and learning that surfaced from PLC, Department, and SIT team meetings?**

A few themes have recently emerged during discussions at School Improvement Team meetings. The most impactful theme is an expressed interest in having the Middle School SIT to more directly align with and build upon the work of Manor School's SIT:

- Both schools currently use **iReady assessments** to monitor student learning and progress over time; the tool serves as a universal screener in grades 2-8. We fully intend to continue the use of iReady for this purpose. **Manor School, however, also uses other curriculum-based measures to monitor student progress. Our Middle School SIT is interested in exploring ways that we might make better use of curriculum-based measures for that same purpose.**
- Along those lines, Manor School has been working the past few years to develop **Professional Learning Communities**. Their PLCs have been refining the use of curriculum-based measures to assess student learning. Based upon formative assessment results, Manor staff has been providing students with remediation or enrichment on a regular basis. The Middle School has well-established common unit tests, but those assessments are summative in nature. **Our Middle School SIT is interested in taking steps to develop Professional Learning Communities; our instructional program needs to encourage and emphasize the use of formative assessment data to drive how we systematically differentiate instruction.**
- Last year, we implemented a school-wide project to provide students in grades 7 and 8 with opportunities to practice skills identified as being valued in our District's Strategic Plan. Our school sees the value in providing students with project-based experiences to develop a variety of skills: communication, collaboration, inquiry, problem-solving and current use of technology. A slight shift in thinking has been revealed through recent discussions at SIT. Manor School has been focusing on developing the Habits of Mind with their students. We now see the Habits of Mind as a broader framework for the skills that we have been working to develop in our students through Project-Based Learning. **Our Middle School SIT is interested in building upon Manor's work as we explore other ways to develop the Habits of Mind with students during grades 6-8. Project-Based Learning will continue as one possible avenue to develop those habits.**

**3. What are your top goals for 2020-2021? How will their progress and success be measured?**

We anticipate our SIT goals will continue to follow two paths:

1. We will continue to measure student growth in literacy skills development by administering **iReady** at three checkpoints during the year. Our goal will most likely indicate an effort to improve student performance by 3% of the prior year's results for the **% of students reading on grade level** and for **the % of students making a year's worth of growth**.  
**Additionally, the Middle School SIT intends to expand how student progress will be monitored using curriculum-based measures:**
  - The next effort will be to establish common NYS Standards-based writing assessments. It is anticipated that student progress will be measured using a 4 point rubric.
  - As PLCs are further developed, they will also begin identifying the most essential NYS Standards to be assessed formatively.
2. By June 2022, all students in grades 6-8 will **demonstrate proficiency in 2-3 Habits of Mind** (TBD).
  - The Middle School anticipates following Manor's lead by continuing to monitor students' progress pertaining to the Habits of Mind through an electronic portfolio review.



**4. What incremental resources are needed to implement and accomplish your 2020-2021 goals?**

- Staffing, Text and Library Materials, Supplies, Subscriptions, Equipment, Professional Development and Training, Curriculum Writing, and Conference Travel

(See next two pages: summary of staffing and a summary of all other anticipated budget needs.)

**Anticipated Middle School Staffing Changes for the 2020-21 School Year**

Middle School Instructional Staff	Positions 2019-20	Requested 2020-21	Increase / Decrease
Grade 6	7.000	6.000	-1.000
English	3.500	3.000	-0.500 shift back to sped
Science Biology	0.333	0.333	
Science Earth Science	0.333	0.333	
Special Education	7.500	6.500	
	8.000	7.000	-1.000
<b>Non-Instructional Staff</b>	FTE	FTE	
Paras - Middle School	15.0	13.0	-2.0

- The current group of 5<sup>th</sup> graders that will come into the Middle School next year is projected to be a cohort size of 148. We are anticipating the need for one less Grade 6 Teacher for this reason. Given that we tend to have a fair number of students who enroll as 6<sup>th</sup> graders (a natural point of transition), I have requested that the Superintendent consider the possible need for using a contingency position to rebalance Grade 6 should we have an influx of students enrolling over the summer.
- Mr. DiMartino is currently assigned as .500 Special Education and .500 English. It is expected that his .500 English will return to the Special Education Department (making 8.000 FTE). Then, due to a large number of students with disabilities transitioning from Grade 8 to the High School, 1.000 FTE will be shifted from the Middle School to the High School.
- Two 8<sup>th</sup> Grade students who are currently supported by paraprofessionals (1:1) will be transitioning to the High School next year. It is anticipated that two paraprofessionals will be shifted to the High School to continue to provide support for those students.
- We have traditionally provided two sections of accelerated Science with corresponding labs (one section of Earth Science and one section of Living Environment.) We still intend to offer two sections of accelerated science next year, but we may need to flex what we offer if it becomes challenging to hire a new teacher with the needed certification. (We are anticipating a retirement of one Middle School Science Teacher.)

**2020-21 School Year Budget Priorities**

1. Sustain program (w/ minor adjustments to staffing and materials/supplies)
2. Shift existing funds to support trips
3. Continue to provide targeted staff development:
  - PLCs, Co-Teaching, Habits of Mind, technology updates
4. Continue to provide opportunities for curriculum writing



Summary of MS Budget Priorities for 2020-2021										
Departments		Supplies	Contractual	Equipment	Textbooks	Staff Dev.	Curriculum Writing	New Program	Additional Staff	Department Priorities
Administrative	Administrative Office	\$10,000	\$6,000	\$2000		X				<ul style="list-style-type: none"> <li>PLC, Co-Teaching, Habits of Mind PD</li> <li>Field Trip Funding</li> </ul>
	Nurse's Office	\$2,200	\$500							
	Special Ed., AIS, OT, PT, Speech	\$4,600	\$1,750	\$3700	\$1,000	X	X			<ul style="list-style-type: none"> <li>Co-Teaching PD</li> <li>Gr. 6 revise ELA curriculum w/ differentiation focus</li> </ul>
PPS	Counseling	\$1950	\$500	\$200			X			<ul style="list-style-type: none"> <li>Assessment strategies to better support students with anxiety.</li> <li>Align comprehensive counseling plan K-12</li> </ul>
	Library	\$6,000	\$1,000							<ul style="list-style-type: none"> <li>Maintain databases</li> </ul>
Core Areas	Grade 6	\$5,800			In review process for Math 6	X	X		*	<ul style="list-style-type: none"> <li>Castle Learning, PLC, Co-Teaching, Recordex PD</li> <li>Gr. 6 revise &amp; update ELA &amp; Math assessments / units</li> </ul>
	ELA	\$750	\$4,500		\$3,000		X			<ul style="list-style-type: none"> <li>Gr. 7 Curriculum writing updates Next Generation Standards</li> </ul>
	Math	\$2,000			\$3,000	X	X			<ul style="list-style-type: none"> <li>Curriculum writing Next Gen Math</li> <li>Castle Learning PD</li> <li>Explore tech-based graphing possibilities</li> </ul>
	Science	\$7,000	\$3,500			X	X			<ul style="list-style-type: none"> <li>Maintain program</li> <li>Update Bio curriculum map</li> <li>Continue PD re: Next Gen Sci. Standards, on-line text</li> </ul>
	Social Studies	\$1,500	\$3,500			X				<ul style="list-style-type: none"> <li>Co-Teaching PD</li> <li>eDoctrina PD</li> </ul>
	LOTE	\$1,500	\$2,875	\$400				X		<ul style="list-style-type: none"> <li>Update curriculum maps for gr. 8 French and Spanish</li> <li>Focus on more instruction including comprehensible input</li> </ul>
Special Areas	Art	\$6,400	\$600							<ul style="list-style-type: none"> <li>Continue to develop interdisciplinary opportunities for students.</li> </ul>
	FACS	\$3,000	\$2,000							<ul style="list-style-type: none"> <li>Working to incorporate on-line banking into 7<sup>th</sup> grade curriculum. Next Gen personal finance.</li> </ul>
	Music	\$1,200	\$8,950	\$6,550	\$2,750	X				<ul style="list-style-type: none"> <li>Explore how to best utilize technology instructionally.</li> <li>Current technology PD</li> </ul>
	PE/Health	\$3,750	\$8,800	\$1,500		X	X			<ul style="list-style-type: none"> <li>Schooly/OneNote PD</li> <li>Utilizing tech. is a department focus</li> <li>Gr. 7/8 Health collaboration PD</li> </ul>
	Technology	\$8,200								<ul style="list-style-type: none"> <li>Continue to develop interdisciplinary opportunities for students.</li> </ul>
<b>Totals</b>		<b>\$65,850</b>	<b>\$44,475</b>	<b>\$14,350</b>	<b>\$9,750</b>					



## Update on Program and Goals for the Current School Year (2019 - 2020)

Please review the program plans and goals for the 2019-2020 school year. Are you on track? Are there any surprises? Did your goals change from last year's budget presentation? Please share how you will know if you complete your goals for this year, including data you presently have or expect to review.

- By June 2020 (Window 3 of iReady Reading assessments), 57% of students will demonstrate one full year's worth of scaled score growth and 74% of students will score on grade level.**  
 (This represents a 3% growth over the 2018-19 iReady Results.)

School-wide Performance iReady Reading	2018-19			2019-20		
	W 1	W 2	W 3	W 1	W 2	W 3
2 or more below	17%	15%	15%	19%	16%	
1 grade below	16%	12%	14%	17%	17%	
On Grade Level	67%	73%	Target=74% 71%	64%	67%	Target=74%
% of students meeting SIT target (1 year's growth)	Goal: 53% of students will improve by one year of scaled score growth 54% of students made 1 year of scaled score growth			Goal: 57% of students will improve by one year of scaled score growth		

- Window 2 assessments are will be completed by the end of January. The data will be organized and analyzed by staff to identify next steps for differentiated instruction to address areas for growth.
  - An initial review of the diagnostic report has revealed that a handful of students in both grades 7 and 8 are rushing when taking the assessment. There is still work to be done to encourage student buy-in to "giving their best effort," especially among our older students at the middle level.
  - We intend to emphasize celebrating students who do demonstrate significant growth between window 1 and window 2 of testing.
- By June 2022, all students in grades 6-8 will demonstrate proficiency in 2-3 Habits of Mind.**
    - The Middle School SIT introduced to staff an overview of the Habits of Mind at a staff meeting in September.
    - At a staff meeting in October, teachers were asked to identify Habits of Mind that they believe should be prioritized in our school.
    - In December, several Middle School Teachers met with Nicole Winters from Manor School to learn more about their work with the Habits of Mind. Together, the group brainstormed possible strategies for meeting the newly proposed SIT goal.
    - The remainder of this school year will be devoted to further developing a roll out plan for the 2020-21 school year. This planning will include establishing a means for monitoring student growth regarding the Habits of Mind; it is anticipated that the Middle School will build upon the portfolio approach currently implemented at Manor School.



## Review of Program Goals for the Previous School Year (2018-2019)

Please review the goals your building had in place for the 2018-2019 school year. Did you accomplish your goals? What data did you use? What did you learn? Are there other reflections from last year you would like to include?

### Achievement Goal:

- By June 2019 (Window 3 of iReady Reading assessments), **53% of students will demonstrate one full year's worth of scaled score growth and 74% of students will score on grade level.**  
 (This represents a 3% growth over the 2017-18 iReady Results.)

### Progress:

- Halfway through the school year, it appeared that we were on track to meet our target of 74% of students reading on grade level. Unfortunately, our window 3 results in May fell short of the target. We are noticing that a pattern has developed; our older students tend to underperform during the late spring assessment.
- On a positive note, our school did meet the goal of 53% (or more) of our students making at least one year's worth of growth. Our 6<sup>th</sup> grade students continue to be a bright spot showing the most growth during the year. Specifically, 62% of our 6<sup>th</sup> graders made a year's worth or more of growth. It should be noted that 6<sup>th</sup> grade students tend to successfully complete the most iReady lessons during the school year.

## HF-L Middle School School-wide iReady Reading Data over Time

School-wide Performance iReady Reading	2016-17			2017-18			2018-19		
	W 1	W 2	W 3	W 1	W 2	W 3	W 1	W 2	W 3
2 or more below	21%	17%	16%	21%	16%	14%	17%	15%	15%
1 grade below	21%	16%	16%	18%	15%	15%	16%	12%	14%
On Grade Level	58%	68%	68%	61%	69%	71%	67%	73%	Target=74% 71%
% of students hitting SIT target (year's growth)	47% of students improved by 14 scaled score points			50% of students improved by one year of scaled score growth.			Goal: 53% of students will improve by one year of scaled score growth 54% of students made 1 year of growth		

2018-19												
Grade-Specific Performance iReady Reading	Grade 6				Grade 7				Grade 8			
	W1	W2	W3	growth	W1	W2	W3	growth	W1	W2	W3	growth
2 or more below	10%	8%	6%		24%	19%	19%		17%	18%	19%	
1 grade below	17%	13%	13%	171% 62% met	13%	13%	15%	135% 54% met	16%	11%	15%	42% 45% met
On Grade Level	72%	79%	81%		63%	68%	66%		67%	71%	67%	



**Engagement Goal:**

- 2. By June of 2019, all students in grades 7 and 8 will demonstrate proficiency in collaborative problem solving and communication skills through the development and completion of a student-driven Project Based Learning experience. Projects must adhere to the Buck Institute’s 8 Essential Elements of a Gold Standard Project.**

**Progress:**

Students in grades 7 and 8 (318 total) worked in collaborative groups and responded to a driving question, “What are the consequences of progress?” Groups of students conducted research and explored 27 different technology topics of interest (see chart below). The project was implemented during portions of 6 school days (2 in September, 2 in January, and 2 in May). Forty-eight staff members guided and supported students with additional assistance provided by district-level administrators. Ultimately, students prepared and presented Learning Showcases to explain what they learned from their research. Staff provided feedback to students in the form of a single-point rubric.

<b>Technology Topics</b>	<b>7</b>	<b>8</b>
3D Printing	5	7
Amazon	9	7
Artificial Intelligence	12	15
Cloning	12	6
Crypto-Currency	0	5
Digital Assistants	0	12
DNA Testing	8	0
Drones	0	11
Facial Recognition	6	9
Fast Food	6	0
Forensics	3	0
Fracking	9	0
Genetic Engineering	0	5
Glass Technology	5	0
Nanotechnology	7	0
Robots	0	5
Robot Citizenship	0	4
Robotic Surgery	11	6
Self-Driving Cars	10	9
Smart Cities	3	15
Smart Phones	10	6
Social Media	12	5
Space Exploration	5	9
Uber	5	7
Vertical Farming	0	4
Video Gaming	12	6
Virtual / Augmented Reality	9	6
<b>Total student participation=</b>	<b>159</b>	<b>159</b>

**Highlights:**

- In an effort to support our District’s Mission to prepare students to “succeed in a rapidly changing world,” students were expected to explore the impact of current technologies that will impact the their future.
- Students were afforded “Voice and Choice” with regards to the topics they explored and the manner in which they shared their learning during the end of year Learning Showcase.
- The project mirrored the world of work. Students were expected to collaborate with others, even if they some students were not in their immediate friend group. Checkpoint deadlines for work completion were provided and students were given the opportunity to determine which group members will complete different aspects of the project work.
- Students were expected to think at high levels on Bloom’s Taxonomy; students *analyzed* the quality of information when researching, *created* their final Learning Showcase and *evaluated* the relative value that their technology will have on society.
- The focus of the experience was learning for the sake of learning. Students’ work was not graded. Instead, the organizers of the project chose to emphasize providing students with meaningful feedback during the learning journey so they could revise and improve their work along the way. (see rubrics on next page)

- The project organizers made efforts to form partnerships with the community to assist students. At the start of the school year, Dr. Clark Hochgraf shared with teachers about his project-based course at RIT. Then, as a kickoff, students and teachers visited the RIT for a tour. Students were greeted by various department leaders from the college who shared their thoughts about our driving question, ‘What are the consequences of progress?’ Later during the year, parents were invited to assist students with research refinement based upon their careers and/or areas of expertise.



<b>Grows</b> <i>How can you strengthen your work?</i>	<b>Research Criteria</b> <i>Standards for project</i>	<b>Advanced</b> <i>What are the strong aspects of your work?</i>
	<b>Criteria #1: We can...</b> - find and cite 5 or more relevant and credible sources.	
	<b>Criteria #2: We can...</b> - develop a thesis statement that answers the essential question as it relates to our topic and includes three or more <i>stakeholders</i> . <i>(A stakeholder is defined as a person or group that has an invested interest.)</i>	
	<b>Criteria #3: We can...</b> - gather information and media (texts, pictures, graphs, clips) that support the thesis - paraphrase or quote from a variety of sources - organize information as it relates to each stakeholder	
	<b>Criteria #4: We can...</b> - analyze our research for <i>balance</i> <sup>1</sup> and <i>bias</i> <sup>2</sup> - pose additional questions to research further or fill in gaps  <sup>1</sup> <i>An equal representation of research for each stakeholder</i> <sup>2</sup> <i>Favoring some ideas or people over others</i>	

<b>Grows</b> <i>How can you strengthen your work?</i>	<b>Learning Showcase Criteria</b> <i>Standards for project</i>	<b>Advanced</b> <i>What are the strong aspects of your work?</i>
	<b>Criteria #1: We can...</b> - support our ideas with relevant evidence and well-chosen details from our research.	
	<b>Criteria #2: We can...</b> - communicate our perspective with an unbiased and balanced understanding of different perspectives.	
	<b>Criteria #3: We can...</b> - engage the audience in each of the perspectives using effective interactive and engagement strategies.	
	<b>Criteria #4: We can...</b> - organize and share our research in a logical and effective manner using appropriate eye contact, adequate volume and clear enunciation.	



A Comparison of NYS ELA Assessment Results with Monroe BOCES School Districts

ELA Grade 6	% Meeting Standards Levels 3 & 4	HFL Ranking in Monroe 1 BOCES (10 Districts)	% Exceeding Standards Level 4	HFL Ranking in Monroe 1 BOCES (10 Districts)
2010-11	85%	3 <sup>rd</sup> (Pittsford/Brighton 89%)	7%	6 <sup>th</sup> /7 <sup>th</sup> (Pittsford 15%)
2011-12	80%	3 <sup>rd</sup> (Pittsford 90%)	4.2%	5 <sup>th</sup> (Brighton 8.5%)
2012-13	48.8%	5 <sup>th</sup> (Pittsford 58.3%)	23%	5 <sup>th</sup> (Pittsford 42.6%)
2013-14	46.0%	5 <sup>th</sup> (Pittsford 62.0%)	26%	5 <sup>th</sup> (Brighton 38.0%)
2014-15	50.0%	6 <sup>th</sup> (Brighton 68.1%)	18.3%	8 <sup>th</sup> (Brighton 44.1%)
2015-16	44.0%	6 <sup>th</sup> (Pittsford 69.0%)	18.0%	7 <sup>th</sup> (Penfield 37.0%)
2016-17	42%	5 <sup>th</sup> tied (Pittsford 66%)	16%	9 <sup>th</sup> (Penfield 43%)
2017-18	59%	6 <sup>th</sup> (Brighton 79%)	24%	9 <sup>th</sup> (Brighton + W.I. 51%)
2018-19	69%	3 <sup>rd</sup> (Brighton+Pittsford 75%)	47%	4 <sup>th</sup> (Pittsford 53%)

ELA Grade 7	% Meeting Standards Levels 3 & 4	HFL Ranking in Monroe 1 BOCES (10 Districts)	% Exceeding Standards Level 4	HFL Ranking in Monroe 1 BOCES (10 Districts)
2010-11	78.0%	3 <sup>rd</sup> (Pittsford 87%)	14.0%	3 <sup>rd</sup> (Brighton 17%)
2011-12	83.8%	3 <sup>rd</sup> (Pittsford 90.1%)	13.0%	3 <sup>rd</sup> (Pittsford 16.8%)
2012-13	64.3%	2 <sup>nd</sup> (Pittsford 72.4%)	22.7%	3 <sup>rd</sup> (Pittsford 26%)
2013-14	56.0%	3 <sup>rd</sup> (Pittsford 64.0%)	15.0%	3 <sup>rd</sup> (Pittsford 23%)
2014-15	62.3%	3 <sup>rd</sup> (Pittsford 63.3%)	11.2%	5 <sup>th</sup> (Brighton 22.5%)
2015-16	72.0%	2 <sup>nd</sup> (Pittsford 74.0%)	31.0%	3 <sup>rd</sup> (Pittsford 40.0%)
2016-17	55%	5 <sup>th</sup> (Pittsford 82%)	23%	5 <sup>th</sup> (Pittsford 39%)
2017-18	53%	5 <sup>th</sup> (Pittsford 64%)	15%	3 <sup>rd</sup> (Pittsford 23%)
2018-19	55%	3 <sup>rd</sup> (Brighton 65%)	22%	2 <sup>nd</sup> (Pittsford 30%)

ELA Grade 8	% Meeting Standards Levels 3 & 4	HFL Ranking in Monroe 1 BOCES (10 Districts)	% Exceeding Standards Level 4	HFL Ranking in Monroe 1 BOCES (10 Districts)
2010-11	73.0%	5 <sup>th</sup> (Pittsford 84%)	1.0%	8 <sup>th</sup> (Pittsford/WI 7%)
2011-12	76.8%	4 <sup>th</sup> (Pittsford 90.7%)	2.3%	8 <sup>th</sup> (Pittsford 7.8%)
2012-13	59.6%	4 <sup>th</sup> (Pittsford 73.5%)	23.3%	4 <sup>th</sup> (Pittsford 32.4%)
2013-14	74.0%	1 <sup>st</sup> (HFL)	31.0%	2 <sup>nd</sup> (Pittsford 35.0%)
2014-15	68.5%	2 <sup>nd</sup> (Brighton 68.7%)	29.6%	2 <sup>nd</sup> (Pittsford 31.2%)
2015-16	69.0%	3 <sup>rd</sup> (Brighton 78.0%)	27.0%	3 <sup>rd</sup> (Penfield 37.0%)
2016-17	71%	4 <sup>th</sup> (W. Irondequoit 78%)	39%	3 <sup>rd</sup> (Brighton 42%)
2017-18	65%	4 <sup>th</sup> (Pittsford 76%)	34%	2 <sup>nd</sup> (Pittsford 39%)
2018-19	67%	3 <sup>rd</sup> (Pittsford 73%)	42%	1 <sup>st</sup> (HFL)

Years in which a significant portion of students "opted out."  
 Computer Based Testing