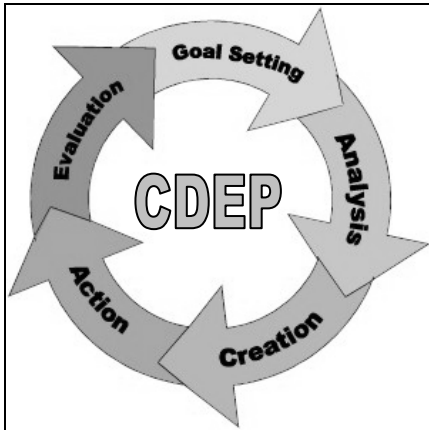


Comprehensive District Education Plan

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK
ALBANY, NY 12234



School District:	School District: South Kortright Central School	
BEDS Code:	121702040000	
Address:	52800 St Hwy 10, PO Box 113, South Kortright, NY 13842	
Contact Person: (name & title)	Ben Berliner, Superintendent John J. Bonhotal, Principal	
Telephone:	607 538 9111	Fax Number: 607 538 9205
E-Mail Address:	berliner@dmcom.net jbonhotal@hotmail.com	
* Plan Start Date	July 1, 2004	Plan End Date July 1, 2007

PLANS INCLUDED IN THIS CDEP

*School District: South Kortright Central School
BEDS Code: 121702040000*

List of Plans Included in This Comprehensive District Education Plan	
These plans may be included in CDEP:	
x	Technology
x	Professional Development
<input type="checkbox"/>	Guidance
x	Local Assistance Plan (LAP)
x	Shared Decision Making (100.11)
x	Gifted and Talented
<input type="checkbox"/>	Operating Standards Aid
x	Academic Intervention Services
x	Comprehensive System of Personnel Development (CSPD)
x	Annual Professional Performance Review (APPR)

The district used a facilitator: Yes x No _____ If yes:
Name : Julie Costanzo **Title:** Director of Curriculum and Instruction, ONC BOCES

SECTION I: BACKGROUND / DEMOGRAPHICS

*School District: South Kortright Central School
BEDS Code: 121702040000*

COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

Directions: The Committee should be representative of all constituencies in the school community.

Name	Title	Constituencies Represented (If More Than One Applies, Please Indicate)
Gerald Cahill	English teacher Grades 9 - 12	Classroom teachers
Carolyn Melszer	Math Teacher Grades 7-8	Classroom teacher
Pam Thompson	English teacher Grades 7 – 8	Classroom teachers
Alice Tucker	Classroom teacher Grade 2	Classroom teachers Parents
Jill Lutz	Special education teacher Grade 7 - 9	Special area teachers Parents
Sarah Becker	Guidance counselor Grades 5-7	Pupil personnel staff
Benjamin C. Berliner	District Superintendent	District and school administration
John J. Bonhotal	Principal	District and school administration

Examples of Groups Represented: Building administrator, classroom teacher, parent, special area teacher, curriculum directors, paraprofessional, community representatives, pupil personnel staff, central office administrator, employer/business/community representative, labor representative, student, Pre-K, Elementary, Middle School, Secondary, Continuing Ed (Adult), and others (please include title).

Communications Process for the CDEP Committee:

The South Kortright Central School Comprehensive District Education Plan presented in this document represents the present status of an ongoing process. The members of the Comprehensive District Plan Committee are only a few of the people who have worked to develop this plan. They serve the function of putting on paper a description of the present status of our District’s “comprehensive education planning process.” In fact, all members of the administrative, teaching and support services staff have been and are contributing to this ongoing process.

SKCS Elementary, Middle, and High School Teachers, Special Education Teachers, Counselors, Support Staff and School Administrators met on our Superintendent’s Conference Day and our monthly Early Release Days to analyze data pertinent to their specific level and/or discipline, to brainstorm potential solutions, and to develop strategies for school improvement. The data used in this process included: results from the SKCS School Report Card, Item Analysis from standardized State tests and Terra-Nova tests.

The information from these sessions was brought to our Comprehensive District Educational Planning (CDEP) Committee all of whom were participants in the planning process as noted above. The CDEP Committee discussed the overall status of the school’s academic process and began the process of identifying the root causes, formulating solutions, and establishing a plan of action.

Communication Process To Inform All Constituencies in the Community:

The South Kortright Central School Comprehensive District Education Plan will be posted on the South Kortright Central School Website at www.skcs.org, on the SKCS EDLINE WEBSITE under School Information. District residents will be notified in our summer news letter that the SKCS CDEP is accessible on-line in electronic format and in hard copy in the South Kortright Central School Main Office upon request. Highlights of the CDEP will be discussed in the school newsletter. Copies of the CDEP will be distributed to teaching staff.

Vision Statement:

Our vision is that all students who graduate from South Kortright Central School will be fully prepared to meet the demands and challenges of the 21st century.

Mission Statement:

The mission of the South Kortright Central School is to aggressively provide all students, in an environment that is caring and challenging, the diversity of experiences to gain the skill and attitudes necessary for the lifetime acquisition of knowledge, aesthetics, and ethics. These experiences will insure the best quality of life for the students and their community.

This mission will be fulfilled by an empowered school and community working together to develop and continually assess an educational program which utilizes a wide variety of learning strategies, experiences and support services, to enable our students to be productive, contributing members of society.

approved by the South Kortright Central School Shared Decision Making Committee
and adopted by the South Kortright Central School Board of Education. – 1992.

School Motto:

“Learning for Life”

Belief Statements:

We believe in our mission statement and our school motto.

We believe that all our students and our community deserve the best quality of life.

We believe that all our students must be productive, contributing members of society.

We believe that a caring and challenging environment best prepares our students for the future.

We believe in providing the impetus for our students' lifetime acquisition of knowledge, aesthetics, and ethics.

We believe that **all** our students can achieve high learning standards.

We believe that our students best achieve when they are provided with a wide variety of learning experiences.

We believe that our students best achieve when they are provided with a wide variety of learning strategies.

We believe that our students best achieve when they are provided with a challenging curriculum.

We believe that our students best achieve when they set high standards for themselves.

We believe that our students best achieve when our school and community work together to develop and assess our educational program.

We believe in the continual assessment of our educational program to ensure student achievement.

We believe that an effective teaching staff is the key element to student achievement.

We believe that our teaching staff requires continuous professional development to be effective.

We believe that our teaching staff requires educational resources to be effective.

We believe that our teaching staff is committed to expecting all students to do their best.

We believe that educational support services for students are necessary for teachers to be effective.

We believe that our teaching staff requires learning technology to be effective.

We believe that our teaching staff requires an effective school administration to be successful.

We believe that it is the responsibility of the South Kortright Central School Administration and Board of Education to provide the resources and develop the administrative policies and procedures required to fulfill the School's mission.

District Statement/Influencing Factors:

Please use this space to supply additional information that would be helpful for anyone reading or reviewing the plans. For example, a brief description of the locality, its demographics, number of students and school buildings, economic conditions, etc., that might further clarify the context of the plan.

Historic Perspective

The South Kortright Central School District is a small rural school district located at the northern edge of the Catskill Mountains. The School District serves the educational needs of approximately 400 students in a single K – 12 building. Although it serves a relatively small student population, the South Kortright Central School District covers a large geographic area of approximately 100 square miles.

The South Kortright Central School District was formed in 1938 as the consolidation of schools in the communities of South Kortright, Hobart and Bloomville. Construction on the original building was completed in 1940. In 1971, with the completion of an elementary wing, all classes K – 12 were relocated to the central school building. When the district first formed, South Kortright, Bloomville, and Hobart were thriving farm communities. Most of the students lived and worked on family farms. During the past twenty years, however, most of these farms have gone out of business. Many of the businesses that served these family farms have also closed. At present a relatively small percent of the students still live on family farms. With milk prices at record low levels, many of the remaining farms have a hard time making ends meet.

With the collapse of the farming industry, the economic base of the communities of South Kortright, Hobart, and Bloomville has been greatly diminished. The families of nearly half of the students that now live in the District qualify for free or reduced price lunches. On a brighter note, TYCO, an international corporation, recently purchased a pharmaceuticals company located in the District. This is having the combined effect of increasing the District's tax base and providing employment opportunities for its residents.

With the decline of the farming industry, South Kortright Central School experienced a corresponding decline in student enrollments. In 1975, the district served 600 students. By the end of the 1998/99 school year, this number had declined to 380. This decline in student population has continued. The fall 2003 enrollment was 365 students, by the end of the school year enrollment grew slightly to 377 students. However, a cohort survival analysis of student enrollments projects that enrollments will continue to decline throughout the decade.

In the fall of 1998, SKCS created a database of the performance on all New York State tests of students who graduated from South Kortright Central School for the prior ten years. This database was used to determine the percentage of students at risk of not meeting the new graduation requirements. Performance on all Regents tests were analyzed to determine percentages of prior graduates who had taken and

passed Regents Exams in Earth Science, Biology, Chemistry, Physics, Course I, II and III, Comprehensive English, U.S. History, Global Studies, and Spanish. Performance on these exams was correlated to performance on PEP tests and PET tests taken earlier. Based on this analysis, several important facts became immediately evident. (1.) More than a third of the students who graduated from South Kortright Central School during the prior ten years would not have graduated if they were required to meet the new graduation requirements. (2.) Performance on the reading and writing PEP tests in fifth and sixth grades was strongly correlated with performance on all high school Regents exams and was the best predictor of success on these exams. Several conclusions were drawn from these facts. (1.) A very effective way to increase the likelihood that future students will be able to meet the new graduation requirements would be to develop their English Language Arts skills in the elementary grades. (2.) Without some new intervention, many current students would not meet the new graduation requirements.

During the past four years, improvement in the K-4 reading program has been a major focus of the District. The District implemented a Reading Recovery program to provide reading intervention services to the bottom third of the 1st grade class. Reading and writing curriculums were aligned across the elementary grades. A Terra Nova testing program was introduced in grades 1, 2 & 3 to help identify student and program weaknesses. Academic intervention services were provided for all students performing below grade level. After school tutoring and enrichment programs were provided to raise student achievement. Special education services were expanded. As a result of these interventions, the District has recognized notable improvement in standardized test scores on both the State Exams.

During the 2002 – 2003 school year, the most significant gaps in students performance that need to be addressed are in the 8th grade Mathematics and English Language Arts exams. *The District's goal is that 90% of all continuously enrolled students will score at level 3 or 4 on these exams and that no students will score at level 1. The table attached reveals that there is a gap in student performance on these exams. Results on the 8th grade ELA exam improved by 6% on the 2002 exam but have worsened by 4% on the 2003 exam over the last three years when compared to our goal of 90% of all continuously enrolled students will score at level 3 or 4. Results on the 8th Grade ELA exam have improved by 13% on the 2002 exam and by an additional 3% on the 2003 exam over the last 3 years when compared to our goal of 0% of all continuously enrolled students at level 1. The results on the 8th grade mathematics exam improved in 2000 but returned to 1999 levels during 2001 school year.

Results on the 8th grade Math exam improved by 26% on the 2002 exam and by an additional 6% on the 2003 exam over the last three years when compared to our goal of 90% of all continuously enrolled students will score at level 3 or 4. Results on the 8th Grade Math exam have improved by 11% on the 2002 exam and worsened by 3% (3% represents one student) on the 2003 exam over the last 3 years when compared to our goal of 0% of all continuously enrolled students at level 1.

BASIC SCHOOL DISTRICT DATA

*School District: South Kortright Central School
BEDS Code: 121702040000*

STUDENT RACIAL/ETHNIC ORIGIN

	2000-2001		2001-2002		2002-2003	
	No. of students	% of Enroll	No. of students	% of Enroll	No. of students	% of Enroll
American Indian, Alaskan, Asian, or Pacific Islander	6	1.6%	10	2.8%	9	2.5%
Black (Not Hispanic)	6	1.6%	4	1.1%	2	.6%
Hispanic	9	2.4%	8	2.3%	10	2.8%
White (Not Hispanic)	348	94.3%	333	93.8%	333	94.1%

LIMITED ENGLISH PROFICIENT STUDENTS (LEP)

2000-2001		2001-2002		2002-2003	
No. of Students	% of Enroll	No. of Students	% of Enroll	No. of Students	% of Enroll
0	0.0%	0	0.0%	0	0.0%

BASIC SCHOOL DISTRICT DATA

*School District: South Kortright Central School
BEDS Code: 121702040000*

ATTENDANCE, SUSPENSION AND DROPOUT RATES

	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		94.6%		94.9%
Student Suspensions	16	4.2%	10	2.7%	21	9.5%
Student Dropouts	0	0.0%	5	4.1%	2	.6%
Entered Alternative HS	2	1.5%	0	0.0%	2	.6%

STUDENT SOCIOECONOMIC AND STABILITY INDICATORS (PERCENT OF ENROLLMENT)

	2000-2001	2001-2002	2002-2003
Free Lunch	31.4%	29.6%	33.6%
Reduced Lunch	13.0%	18.0%	14.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

DISAGGREGATION OF STUDENT DATA

*School District: South Kortright Central School
BEDS Code: 121702040000*

Report for ELA 4 2002-2003

Socio-economic Index:

2L<625

Socio-economic		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Low Income	N	0	1	4	6	0	0	11
	%	0	9.1%	36.4%	54.5%	0	0	100%
Not Low Income	N	0	0	4	8	2	0	14
	%	0	0	29%	57%	14%	0	100%

Gender:

2L<625

Gender		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Female	N	0	1	4	4	2	0	11
	%	0	9.1%	36.4%	36.4%	18.2%	0	100%
Male	N	0	0	4	10	0	0	14
	%	0	0	29%	71%	0	0	100%

Special Needs:

2L<625

Special Needs		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated With Special Needs	N	0	0	1	0	0	0	1
	%	0	0	100%	0	0	0	100%
Not Designated	N	0	1	7	14	2	0	24
	%	0	4.2%	29.2%	58.3%	8.3%	0	100%

**Report for ELA 4
English Language Learners**

2L<625

English Language Learners		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated ELL	N	NA	NA	NA	NA	NA	NA	NA
	%	NA	NA	NA	NA	NA	NA	100%
Not Designated ELL	N	NA	NA	NA	NA	NA	NA	NA
	%	NA	NA	NA	NA	NA	NA	100%

Ethnicity:

2L<625

Ethnicity		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
African	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	100%
Asian	N	0	0	1	0	0	0	1
	%	0	0	100%	0	0	0	100%
Hispanic	N	0	0	2	0	0	0	2
	%	0	0	100%	0	0	0	100%
White (non-Hispanic)	N	0	1	7	12	2	0	22
	%	0	4.6%	31.8%	54.5%	9.1%	0	100%
Other	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0

DISAGGREGATION OF STUDENT DATA

*School District: South Kortright Central School
BEDS Code: 121702040000*

Report for Math 4 2002-2003

Socio-economic Index:

2L<620

Socio-economic		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Low Income	N	0	0	2	9	1	0	12
	%	0	0	16.7%	75%	8.3%	0	100%
Not Low Income	N	0	2	0	11	1	0	14
	%	0	14.3%	0	78.6%	7.1%	0	100%

Gender:

2L<620

Gender		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Female	N	0	2	0	8	1	0	11
	%	0	18.2%	0	72.7%	9.1%	0	100%
Male	N	0	0	3	11	1	0	15
	%	0	0	20%	73.3	6.7%	0	100%

Special Needs:

2L<620

Special Needs		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated With Special Needs	N	0	0	0	2	0	0	2
	%	0	0	0	100%	0	0	100%
Not Designated	N	0	2	2	18	2	0	24
	%	0	8.3%	8.3%	75%	8.3%	0	100%

**Report for Math 4
English Language Learners**

2L<620

English Language Learners		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated ELL	N	NA	NA	NA	NA	NA	NA	NA
	%	NA	NA	NA	NA	NA	NA	100%
Not Designated ELL	N	NA	NA	NA	NA	NA	NA	NA
	%	NA	NA	NA	NA	NA	NA	100%

Ethnicity:

2L<620

Ethnicity		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
African	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	100%
Asian	N	0	1	0	0	0	0	1
	%	0	100%	0	0	0	0	100%
Hispanic	N	0	0	0	2	0	0	2
	%	0	0	0	100%	0	0	100%
White (non-Hispanic)	N	0	1	2	18	2	0	23
	%	0	4.2%	8.7%	78.3%	8.7%	0	100%
Other	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0

DISAGGREGATION OF STUDENT DATA

*School District: South Kortright Central School
BEDS Code: 121702040000*

Report for ELA 8 2002-2003

Socio-economic Index:

2L<680

Socio-economic		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Low Income	N	2	5	6	3	0	2	18
	%	11.1%	27.8%	33.3%	16.7%	0	11.1%	100%
Not Low Income	N	0	5	5	8	1	0	19
	%	0	26.3%	26.3%	42.1%	5.3%	0	100%

Gender:

2L<680

Gender		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Female	N	1	5	5	5	1	1	18
	%	5.6%	27.7%	27.7%	27.7%	5.6%	5.6%	100%
Male	N	1	5	6	6	0	1	19
	%	5.3%	26.2%	31.6%	31.6%	0	5.3%	100%

Special Needs:

2L<680

Special Needs		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated With Special Needs	N	1	2	0	0	0	0	3
	%	33.3%	66.7%	0	0	0	0	100%
Not Designated	N	1	8	11	11	1	2	34
	%	2.9%	23.5%	32.4%	32.4%	2.9%	5.9%	100%

**Report for ELA 8
English Language Learners**

2L<680

English Language Learners		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated ELL	N	NA	NA	NA	NA	NA	NA	NA
	%	NA	NA	NA	NA	NA	NA	100%
Not Designated ELL	N	NA	NA	NA	NA	NA	NA	NA
	%	NA	NA	NA	NA	NA	NA	100%

Ethnicity:

2L<680

Ethnicity		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
African	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	100%
Asian	N	0	1	0	0	0	0	1
	%	0	100%	0	0	0	0	100%
Hispanic	N	0	0	1	0	0	0	1
	%	0	0	100%	0	0	0	100%
White (non-Hispanic)	N	2	9	10	11	1	2	35
	%	5.7%	25.7%	28.6%	31.4%	2.9%	5.7%	100%
Other	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0

DISAGGREGATION OF STUDENT DATA

*School District: South Kortright Central School
BEDS Code: 121702040000*

Report for Math 8 2002-2003

Socio-economic Index:

2L<699

Socio-economic		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Low Income	N	1	3	4	8	0	0	16
	%	6.3%	18.7%	25%	50%	0	0	100%
Not Low Income	N	0	1	3	15	1	2	22
	%	0	4.5%	13.7%	68.2%	4.5%	9.1%	100%

Gender:

2L<699

Gender		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Female	N	0	4	4	9	1	1	19
	%	0	21%	21%	47.4%	5.3%	5.3%	100%
Male	N	1	0	3	14	0	1	19
	%	5.3%	0	15.8%	73.6%	0	5.3%	100%

Special Needs:

2L<699

Special Needs		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated With Special Needs	N	1	0	2	0	0	0	3
	%	33.3%	0	66.6%	0	0	0	100%
Not Designated	N	0	4	5	23	1	2	35
	%	0	11.4%	14.3%	65.7%	2.9%	5.7%	100%

**Report for Math 8
English Language Learners**

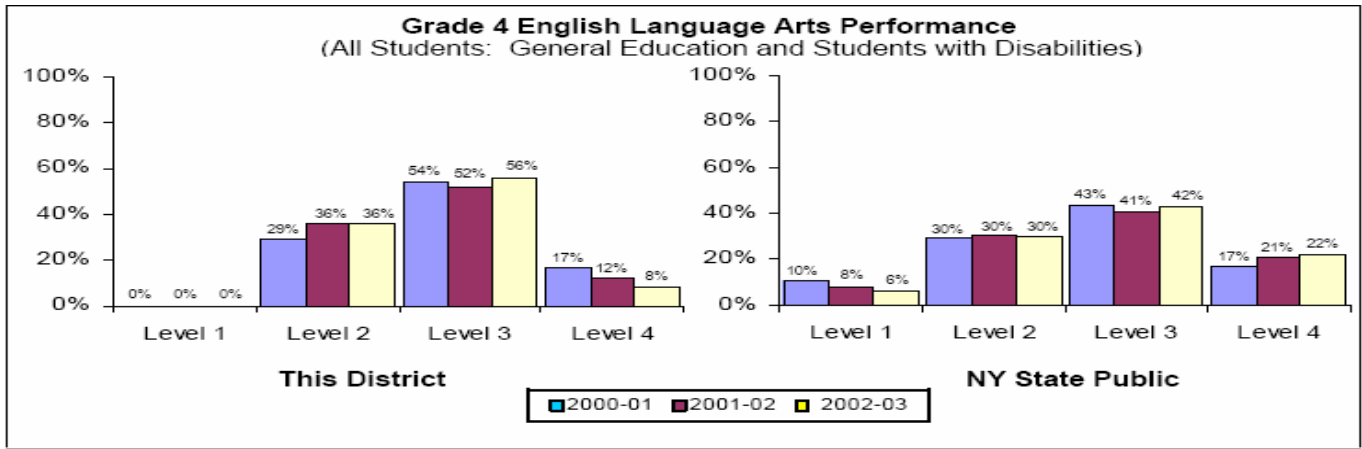
2L<699

English Language Learners		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated ELL	N	NA	NA	NA	NA	NA	NA	NA
	%	NA	NA	NA	NA	NA	NA	100%
Not Designated ELL	N	NA	NA	NA	NA	NA	NA	NA
	%	NA	NA	NA	NA	NA	NA	100%

Ethnicity:

2L<699

Ethnicity		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
African	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	100%
Asian	N	0	0	1	0	0	0	1
	%	0	0	100%	0	0	0	100%
Hispanic	N	0	0	0	1	0	0	1
	%	0	0	0	100%	0	0	100%
White (non-Hispanic)	N	1	4	6	22	1	2	36
	%	2.8%	11.1%	16.7%	61%	2.8%	5.6%	100%
Other	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2001	0	7	13	4	24	662
Jan–Feb 2002	0	9	13	3	25	659
Feb 2003	0	9	14	2	25	654

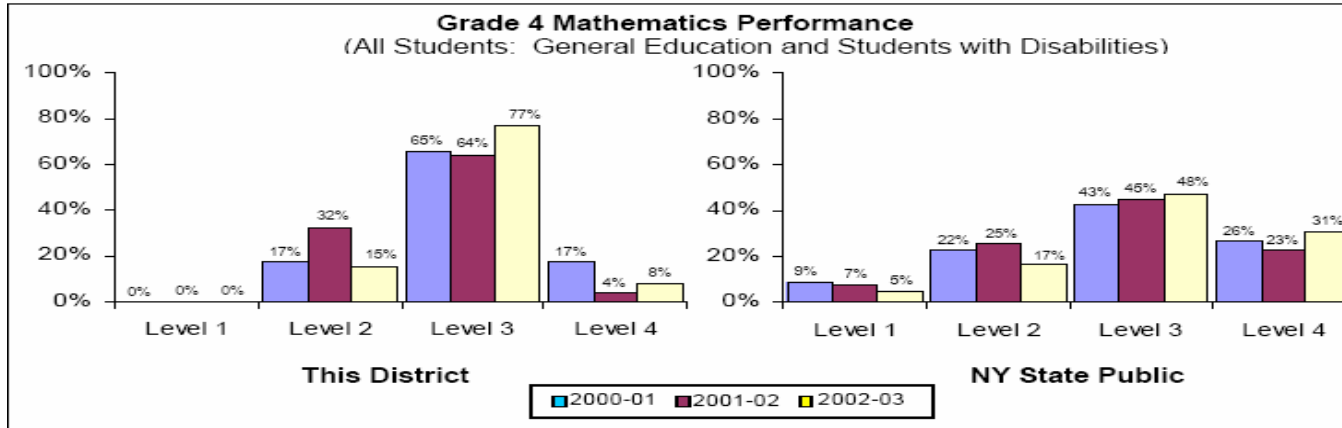
Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	0	0	0	0	0

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0



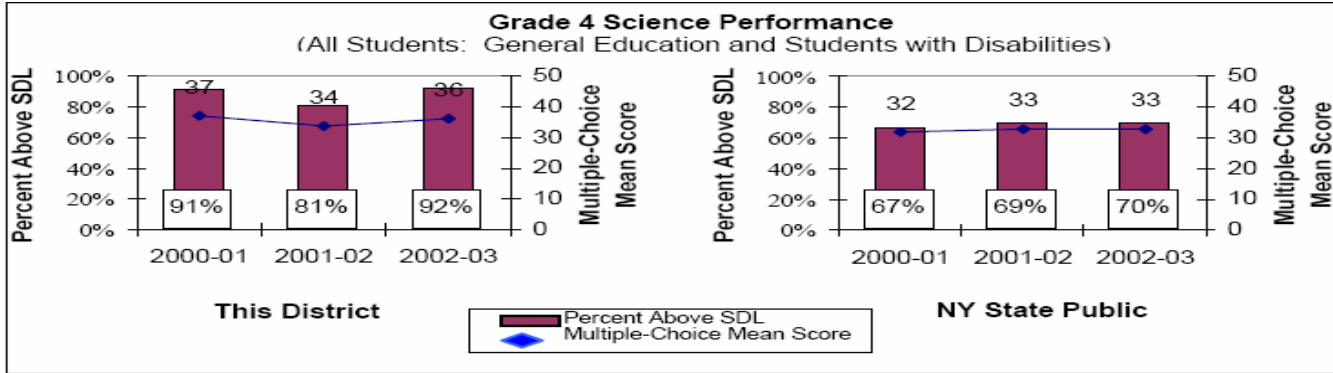
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2001	0	4	15	4	23	657
May 2002	0	8	16	1	25	645
May 2003	0	4	20	2	26	652

**Elementary-Level Mathematics Levels —
Knowledge, Reasoning, and Problem-Solving Standards**

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

**Performance of Students with Severe Disabilities on the New York State
Alternate Assessment (NYSAA) in Mathematics**

Elementary Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0



All Students

	Number Tested	Number Above SDL	Mean Score
May 2001	23	21	37
May 2002	26	21	34
May 2003	26	24	36

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
Multiple-Choice Test Component	This component contains 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level).
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
Mean Scores	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

Elementary Level

Science Performance Test

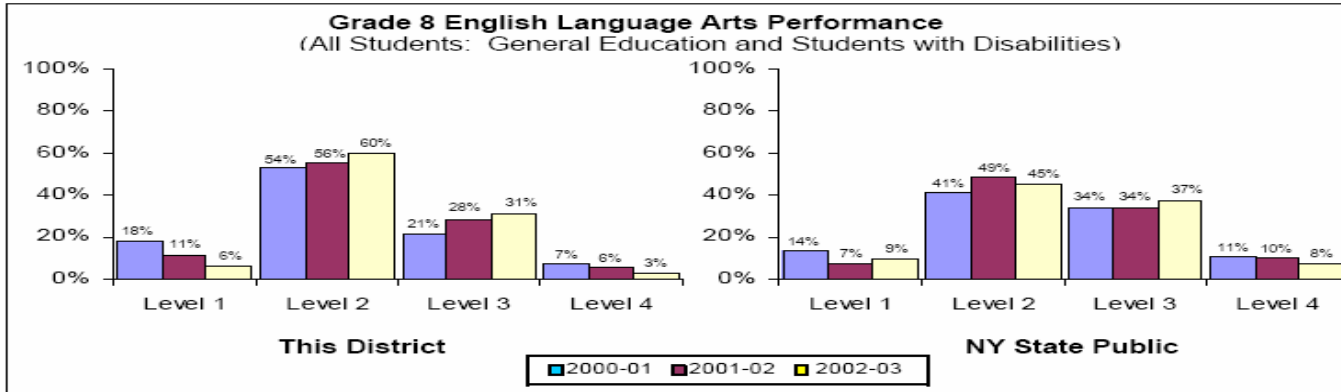
The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

All Students

	Number Tested	Mean Score
May 2001	23	42
May 2002	26	42
May 2003	26	39

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 527-661	Level 2 662-700	Level 3 701-738	Level 4 739-830	Total	
May 2001	5	15	6	2	28	690
March 2002	4	20	10	2	36	691
January 2003	2	21	11	1	35	689

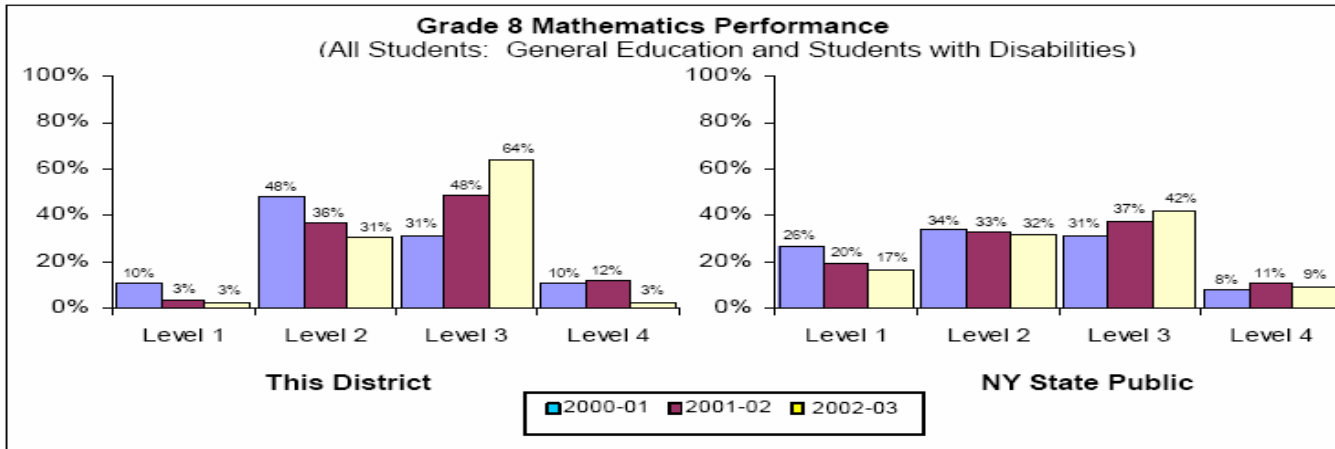
Middle-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	0	0	0	0	0

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Grade 8	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0

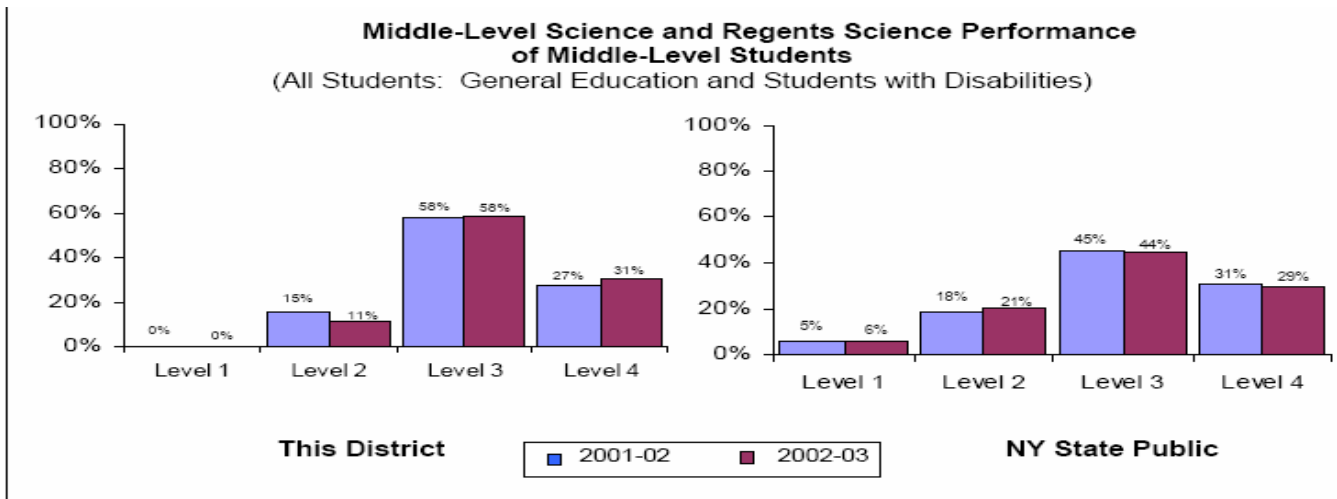


Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2001	3	14	9	3	29	713
May 2002	1	12	16	4	33	726
May 2003	1	11	23	1	36	720

Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Middle Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0



Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	0	5	19	9	33	78
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	0	4	21	11	36	75
	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
Level 4	These students exceed the standards on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
Level 3	These students meet the standards on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
Level 2	These students need extra help to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
Level 1	These students have serious academic deficiencies as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

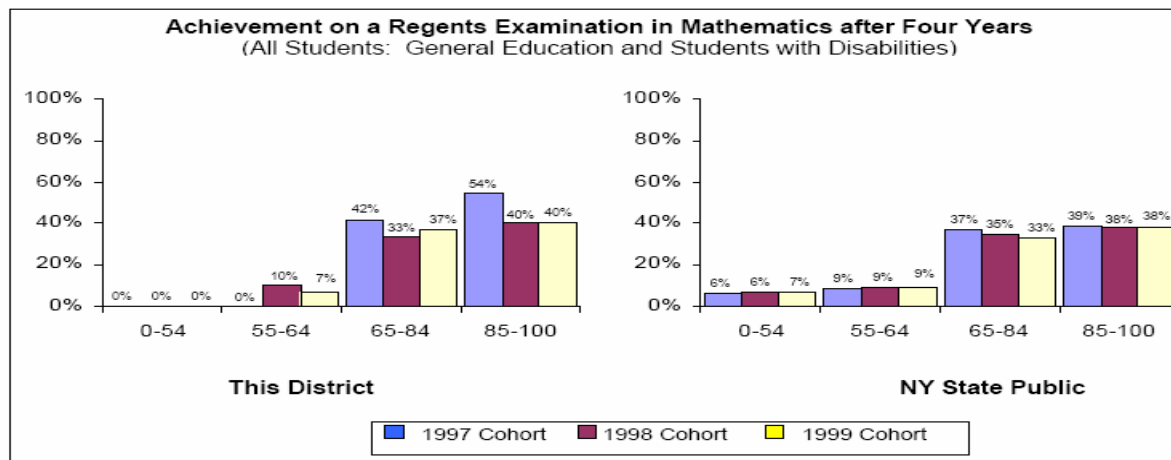
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Middle-Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0

High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education. The data in these tables and chart show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 cohort include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in cohorts in the district's schools.



	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1997 Cohort	24	0	0	10	13	0
1998 Cohort	30	0	3	10	12	0
1999 Cohort	30	0	2	11	12	0

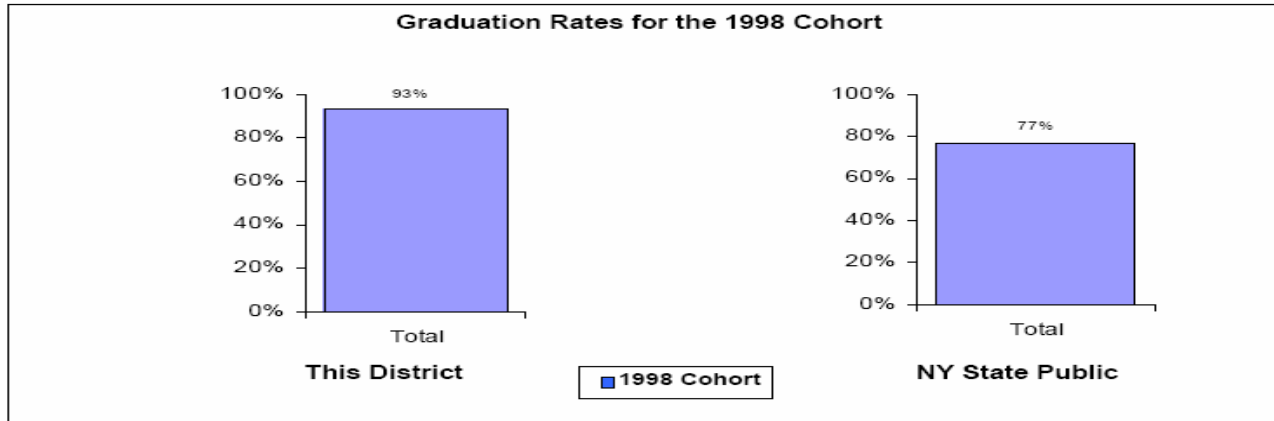
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

	Passed the RCT	Failed at Least One RCT
1997 Cohort	1	0
1998 Cohort	2	0
1999 Cohort	4	0

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	30	0	30	28

*Count as of August 31st of the fourth year after first entering grade 9.

Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements "to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State."

This section of the district report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your district did not report data for the 2002-03 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

Elementary Level
English Language Arts

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	0	0%	0%	0%	2	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	1	s	s	s
White	25	100%	64%	12%	22	s	s	s
Total	25	100%	64%	12%	25	100%	64%	8%
Small Group Totals (s)	0	0%	0%	0%	25	100%	64%	8%
Results by Disability Status								
General-education students	22	s	s	s	22	s	s	s
Students with disabilities	3	s	s	s	3	s	s	s
Total	25	100%	64%	12%	25	100%	64%	8%
Results by Gender								
Female	13	100%	62%	15%	11	100%	55%	18%
Male	12	100%	67%	8%	14	100%	71%	0%
Total	25	100%	64%	12%	25	100%	64%	8%
Results by English Proficiency Status								
English proficient	25	100%	64%	12%	25	100%	64%	8%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	25	100%	64%	12%	25	100%	64%	8%
Results by Income Level								
Economically disadvantaged	14	100%	57%	7%	11	100%	55%	0%
Not disadvantaged	11	100%	73%	18%	14	100%	71%	14%
Total	25	100%	64%	12%	25	100%	64%	8%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	25	100%	64%	12%	25	100%	64%	8%
Total	25	100%	64%	12%	25	100%	64%	8%

Elementary Level Mathematics

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	0	0%	0%	0%	2	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	1	s	s	s
White	25	100%	68%	4%	23	s	s	s
Total	25	100%	68%	4%	26	100%	85%	8%
Small Group Totals (s)	0	0%	0%	0%	26	100%	85%	8%
Results by Disability Status								
General-education students	22	s	s	s	22	s	s	s
Students with disabilities	3	s	s	s	4	s	s	s
Total	25	100%	68%	4%	26	100%	85%	8%
Results by Gender								
Female	13	100%	62%	8%	11	100%	82%	9%
Male	12	100%	75%	0%	15	100%	87%	7%
Total	25	100%	68%	4%	26	100%	85%	8%
Results by English Proficiency Status								
English proficient	25	100%	68%	4%	26	100%	85%	8%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	25	100%	68%	4%	26	100%	85%	8%
Results by Income Level								
Economically disadvantaged	15	100%	60%	0%	12	100%	83%	8%
Not disadvantaged	10	100%	80%	10%	14	100%	86%	7%
Total	25	100%	68%	4%	26	100%	85%	8%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	25	100%	68%	4%	26	100%	85%	8%
Total	25	100%	68%	4%	26	100%	85%	8%

**Elementary Level
Science Multiple-Choice**

Student Subgroup	2001-02		2002-03	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	0	0%
Black	0	0%	0	0%
Hispanic	0	0%	2	s
Asian or Pacific Islander	0	0%	1	s
White	26	81%	23	s
Total	26	81%	26	92%
Small Group Totals (s)	0	0%	26	92%
Results by Disability Status				
General-education students	23	s	22	s
Students with disabilities	3	s	4	s
Total	26	81%	26	92%
Results by Gender				
Female	14	71%	11	82%
Male	12	92%	15	100%
Total	26	81%	26	92%
Results by English Proficiency Status				
English proficient	26	81%	26	92%
Limited English proficient	0	0%	0	0%
Total	26	81%	26	92%
Results by Income Level				
Economically disadvantaged	15	80%	12	100%
Not disadvantaged	11	82%	14	86%
Total	26	81%	26	92%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	26	81%	26	92%
Total	26	81%	26	92%

Middle Level
English Language Arts

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	0	0%	0%	0%	1	s	s	s
Asian or Pacific Islander	1	s	s	s	1	s	s	s
White	35	s	s	s	33	s	s	s
Total	36	89%	33%	6%	35	94%	34%	3%
Small Group Totals (s)	36	89%	33%	6%	35	94%	34%	3%
Results by Disability Status								
General-education students	27	96%	44%	7%	29	97%	34%	3%
Students with disabilities	9	67%	0%	0%	6	83%	33%	0%
Total	36	89%	33%	6%	35	94%	34%	3%
Results by Gender								
Female	19	95%	37%	5%	17	94%	35%	6%
Male	17	82%	29%	6%	18	94%	33%	0%
Total	36	89%	33%	6%	35	94%	34%	3%
Results by English Proficiency Status								
English proficient	36	89%	33%	6%	35	94%	34%	3%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	36	89%	33%	6%	35	94%	34%	3%
Results by Income Level								
Economically disadvantaged	16	88%	19%	0%	15	87%	20%	0%
Not disadvantaged	20	90%	45%	10%	20	100%	45%	5%
Total	36	89%	33%	6%	35	94%	34%	3%
Results by Migrant Status								
Migrant family	2	s	s	s	0	0%	0%	0%
Not migrant family	34	s	s	s	35	94%	34%	3%
Total	36	89%	33%	6%	35	94%	34%	3%

**Middle Level
Mathematics**

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	0	0%	0%	0%	1	s	s	s
Asian or Pacific Islander	1	s	s	s	1	s	s	s
White	32	s	s	s	34	s	s	s
Total	33	97%	61%	12%	36	97%	67%	3%
Small Group Totals (s)	33	97%	61%	12%	36	97%	67%	3%
Results by Disability Status								
General-education students	27	100%	67%	15%	30	100%	70%	3%
Students with disabilities	6	83%	33%	0%	6	83%	50%	0%
Total	33	97%	61%	12%	36	97%	67%	3%
Results by Gender								
Female	18	100%	50%	6%	18	100%	56%	6%
Male	15	93%	73%	20%	18	94%	78%	0%
Total	33	97%	61%	12%	36	97%	67%	3%
Results by English Proficiency Status								
English proficient	33	97%	61%	12%	36	97%	67%	3%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	33	97%	61%	12%	36	97%	67%	3%
Results by Income Level								
Economically disadvantaged	14	100%	50%	0%	16	94%	50%	0%
Not disadvantaged	19	95%	68%	21%	20	100%	80%	5%
Total	33	97%	61%	12%	36	97%	67%	3%
Results by Migrant Status								
Migrant family	2	s	s	s	0	0%	0%	0%
Not migrant family	31	s	s	s	36	97%	67%	3%
Total	33	97%	61%	12%	36	97%	67%	3%

**Middle Level
Science**

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	0	0%	0%	0%	1	s	s	s
Asian or Pacific Islander	1	s	s	s	1	s	s	s
White	32	s	s	s	34	s	s	s
Total	33	100%	85%	27%	36	100%	89%	31%
Small Group Totals (s)	33	100%	85%	27%	36	100%	89%	31%
Results by Disability Status								
General-education students	27	100%	93%	33%	30	100%	97%	33%
Students with disabilities	6	100%	50%	0%	6	100%	50%	17%
Total	33	100%	85%	27%	36	100%	89%	31%
Results by Gender								
Female	19	100%	84%	16%	17	100%	88%	35%
Male	14	100%	86%	43%	19	100%	89%	26%
Total	33	100%	85%	27%	36	100%	89%	31%
Results by English Proficiency Status								
English proficient	33	100%	85%	27%	36	100%	89%	31%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	33	100%	85%	27%	36	100%	89%	31%
Results by Income Level								
Economically disadvantaged	14	100%	71%	0%	16	100%	88%	19%
Not disadvantaged	19	100%	95%	47%	20	100%	90%	40%
Total	33	100%	85%	27%	36	100%	89%	31%
Results by Migrant Status								
Migrant family	2	s	s	s	0	0%	0%	0%
Not migrant family	31	s	s	s	36	100%	89%	31%
Total	33	100%	85%	27%	36	100%	89%	31%

1998 and 1999 High School Cohorts

General-education students who first entered ninth grade in 1998 or 1999 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The data in these tables show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9.

Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1998 Cohort					1999 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		55–64	65–100	Passed RCTs			55–64	65–100	Passed RCTs	
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	1	s	s	s	s	0	0	0	0	0%
Hispanic	0	0	0	0	0%	0	0	0	0	0%
Asian or Pacific Islander	0	0	0	0	0%	0	0	0	0	0%
White	29	s	s	s	s	30	2	27	0	97%
Total	30	5	23	0	93%	30	2	27	0	97%
Small Group Totals (s)	30	5	23	0	93%	0	0	0	0	0%
Results by Disability Status										
General-education students	25	3	22	0	100%	26	s	s	s	s
Students with disabilities	5	2	1	0	60%	4	s	s	s	s
Total	30	5	23	0	93%	30	2	27	0	97%
Results by Gender										
Female	20	2	18	0	100%	16	1	14	0	94%
Male	10	3	5	0	80%	14	1	13	0	100%
Total	30	5	23	0	93%	30	2	27	0	97%
Results by English Proficiency Status										
English proficient	30	5	23	0	93%	30	2	27	0	97%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	30	5	23	0	93%	30	2	27	0	97%
Results by Income Level										
Economically disadvantaged	15	5	9	0	93%	3	s	s	s	s
Not disadvantaged	15	0	14	0	93%	27	s	s	s	s
Total	30	5	23	0	93%	30	2	27	0	97%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	30	5	23	0	93%	30	2	27	0	97%
Total	30	5	23	0	93%	30	2	27	0	97%

**Performance on the Mathematics Assessment Requirement
for Graduation after Four Years of High School**

Student Subgroup	1998 Cohort					1999 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
	55-64	65-100				55-64	65-100			
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	1	s	s	s	s	0	0	0	0	0%
Hispanic	0	0	0	0	0%	0	0	0	0	0%
Asian or Pacific Islander	0	0	0	0	0%	0	0	0	0	0%
White	29	s	s	s	s	30	2	23	4	97%
Total	30	3	22	2	90%	30	2	23	4	97%
Small Group Totals (s)	30	3	22	2	90%	0	0	0	0	0%
Results by Disability Status										
General-education students	25	2	21	1	96%	26	s	s	s	s
Students with disabilities	5	1	1	1	60%	4	s	s	s	s
Total	30	3	22	2	90%	30	2	23	4	97%
Results by Gender										
Female	20	3	15	1	95%	16	1	13	1	94%
Male	10	0	7	1	80%	14	1	10	3	100%
Total	30	3	22	2	90%	30	2	23	4	97%
Results by English Proficiency Status										
English proficient	30	3	22	2	90%	30	2	23	4	97%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	30	3	22	2	90%	30	2	23	4	97%
Results by Income Level										
Economically disadvantaged	15	2	9	2	87%	3	s	s	s	s
Not disadvantaged	15	1	13	0	93%	27	s	s	s	s
Total	30	3	22	2	90%	30	2	23	4	97%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	30	3	22	2	90%	30	2	23	4	97%
Total	30	3	22	2	90%	30	2	23	4	97%

Cohort Graduation Rates

Students were counted as graduates in the first two columns of this table if they earned a local diploma with or without a Regents endorsement by June 30th of the fourth year after first entering grade 9 and in the second two columns if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 district accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of June 30, 2002		1998 Cohort as of August 31, 2002	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	0	0%
Black	1	s	1	s
Hispanic	0	0%	0	0%
Asian or Pacific Islander	0	0%	0	0%
White	29	s	29	s
Total	30	93%	30	93%
Small Group Totals (s)	30	93%	30	93%
Results by Disability Status				
General-education students	25	100%	25	100%
Students with disabilities	5	60%	5	60%
Total	30	93%	30	93%
Results by Gender				
Female	20	100%	20	100%
Male	10	80%	10	80%
Total	30	93%	30	93%
Results by English Proficiency Status				
English proficient	30	93%	30	93%
Limited English proficient	0	0%	0	0%
Total	30	93%	30	93%
Results by Income Level				
Economically disadvantaged	15	93%	15	93%
Not disadvantaged	15	93%	15	93%
Total	30	93%	30	93%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	30	93%	30	93%
Total	30	93%	30	93%

Directions:

1. Complete the table for row percentages in each percent cell and the number of students in each number cell.
2. Scan down a column. If the percentages in a column differ by more than 10%, then the district should investigate equity issues.¹ The number of students in each row should be at least 15% of the total number of students.² Rows with less than 15% or less than 20 students should not be included in the evaluation for this method.

Notes:

1. This format may be used for the ELA 4, Mathematics 4, ELA 8, and Mathematics 8 assessments.
2. This method may be adapted for high school Regents by using 0-54, 55-64, 65-84, and 85-100 as the column headers instead of the levels.

1 Wahlstrom, Deborah (1999, p. 67). Using Data to Improve Student Achievement. Virginia Beach, VA: Successline Inc.

2 Wahlstrom, Deborah (1999, p. 69-70). Using Data to Improve Student Achievement. Virginia Beach, VA: Successline Inc.

HIGH SCHOOL COMPLETERS

*School District: South Kortright Central School
BEDS Code: 121702040000*

High School Graduates Earning Regents Diplomas (All Students):

2000-2001			2001-2002			2002-2003		
Total Graduates	Regents Diploma	% Regents Diploma	Total Graduates	Regents Diploma	% Regents Diploma	Total Graduates	Regents Diploma	% Regents Diploma
30	14	46.7%	35	14	40%	31	15	48.4%

Distribution of 2002-2003 Graduates (All Students):

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
Number	13	12	0	1	5	0
Percent	42%	39%	0%	3.2%	16%	0%

2002-2003 High School Completers with Disabilities

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 1999-2000 Completers (a+c)
4	0	0	4

*Local Diplomas (including local diplomas with Regents endorsements)

*School District: South Kortright Central School
BEDS Code: 121702040000*

Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	2000-2001	2001-2002	2002-2003	- % Gap	- % Gap	- % Gap
				2000-2001	2001-2002	2002-2003
Percent of students scoring 4 on Grade 4 ELA	16.7%	12%	8%	-19.2%	-26%	-26%
Percent of students scoring 3 on Grade 4 ELA	54.2%	52%	56%			
Percent of students scoring 2 on Grade 4 ELA	29.2%	36%	36%			
Percent of students scoring 1 on Grade 4 ELA	0%	0%	0%	0%	0%	0%
Percent of students scoring 4 on Grade 4 Mathematics	17.4%	4%	8%	-7.4%	-22%	-26%
Percent of students scoring 3 on Grade 4 Mathematics	65.2%	64%	56%			
Percent of students scoring 2 on Grade 4 Mathematics	17.4%	32%	36%			
Percent of students scoring 1 on Grade 4 Mathematics	0%	0%	0%	0%	0%	0%
District Mean in Grade 4 Science*/State Mean: Content	37/32	34/33	36/33			
District Mean in Grade 4 Science*/State Mean: Skills	42	42	39			

Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	2000-2001	2001-2002	2002-2003	- % Gap 2000-2001	- % Gap 2001-2002	- % Gap 2002-2003
Percent of students above the Mean: Grade 5 Social Studies*						
Percent of students above the Mean: Grade 8 Social Studies*						
Percent of students scoring level 4 on Grade 8 ELA	7.1%	5.6%	2.9%	-61.5%	-56.6%	-55.7%
Percent of students scoring level 3 on Grade 8 ELA	21.4%	27.8%	31.4%			
Percent of students scoring level 2 on Grade 8 ELA	53.6%	55.6%	60%	-61.5%	-56.6%	-55.7%
Percent of students scoring level 1 on Grade 8 ELA	17.9%	11%	5.7%	-17.9%	-11%	-5.7%
Percent of students scoring level 4 on Grade 8 Mathematics	10.3%	12.1%	2.8%	-48.6%	-29.4%	-23.3%
Percent of students scoring level 3 on Grade 8 Mathematics	31.1%	48.5%	63.9%			
Percent of students scoring level 2 on Grade 8 Mathematics	48.3%	36.4%	30.5%			
Percent of students scoring level 1 on Grade 8 Mathematics	10.3%	3%	2.8%	-10.3%	-3%	-2.8%
Percent of Graduates obtaining a Regents Diploma	46.7%	40%	44%			
90% of all students passing Comprehensive English Regents*	96%	93%	97%	+6%	+3%	+7%
90% of all students passing Math Regents* (>65)	96%	83%	83%	+6%	-7%	-7%
90% of all students passing Biology Regents* (>65)	97%	100%	100%	+7%	+10%	+10%
90% of all students passing Social Studies 11 Regents* (>55)	70%	88%	100%	-20%	-2%	+10%
90% of all students passing Global Studies Regents* (>55)	81%	100%	97%	-9%	+10%	+7%

Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	2000-2001	2001-2002	2002-2003	- % Gap 2000-2001	- % Gap 2001-2002	- % Gap 2002-2003
An annual district-wide attendance rate in excess of 91%	95.3%	94.6%	94.9%	+4.3%	+4.6%	+3.9%
An annual district-wide suspension rate at 1% or less	4.2%	2.7%	5.9%	-3.2%	-2.2%	-4.9%
An annual drop-out rate of 3% or less	0%	4.1%	.6%	+3%	-1.1%	+2.4%

* = SED Required

Students with Disabilities											
STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	2000-2001			2001-2002			2002-2003		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
1. % of SWDs exiting with a Regents, Local or High School Equivalency Diploma	80%	PD-5 (Section A Summary)				3/5	0	60%	4/4	0	100%
2. % of SWDs who drop out		PD-5 (Section A Summary)									
3. % of SWDs participating in the 4 th Grade ELA state assessment	95%	School Report Card	3/3	0	100%	3/3	0	100%	1/1	0	100%
4. % of SWDs participating in the 4 th Grade Math state assessment	95%	School Report Card	3/3	0	100%	4/4	0	100%	2/2	0	100%

Students with Disabilities

STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	2000-2001			2001-2002			2002-2003		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
5. % of SWDs participating in the 8 th Grade ELA state assessment	95%	School Report Card	9/9	0	100%	6/6	0	100%	3/3	0	100%
6. % of SWDs participating in the 8 th Grade Math state assessment	95%	School Report Card	6/6	0	100%	6/6	0	100%	3/3	0	100%
7. % of SWDs scoring 3 or 4 -- 4 th Grade ELA	Annual yearly progress (TBA by Commissioner annually)	School Report Card	2/3	0	67%	2/3	0	67%	1/1	0	0%
8. % of SWDs scoring 3 or 4 -- 4 th Grade Math	Annual yearly progress (TBA by Commissioner annually)	School Report Card	2/3	0	67%	3/3	0	100%	1/2	0	50%
9. % of SWDs scoring 3 or 4 -- 8 th Grade ELA	Annual yearly progress (TBA by Commissioner annually)	School Report Card	3/7	0	43%	0/9	0	0	0/3	0	0
10. % of SWDs scoring 3 or 4 -- 8 th Grade Math	Annual yearly Progress (TBA by Commissioner annually)	School Report Card	3/7	0	43%	4/9	0	44%	0/3	0	0%
11. % of SWDs with high score from 55-100 on Regents English		School Report Card	3/3	0	100%	3/5	0	60%	1/1	0	100%
12. % of SWDs with high score from 55-100 on Regents Mathematics (Course I)		School Report Card	5/7	0	71%	3/5	0	60%	4/5	0	80%

Students with Disabilities											
STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	2000-2001			2001-2002			2002-2003		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
13. % of preschool SWDs receiving special education services in integrated settings	Equal the percentage of school-age SWDs in integrated settings	PD-4 (Section B, lines 1, 3, & 5)	0/3	0	0%	2/2	0	100%	0/3	0	0%
14. % of school-age SWDs receiving services in general education buildings	National average (95.86% as of 1997-98)	PD-4 (Section C, Report of All SWDs)	51/66	0	77%	66/67	0	99%	62/65	0	95%
15. % of school-age SWDs in general education classrooms (80-100% of the school day)	Exceed national average (46.42% as of 1997-98)	PD-4 (Section C, Report of All SWDs)	51/66	0	77%	58/66	0	88%	54/65	0	83%
16. % of school-age SWDs classified	Will decrease	PD-1; BEDS	59/369	0	16%	63/355	0	18%	69/360	0	19%
17. % of SWDs transitioning to post-school, post-secondary education, employment, or day program alternatives	Equal to non-disabled peers	PD-5 (Section B Total Column)	9/10	0	90%	6/6	0	100%	4/4	0	100%

SECTION II: INITIAL DATA ANALYSIS -- GAPS

*School District: South Kortright Central School
BEDS Code: 121702040000*

Prioritize gaps and provide a rationale for prioritization	
Priority Gaps	Rationale
<p>8th Grade Students from Low Income families score significantly lower than students from families above the poverty index. During the 2002-2003 School Year, 62% of the students scoring at Levels 1 & 2 on the ELA 8 Exam come from Low Income families.</p> <p>SWD's Grade 8 ELA exam scores are not at or above Level 3. Percentage of SWD scoring 3's and 4's in the 8th grade ELA has remained at 0% for the last 3 years.</p> <p>SWD's Grade 8 Math exam scores are not at or above Level 3. Percentage of SWD scoring 3's and 4's in the 8th grade Math has declined from 3/7 students 43% in 2000-2001 and 4/9 students 44% in 2001-2002, to 0/3 students 0% in 2002-2003.</p>	<p>ELA has been a priority for the last three years and while significant improvements have been made in student achievement, gaps still exist in the ELA curriculum and the Middle School ELA program in Grades 5-8.</p> <p>ELA has been a priority for the last three years and while significant improvements have been made in student achievement, gaps still exist in the ELA curriculum and the Middle School ELA program in Grades 5-8.</p> <p>There has been a significant amount of attention paid to Academic Intervention Services in Middle School Math in effort to improve the scores of the general population. SWD's are assisted by a Consultant Teacher in Math Class and additional assistance is provided during tutorial periods. Math 8 scores of SWD's have advanced in priority this year since the 0% of the target population scored at Level 3 or above.</p>

Key Indicators of Student Success:

List and describe the district-identified key indicators of student success.

Key Indicator of Student Success: A student focused measurable outcome which the district has the ability, desire, or need to influence and for which it is willing, or required, to be held accountable.

1. Substantial numbers of students are graduating from SKCS at the New York State Standard Level. SKCS graduation rate has been varied between 93% and 100% with 46.7%, 40%, and 48.8% of those graduates earning Regent's Diplomas for the 2000-2001, 2001-2002, and 2002-2003 school years respectively.
2. Significant improvement has been made in student achievement on the 4th Grade Math, ELA, Science, and the 5th Grade Social Studies State Test Scores, due to the Curriculum Mapping and Alignment project and the restructuring of our Consultant teacher model.
3. Significant number of students meeting the criteria for National Honor Society, Junior National Honor Society, and Math Honor Society Membership.
4. Significant number of students meeting the requirements for SKCS Royal Card Eligibility, as well as the Principal's and Superintendent's Academic List
5. Significant numbers of SKCS students continue to perform at an exceptional level in our extracurricular activity programs: NYS Student Athlete Scholars, Drama Performances, Science Olympiad, School Athletic Teams, Dance Team Competitions, Debate Competitions, NYSSMA, and the Creating Rural Opportunities Partnership (CROP) after school program.
6. Significant numbers of SKCS students qualify and earn scholarships for Academics, Athletics, Citizenship, & Leadership
7. Significant numbers of students participating in advanced placement and distance learning offerings.
8. SKCS On-Line Alternative Education Program enables more students to earn High School and Regents Diplomas

CHECKLIST OF DATA USED: Please check the sources you used.	
x	School Report Card
<input type="checkbox"/>	New York: The State of Learning (Chapter 655 Report)
x	BEDS Data
<input type="checkbox"/>	The CAR Report
x	Attendance Rates; students and teachers
x	Graduation and Drop-Out Rates
x	Special Populations, LEP, Individuals with Disabilities, Homeless
x	Teacher/Student Ratios
<input type="checkbox"/>	Number of Uncertified Teachers
x	Student and Community Ethnic Data
x	Dominant Languages
<input type="checkbox"/>	Employment Rates
x	Enrollment
x	Immigration patterns
x	Longitudinal data
<input type="checkbox"/>	Major Employers
x	Makeup of Tax Base
x	Measures of Economic Wealth
x	Real Property: Tax Value
<input type="checkbox"/>	Sources of District Revenues
<input type="checkbox"/>	Special Designation Schools, SURR, Title I
<input type="checkbox"/>	
<input type="checkbox"/>	

SECTION III: ROOT CAUSES ANALYSIS

Part 1: GAPS

School District: South Kortright Central School

BEDS Code: 121702040000

Gaps in Relation to Key Indicators	Root Causes
<p>ELA 8 LAP Gap 8th Grade Students from Low Income families score significantly lower than students from families above the poverty index. During the 2002-2003 School Year, 62% of the students scoring at Levels 1 & 2 on the ELA 8 Exam come from Low Income families.</p> <p>SWD's ELA 8 Gap SWD's Grade 8 ELA exam scores are not at or above Level 3. Percentage of SWD scoring 3's and 4's in the 8th grade ELA has remained at 0% for the last 3 years.</p>	<ol style="list-style-type: none"> 1. Research indicates that students from impoverished families frequently require different instructional strategies and techniques students from higher income families 2. Research indicates that students from impoverished families frequently get less academic assistance and support at home 3. 5-8 curriculum is just starting to be aligned with NY Intermediate ELA Learning standards. 4. Testing of ELA performance has not consistently been done in grades 5-8 prior to the administration of the 8th grade ELA test. 5. ELA curriculum is not delivered consistently in grades 5-8. It is being developed. 6. Intervention support services for students in grades 5-8 performing below the intermediate standards in ELA are not adequate. 7. Transient student population continues to grow and had increased the District SWD population significantly. 8. Research indicates that SWD's and Students from low income families frequently require more counseling and mentoring support

SECTION III: ROOT CAUSES ANALYSIS Continued
Part 1: GAPS

School District: South Kortright Central School
BEDS Code: 121702040000

Gaps in Relation to Key Indicators	Root Causes
<p>Math 8 Gap 8th Grade Students from Low Income families score lower than students from families above the poverty index. 36% of the students scoring at Levels 1 & 2 on the ELA 8 Exam come from Low Income families, although we continue to meet the State Benchmark in Math.</p> <p>SWD's Math 8 Gap SWD's Grade 8 Math exam scores are not at or above Level 3. Percentage of SWD scoring 3's and 4's in the 8th grade Math has declined from 3/7 students 43% in 2000-2001 and 4/9 students 44% in 2001-2002, to 0/3 students 0% in 2002-2003.</p>	<ol style="list-style-type: none"> 1. Research indicates that students from impoverished families frequently require different instructional strategies and techniques students from higher income families 2. Research indicates that students from impoverished families frequently get less academic assistance and support at home 3. Transient student population continues to grow and had increased the District SWD population significantly. 4. Research indicates that SWD's and Students from low income families frequently require more counseling and mentoring support

ROOT CAUSES ANALYSIS

Part 2: Successes

*School District: South Kortright Central School
BEDS Code: 121702040000*

Success in Relation to Key Indicators (District may want to identify root causes)

South Kortright Central School has a number of programs and processes in place that are improving student performance. SKCS has consistently met or exceeded benchmarks in a number of areas.

- Our attendance rate is high and our dropout rate is low. This is attributable to a number of factors. Our District is small, rural, and relatively isolated. Students do not get lost in the system. School personnel are dedicated and caring. Many willingly give up their time after school or during their lunch break or planning periods to work with students. There is a child study process in place that provides a means for identifying and addressing the needs of students who are having academic or social problems. A caseworker from the Department of Social Services is assigned to the building and helps coordinate the efforts of the school with other government agencies. Guidance counselors, the school nurse, the school attendance officer and disciplinarian, the administration, the teachers, and the social worker work together to solve problems and get students the help they need to attend and remain in school.
- Benchmarks have been met on the following assessments; 3rd Grade Reading, 3rd grade Mathematics, 4th Grade Science, 5th Grade Writing, 6th Grade Reading, 6th Grade Mathematics, 6th Grade Social Studies, 8th Grade Social Studies, and High School Science. The performance gap has been small in the following areas; Comprehensive English, Math Course I, and U.S. History. The single area of concern is in 8th Grade English Language Arts. This success can be attributed to a variety of factors. The quality of the teaching and support staff at SKCS is excellent. Turnover rate for staff is very low. We have an experienced teaching staff. Staff uses professional development opportunities to continually improve their practice. Monthly early dismissals provide opportunity for long-range planning and in-service education. Class size is small, permitting students to receive a level of individualized attention not possible in larger classes. Teachers are given two 40-minute prep periods each day and provided with a common planning time. There are five special education teachers in the building with five teaching assistants assigned to work with them. Services are provided not only to our classified students, but also to general education students who need extra help. LTAs are available to work with elementary students. Remedial math and reading teachers provide remediation to students who are performing below grade level in these subjects. All general education students and most special education students in grades 9 – 12 are placed in Regents level classes. These classes are heterogeneously grouped. Students in K-4th grade work into small reading groups and Learning Centers where they get a considerable amount of individualized attention.

ROOT CAUSES ANALYSIS

Part 2: Successes

School District: South Kortright Central School
BEDS Code: 121702040000

Success in Relation to Key Indicators (District may want to identify root causes)

During the past several years a number of interventions have been introduced to raise student achievement. These interventions have increased the amount of time students spend on learning, increased the contact time between students and teachers, and provided support services and remediation to students in need of academic interventions.

- The number of special education teachers has been increased and teacher assistants have been assigned to work with special education teachers. These teachers and teaching assistants work with their students both in and out of the classroom to help them be successful. As a result, special education students are passing Regents level courses at rates equal to the general education population and are taking and passing Regents exams that in prior years they would not have attempted.
- The remedial reading teacher received Reading Recovery training and has been working with several 1st grade students this year using these methods. The students with whom this teacher has worked this past year have made significant gains in reading level.
- Guidance services are provided by 2 full time School Counselors who share the counseling and guidance responsibilities for K-12 students, one half time School Psychologist who serves as the CSE Chairperson, a half time School Social Worker provided the Delaware County DSS, and a half time Certified Social Worker provided by Bassett Healthcare's School Based Health Center which is located in the school nurses office. Student problems receive more immediate attention and guidance counselors are able to meet student needs in a timely fashion.
- Students in 7th and 8th grade mathematics who are having academic difficulties are assigned to a Math Lab (AIS) daily to receive extra help. Scores on the 8th Grade Mathematics exam have been meeting the state benchmarks with little difficulty, and class grades have improved as a result of this intervention.
- SKCS started an On-Line Alternative Education Program for a significant percentage of our students who are at-risk dropping out or who would choose to earn a GED diploma rather than a high school diploma.
- Students who wish to improve their grades can get extra help in our after school tutoring program. All students can attend since transportation home is provided. Students who are academically ineligible are able to stay after school for after school tutoring and still participate in extracurricular activities as long as they attend every day and make strong effort to improve their grades.
- Elementary and Middle level students are able to participate in the Creating Rural Opportunities Partnership (CROP) program after school from 3:00 to 5:00pm. Crop offers academic enrichment activities and 45 minutes of homework help to those who participate.
- Elementary and Middle level students who are at-risk may receive summer tutoring in reading and math.
- SKCS Provides transportation to summer school for students who have failed classes during the regular school year.

SECTION IV: IMPLEMENTATION PLAN

*School District: South Kortright Central School
BEDS Code: 121702040000*

Implementation Plan: Complete the following chart for each identified gap or success.						
Gap (Specify desired change in student performance.)						
ELA 8 LAP Gap						
8 th Grade Students from Low Income families score significantly lower than students from families above the poverty index. During the 2002-2003 School Year, 62% of the students scoring at Levels 1 & 2 on the ELA 8 Exam come from Low Income families.						
<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It
Map and Align ELA Curriculum, Develop Grading Rubrics for Grades 5-8	Provide release time and a facilitator for Middle School Teams	Monthly Early Release Days	Students in Grades 5-8	2004- 10/6, 11/10, 11/23 2005- 2/2, 4/6, 5/4	Enabling grants/ General Funds	5-8 teachers, BOCES consultants as needed
Use a comprehensive writing program for Middle School.	Research Textbook Series Provide release time and a facilitator for Middle School Teams	Monthly Early Release Days	Students in Grades 5-8	2004- 10/6, 11/10, 11/23 2005- 2/2, 4/6, 5/4	Enabling grants/ General Funds	5-8 teachers, BOCES consultants as needed
Design writing exercises that are Interdisciplinary	Provide release time and a facilitator for Middle School Teams	Monthly Early Release Days	Students in Grades 5-8	2004- 10/6, 11/10, 11/23 2005- 2/2, 4/6, 5/4	Enabling grants/ General Funds	5-8 teachers, BOCES consultants as needed

SECTION IV: IMPLEMENTATION PLAN

*School District: South Kortright Central School
BEDS Code: 121702040000*

Implementation Plan: Complete the following chart for each identified gap or success.

Gap (Specify desired change in student performance.)

SWD's ELA 8 Gap

SWD's Grade 8 ELA exam scores are not at or above Level 3. Percentage of SWD scoring 3's and 4's in the 8th grade ELA has remained at 0% for the last 3 years.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It
Map and Align ELA Curriculum, Develop Grading Rubrics for Grades 5-8	Provide release time and a facilitator for Middle School Teams	Monthly Early Release Days	Students in Grades 5-8	2004- 10/6, 11/10, 11/23 2005- 2/2, 4/6, 5/4	Enabling grants/ General Funds	5-8 Regular & Consultant teachers, Facilitators as needed
Use a comprehensive writing program for Middle School.	Research Textbook Series Provide release time and a facilitator for Middle School Teams	Monthly Early Release Days	Students in Grades 5-8	2004- 10/6, 11/10, 11/23 2005- 2/2, 4/6, 5/4	Enabling grants/ General Funds	5-8 Regular & Consultant teachers, Facilitators as needed
Design writing exercises that are Interdisciplinary	Provide release time and a facilitator for Middle School Teams	Monthly Early Release Days	Students in Grades 5-8	2004- 10/6, 11/10, 11/23 2005- 2/2, 4/6, 5/4	Enabling grants/ General Funds	5-8 Regular & Consultant teachers, Facilitators as needed

LONG TERM GOAL: To improve the SWD Performance in the 8th grade ELA test.

As Is: In 2002-2003 0% (0/3) of students with disabilities scored 3 or 4 on the 8th grade ELA

Desired State: In 2005-2006, 50% of SWD will score at 3 or 4 in the 8th grade ELA

ANNUAL GOAL: To increase the number of 8th grade SWD's scoring at or above Level 3 on the ELA (Terra Novas.)

As is: 2003 0% of SWD will score at or above Level 3

Desired State: 2004-40% of SWD will score at or above Level 3.

SECTION IV: IMPLEMENTATION PLAN

School District: South Kortright Central School

BEDS Code: 121702040000

Implementation Plan: Complete the following chart for each identified gap or success.

Gap (Specify desired change in student performance.)

SWD's Math 8 Gap

SWD's Grade 8 Math exam scores are not at or above Level 3. Percentage of SWD scoring 3's and 4's in the 8th grade Math has declined from 3/7 students 43% in 2000-2001 and 4/9 students 44% in 2001-2002, to 0/3 students 0% in 2002-2003.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Who Does It
Provide opportunities for Math Teachers and Consultants to attend Co-Teaching workshops	Attend training sessions Group Work	Release time provided as necessary, Monthly Early Release Days 9 th Period	Students in Grades 5-8	2004- 10/6, 11/10, 11/23 2005- 2/2, 4/6, 5/4	Enabling grants/ General Funds	Conferences and seminars provided by ONC BOCES
Child Study Team	Bi Weekly Meetings to Identify Students in need of assistance	Common Planning Time	Students in Grades 5-8	Bi Weekly	General Funds	Regular and Consultant Teachers

LONG TERM GOAL: To improve the SWD Performance in the 8th grade Math test.

As Is: In 2002-2003 50% (3/6) of students with disabilities scored 3 or 4 on the 8th grade ELA

Desired State: In 2005-2006, 75% of SWD will score at 3 or 4 in the 8th Grade Math Test

ANNUAL GOAL: To increase the number of 8th grade SWD's scoring at or above Level 3 on the Math State Exam.

As is: 2003 50% of SWD scored at or above Level 3

Desired State: 2004 65% of SWD will score at or above Level 3.

SECTION V: EVALUATING AND REPORTING RESULTS

School District: South Kortright Central School

BEDS Code: 121702040000

1. Describe the performance indicators you have developed to assess the effectiveness of the strategies you identified in Section IV.
<ul style="list-style-type: none">• The percentage of students in grade 4 and 8 who score above level 2 on the NYS ELA 8 exam will increase by 10% each year until the state standard is achieved.• The percentage of students with disabilities who score above level 2 on the NYS ELA 8 exam will increase by 10% for the 2003 – 2004 school year and 10% each year after.• The percentage of students with disabilities who score above level 2 on the NYS Math 8 exam will increase by 10% for the 2003 – 2004 school year and 10% each year after.
2. Explain how the district and the planning committee will use evaluation results and data to revise strategies.
Data from the NYS assessments and other standardized testing will be shared and analyzed in staff meetings and team meetings during early release days. The information will be analyzed to evaluate the effectiveness of current instructional strategies and compared with other measures of student performance. Determinations will be made by the staff and the administration concerning the effectiveness of the assessments and the strategies being implemented to improve student performance.
3. Explain how the district will disseminate its evaluation results to the public.
Student achievement data will be shared with students, parents, the BOE, and the community through dissemination of the school report card, and the school newsletter as appropriate. The South Kortright Central School website at skcs.org contains a link to our Edline website where school information and a link to the New York State Education website with access to our school report card. The website also provides access to the CDEP plan which includes information concerning the PDP, CSPD, APPR, Technology, and AIS plans. Community forums, which include data on the effectiveness of programs and strategies being implemented, will be held throughout the year. Informational meetings, such as Kindergarten Orientation, Special Education Parent Meetings, SCO meetings, Shared Decision Making Team meetings, and Academic Awards programs will include information related to student achievement data. The parents of students identified as in need of AIS will be notified in writing by the SKCS principal. The notification will include a summary of the services to be provided, the reason for services.

SECTION VI: EVALUATION

*School District: South Kortright Central School
BEDS Code: 121702040000*

2004-2005 Goal/Target	Success Indicator	How Did We Do?	Why?	Implications For Updated Plan
<p>The percentage of students in grade 4 and 8 who score above level 2 on the NYS ELA 8 exam will improve</p> <p>The percentage of students with disabilities who score above level 2 on the NYS ELA 8 exam will improve</p> <p>The percentage of students with disabilities who score above level 2 on the NYS Math 8 exam will improve</p>	<p>Student Scores will increase by 10% each year until the state standard is achieved.</p> <p>SWD Student Scores will increase by 10% for the 2003 – 2004 school year and 10% each year after.</p> <p>SWD Student Scores will increase by 10% for the 2003 – 2004 school year and 10% each year after.</p>			

SECTION VII: ASSURANCES AND CERTIFICATIONS

*School District: South Kortright Central School
BEDS Code: 121702040000*

Comprehensive District Education Plan Assurances

The Superintendent certifies that:

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.
- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan
- A Board resolution is on file.

Signature (Superintendent of Schools)

Date

SOUTH KORTRIGHT CENTRAL SCHOOL ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

The South Kortright Central School District is committed to providing quality education to all of its students. We also believe that, as professionals, our teachers have insight into their individual strengths and needs. South Kortright Central School District promotes this belief by allowing its teachers, in consultation with the administration, to set their own educational goals and professional development needs as a primary part of their annual performance review.

Objectives of APPR:

- To provide the best possible professional growth opportunities to all teachers
- To assist teachers in maintaining a high level of performance and professional growth
- To encourage reflection and change in meeting the needs of a diverse and ever-changing student population
- To direct appropriate use of professional development funds
- To provide support and feedback to non-tenured teachers during their probationary period

Procedure:

The period of review will be from January-February of each school year to January-February of the following school year.

Tenured Teachers:

At the beginning of the school year each teacher will receive a packet containing a copy of this policy, The National Teaching Standards and the correlating New York State Teaching Standards, two different Teacher Performance Self-Review instruments, a Professional Development Self-Review form, and an optional Annual Participation and Accomplishments “Brag Sheet”.

Prior to meeting with an administrator, the teacher will choose one of the Teacher Performance Self-Review instruments and will complete two sections of this form. The teacher will also complete a Professional Development Self-Review evaluation for any professional development in which the teacher has participated since the previous year’s performance review meeting.

A meeting between the teacher and an administrator will be scheduled between Christmas and winter break. At this meeting the teacher and administrator will review the above-mentioned forms and will evaluate the success of the prior year’s Professional Development Plan. Using the form entitled “Support Plan for Teacher Growth”, they will mutually identify areas of need and will create a Professional Development Plan based on the National Teaching Standards or on needs identified in our CDEP for the coming year. At this meeting, if the teacher has completed an optional “Brag Sheet”, it will be reviewed. At the request of the teacher with the consent of the administrator, it will be placed in that individual’s personnel file.

Non-tenured Teachers:

In addition to the above, non-tenured teachers will:

- participate in three classroom observations conducted by an administrator.
- be assigned a mentor to assist them.

The mentor and non-tenured teacher will meet a minimum of two periods per week. These meetings may take place before school, after school, or during common planning periods.

Non-tenured teachers will submit lesson plans to their mentor at the beginning of each week. These lesson plans will form the basis for an open dialogue between the mentor and the non-tenured teacher concerning strengths and areas of potential problems, much as occurs in a supervising teacher-student teacher relationship.

A debriefing session will be held between the non-tenured teacher and his/her mentor at the end of the week.

Mentorship will be done on a voluntary basis. Mentors will receive compensation based upon the agreement negotiated between the South Kortright Central School Board of Education and the South Kortright Central School Teachers' Association.

A Support Group consisting of an administrator, the mentor, and one tenured teacher chosen by the non-tenured teacher will meet with the non-tenured teacher at least once a year to discuss strengths and needs of the non-tenured teacher.

The amount of mentoring time may be reduced after the first year at the discretion of the Support Group.

Created by the SKCS Technology Team
Benjamin C. Berliner, Superintendent
John J. Bonhotal, Principal
Bonnie Denison, Teacher
Carolyn Melszer, Teacher
Harry Nissen, Teacher
William Parker, Teacher
Bruce Voorhees, Tech Coordinator

With assistance from
Mark LaValley
Model Schools Coordinator
ONC BOCES

April 2004

Section 1 – Introduction and School Narrative

South Kortright Central School is located in South Kortright, NY. The School has an enrollment of 377 students housed in a single building. The main structure was constructed in 1939 and houses the administrative offices, high school library, and 5-12 classrooms. An addition to the main building was completed in 1972 and houses K-12 classrooms, gymnasium, and an elementary computer lab. There is another addition to the building that houses a CAD lab and art room. The district supports a total of 36 classrooms with a staff of 41 full-time faculty, 16 Licensed Teaching Assistant/Teaching Assistant support personnel, as well as a full administrative and support staff. The District is currently preparing for a capital project to renovate our elementary wing, add a new science and technology wing, and renovate several classrooms in the original building. Included in the capital project will be renovations to our electronic infrastructure in the form of proper hardware storage rooms and fiber optic backbone with individual copper drops.

The area surrounding the school is largely rural, with many farms and small communities, and an industrial plant located in one of the villages. At present, the District poverty level is noted at 49% of the student population, although typically this percentage exceeds 50% during the school year when the bulk of our impoverished families have submitted their free and reduced lunch applications. A recent survey revealed that more than 89% of the K- 12 students included in the study have computers at home and 75% indicated that they have Internet access as well. There are some redundancies in the sample group since many of the students surveyed have siblings

also counted in the sample. However, we believe it is safe to consider that approximately 70% of our students and their families have access to the Internet outside of school.

During the 2002-2003 school year, District administrators and teachers were trained in the use of our new administrative software for the purposes of maintaining school records as well as individual student grades and attendance. This software works integrally with the school website product and teachers will need training in the use of the website product as well as continued support and training on the administrative software. Training in the use of administrative software during the 2003-2004 and 2004-2005 school years is critical to the implementation of this component of the Professional Development Plan. In-service training events are planned through the course of the 2003-2004 and the 2004-2005 school years to advance the implementation of the school website, and record keeping software. Additional training opportunities will be offered in the use of other software products, use of the Internet, and using technology as an instructional tool.

Our teachers have easy access to reliable, Internet-connected workstations/presentation stations in their classroom. Most of our teachers have Internet access at home which enables access to our newly established Edline website which enables teachers to store and access some of their documents, as well as access and work on their grading and planning programs and documents. The number of workstations and availability of computer labs enables teachers to take advantage of technology for general purposes, research, classroom management, and, more importantly, for facilitation and instruction using technology to foster the development of information management, critical thinking, and problem solving skills with their students.

Students have access to three computer labs as well as computers in the library and in their classrooms. Many of our courses require students to produce research papers and presentations where they are required to use some on-line sources and technology to prepare quality papers or present their findings in a professional manner.

The intention of the District through the development and implementation of this plan is to foster the development of technological skills in our staff, students, and community. Additionally, through the use of our administrative software and the school technology, we intend to provide user friendly electronic access to pertinent school information.

Section 2 – Establishment of Goals

Goal #1 - Improve Communications among Administration, Staff, Students, and Parents

- The District will develop skills in the administrative staff which will expand the use of technology as a communication tool between the administrative staff and the school community and will reduce the use of paper as a communication tool. Daily announcements and Attendance sheets will be published electronically.
- The District will improve communication between staff, administration, and the community by expanding the use of Edline Websites and better utilizing the school based email system. All staff email addresses will be in standardized form and be posted on the Edline website.

Review Time - Annually

Staff Development

Provide staff training during monthly early release time, faculty meetings, and individualized training whenever necessary for all new hardware and software applications.

Hardware, Software, and Services Needed

- Current Computer Labs
- Teacher and administrative work stations
- LCD projectors

Develop Budget

Description of Hardware/Software/Service	Qty	Price	Ext'd
LCD Projector	1	\$2,000	\$2,000
			\$0
			\$0
			\$0
		Total	\$2,000

Evaluation Criteria

- The number of Edline users will be tracked administratively by using search and sort tools integral to the software.
- Input will be sought from the community concerning the effectiveness of these programs.

des Between Teachers and Parents

The District will develop skills in the teaching staff and parents which expand the use of technology as a communication tool between the classroom and home. This will be accomplished by expanding the use of Grade Quick grade books and Edline websites.

[Review Time - Annually](#)

Staff Development

- Provide staff training during monthly early release time, faculty meetings, and individualized training whenever necessary for all new hardware and software applications.
- Provide after school, and evening sessions for groups of parents, and individualized instruction as necessary on software and web based products.

Hardware, Software, and Services Needed

- Current Computer Labs
- Teacher and administrative work stations
- LCD projectors

Develop Budget

Description of Hardware/Software/Service	Qty	Price	Ext'd
Annual Maintenance Fees For Gradequick and Edline	1	\$2,456	\$2,456
			\$0
			\$0
			\$0
		Total	\$2,456

Evaluation Criteria

- A standardized list of documents will be posted to each class’ website;
- Frequency of grade reports posted to the Edline website will be increased to 4 times per marking period as teachers become more familiar with the Grade Quick software.

Goal #3 – Assist Students and Teaching Staff in the Development of Skills Which Expand the Use of Technology in the Classroom

- The District will develop skills in students and teaching staff which expand the use of technology in the classroom.
 - An Educational Technology Specialist will be hired by the District.
- [Review Time - Annually](#)

Staff Development

- Ongoing Professional Development for Staff Members.

Hardware, Software, and Services Needed

- Current Computer Labs
- Teacher and administrative work stations
- LCD projectors.

Develop Budget

Description of Hardware/Software/Service	Qty	Price	Ext'd
Annual Salary and Benefits of Educational Technology Specialist	1	\$42,000	\$42,000
			\$0
			\$0
			\$0
		Total	\$42,000

Evaluation Criteria

- Success will be determined by noting the progress of the staff in the implementation and mastery in the use of current technology, and classroom management software.
- Student progress will be measured by grades within their classes with this teacher, and in the quality of the projects in which they are required to utilize technology as part of their regular classes.

Goal #4 - Expand the Electronic Library Access to Classrooms

- The district will expand access to the electronic library and library research databases to classrooms as necessary.
- The district’s technician will do this by installing software on necessary workstations.
Implementation Time – One Year, Review Time - Annually

Staff Development

Staff will be provided training by the library staff on the appropriate usage of the system at staff meetings and each time the teachers use the library until all are satisfied that they know the system.

Hardware, Software, and Services Needed

- Mandarin M3 OPAC software.
- C.E.R.F. (Curriculum & Educational Resource Finder)
- News Bank
- ProQuest
- World Book Online

Develop Budget

Description of Hardware/Software/Service	Qty	Price	Ext'd
Mandarin M3 software (already owned by the district)	1		\$0
C.E.R.F	1	\$400	\$400
NewsBank	1	\$50	\$50
World Book Online	1	\$180	\$180
ProQuest	1	\$485	\$485

Evaluation Criteria

- Installation of Mandarin M3 OPAC software for all staff requests.
- Create access on all workstations to Library databases.
- Completed Training for all Mandarin M3 OPAC software users.

Goal #5 – Evaluate and Update School Computers, Hardware, and Software

- Replace 20% of technology hardware and software each year to keep our technology up to date.
 - Evaluate, update software on all school computers.
- Review Time - Annually

Staff Development

- Provide staff training during monthly early release time, faculty meetings, and individualized training whenever necessary for all new hardware and software applications.

Hardware, Software, and Services Needed

- Replace approximately 25 workstations each year.
- Replace Ink-Jet printers with centralized, networked, low cost per page printing solutions.

Develop Budget

Description of Hardware/Software/Service	Qty	Price	Ext'd
New computer workstations	25	\$850	\$21,250
			\$0
			\$0
			\$0
		Total	\$21,250

Evaluation Criteria

- Replacement or upgrade of workstations as noted.
- 50% reduction of ink jet print cartridges in 3 years.

Goal #6 - Individualized Secure Redundant Data Storage

- Provide individualized secure redundant data storage folders for staff and students.

Staff Development

- Provide staff development for teachers and instruction to students on file management and appropriate usage of file storage.
- Explain policies regarding this usage to Staff as necessary and students annually.

Hardware, Software, and Services Needed

- Current server will require time and materials to meet this demand.
- Develop policy for student use of file server.

Develop Budget

Description of Hardware/Software/Service	Qty	Price	Ext'd
Hard disc drive to store backup copy of data	1	\$100	\$100
Additional Memory for existing Server	3	\$75	\$225
Server with adequate Drives, backup solution and Server OS with Client Liscensing	1	\$3,000	\$3,000
			\$0
		Total	\$3,325

Evaluation Criteria

- Check student folders for appropriate materials.
- Flush drive of older data when necessary.

Goal #7 - Update the Instructional Network

- The district will update the instructional network to a 100/1000MBS Ethernet infrastructure in order to increase the overall speed of the network.

Staff Development

- Basic network instruction for staff and students.

Hardware, Software, and Services Needed

- Fiber optic backbone
 - 1GB Core Switches
 - compatible switch gear
- Note:** This hardware may be included in capital project

Develop Budget

Description of Hardware/Software/Service	Qty	Price	Ext'd
Switches	6	\$500	\$3,000
Accessories	1	\$1,000	\$1,000
			\$0
			\$0
		Total	\$4,000

Evaluation Criteria

- Results will be evaluated by response time, better services, and overall increased ease in information access.

Goal #8 - Investigate the Feasibility of Load Balancing Redundant Internet Access

- Investigate the feasibility of load balancing redundant Internet access to our T-1 ATM circuit.
- Consider linking the current BT BOCES Internet service with one of the Internet Service Providers currently established in the Village of Hobart. (Time Warner Cable or Verizon DSL)

Staff Development

None

Hardware, Software, and Services Needed

Currently established system in Hobart will need to be linked with the school at a notable cost per mile installation fee.

Develop Budget

Description of Hardware/Software/Service	Qty	Price	Ext'd
			\$0
			\$0
			\$0
			\$0
		Total	\$0

Evaluation Criteria

Successful system installation if possible and cost effectiveness.

Section 3 – Staff Development Summary

One of the components of our Annual Professional Performance Review (APPR) is designed to evaluate teachers on their use of technology in teaching/learning activities. Specifically, in accordance with our APPR, all teachers are evaluated on how “Students use a variety of technology tools and applications to gather information and present a product as appropriate in projects, research activities and reports.” Further, our Professional Development Plan (PDP) requires our teachers to set annual goals aligned with growth activities which can be focused on technology training for those teachers who do not use technology in the classroom extensively, as well as to keep teachers whose programs pivot on the use of technology at industry level or above.

Many of our teachers use technology extensively in a program support fashion and several of our programs are entirely technology based. However, the reluctance some of our faculty and staff members to use technology in an assistive manner is gradually being overcome as users become accustomed to the system by the daily use of attendance, grading, report card, e-mail, and electronic white board via our LAN and, eventually, interactive web portal based software on a daily basis. Initially computers and related technology in the classroom in some cases will be used largely for record keeping and communication but several factors will cause the computer to become more widely used.

These factors include:

- ◆ most current programs are exceptionally user friendly
- ◆ the discovery that computers can make otherwise difficult tasks simple to perform
- ◆ users with limited computer skills and some basic training can produce professional looking documents and presentations
- ◆ the ability to disaggregate data, perform item analysis on standardized and teacher crafted tests, and analyze data in the problem solving and decision making process
- ◆ the nearly limitless educationally appropriate Learning Standard based resources available with Internet access as well as on DVD and CD ROM.
- ◆ learning based age and grade level appropriate computer games are excellent ice breakers as well as skill builders.

Currently we have a comprehensive plan for the integration of technology into classroom with an annual evaluative plan already in place. However the plan for implementation of the software program is for administrative purposes for the 2002-2003 school year with an additional 3 to 5 years for full implementation of the entire web based system which will be used or available for the use of all school personnel, all students within the system, all parents and custodial caretakers of our students, as well as any public at large who have Internet access.

During the 2002-2003 school year, District administrators and teachers were trained in the use of our new administrative software for the purposes of maintaining school records as well as individual student grades and attendance. This software works integrally with the school website product and teachers will need training in the use of the website product as well as continued support and training on the administrative software. Training in the use of administrative software during the 2003-2004 and 2004-2005 school years is

critical to the implementation of this component of the Professional Development Plan. In-service training events are planned through the course of the 2003-2004 school year and will be scheduled in subsequent years during our monthly early release days, as part of faculty meetings, teacher planning periods, and after school sessions as necessary to advance the implementation of the school website, and record keeping software. Additional training opportunities will be offered in the use of other software products, use of the Internet, and using technology as an instructional tool.

Currently the education and support for technology in the District is the responsibility of principal, superintendent, and the technology coordinator. The addition of a staff person in the position of Educational Technology Specialist will enable the District to provide students with classes on current software applications, use of the Internet for research, source documentation, presentations, and the like. However, the intention of the District is to promote the development of technological skills in students and teaching staff in order to expand the use of technology in the classroom. The establishment of this position is the next step in enabling our staff to develop technological skills, subsequently enabling them to facilitate the development of these skills with their students.

Additionally, the District participates in NY Talks sponsored by the Magellan Foundation, and the New York State Association for Computers and Technology in Education (NYSCATE) to provide professional development opportunities for teachers and administrators enabling them to stay current with new technology and instructional techniques and to provide opportunities for personnel to network with their peers.

Section 4 – Assessment of Telecommunication Services, Hardware and Software Summary **Summary of Existing Technology Infrastructure**

South Kortright Central School currently has 168 computers in operation, of these all are networked. The network in place is currently a mix of 10/100 and 10/base t equipment, it is connected to the Internet and WAN by a 1.54mb/s ATM circuit. A RAD ATM edge device is serving as a router between the WAN and the LAN. A Sonicwall Pro 100 appliance is used between the router and LAN as an internet content filter for all users. This network has 10/100mb switches, 10mb hubs, 10/100 hubs and workstations in a typical Ethernet star topology.

There are 2 separate domains in place, one administrative domain, and a staff/student use domain. In the administrative section of the network there is one server, providing DHCP network addressing for the entire local area network and is used to support InfoMatics financial software

In the Student domain there are 3 servers. One of these servers is used as the Mandarin library system server, network print server, and is a Secondary Domain Controller for the student domain. Another, the Primary Domain Controller is also used for student/staff file serving and antivirus definition distribution. The other server is a member server and houses the Student Management System comprised of Rediker Administrator's Plus-Odyssey and Jackson Gradequick. These two pieces also tie into the web based EDLINE software to connect the district to parents.

The network is a mix of Windows XP, 2000, NT4.0 and Windows 9x clients. All of the workstations can make use of the file servers, network printers, and the internet connection.

Available for student use are network laser printers (1 color), color inkjet printers, color flatbed scanners, digital cameras, and a several CD-RW drives. Zip drives are also widely available throughout the building.

The school district is currently using a commercial website host for staff email and school website services.

Categorization of Existing Computer Hardware

Category	Description	Qty
1	2Ghz and above Computers	31
2	1Ghz and above but less than 2Ghz Computers	48
3	500Mhz and above but less than 1Ghz Computers	32
4	300Mhz and above but less than 500Mhz Computers	29
5	Below 300 mhz Computers	27
	Total	167

Categorization of Existing Support Equipment

Category	Description	Qty
Network	10/100mb 16ports or more, network hub/switches	5
Network	10mb 16ports or more, network hubs/switches	4
Network	Small Classroom network hubs/switches	11
Printing	Network Large Copier/Printer	2
Printing	Network Black Only Laserjet	5
Printing	Network Color Laserjet	1
Printing	Color Inkjet Printer	34
Printing	Black Only Laserjet	3
Printing	Dot Matrix Printer	2
Plotting	Network Mechanical Plotter	2

Section 6 – Evaluation of Success Summary

Goal #	Goal Description	Review Time
1	<i>Improve Communications Among Administration, Staff, Students, And Parents</i>	Annually
2	<i>Improve Communications Concerning Classroom Activities, Expectations, and Grades Between Teachers and Parents</i>	Annually
3	<i>Assist Students and Teaching Staff in the Development of Skills Which Expand the Use of Technology in the Classroom</i>	Annually
4	<i>Expand the Electronic Library Access to Classrooms</i>	One Year
5	<i>Evaluate and Update School Computers, Hardware, and Software</i>	Annually
6	<i>Individualized Secure Redundant Data Storage</i>	Annually
7	<i>Update the Instructional Network</i>	Annually
8	<i>Investigate the Feasibility of Load Balancing Redundant Internet Access</i>	Annually
9		
10		
11		
12		

**Appendix B – Physical Inventory/Equipment Categorization
Categorization of Existing Computer Hardware**

Category	Description	Qty
1	2Ghz and above Computers	31
2	1Ghz and above but less than 2Ghz Computers	48
3	500Mhz and above but less than 1Ghz Computers	32
4	300Mhz and above but less than 500Mhz Computers	29
5	Below 300 mhz Computers	27
	Total	167

Categorization of Existing Support Equipment

Category	Description	Qty
Network	10/100mb 16ports or more, network hub/switches	5
Network	10mb 16ports or more, network hubs/switches	4
Network	Small Classroom network hubs/switches	11
Printing	Network Large Copier/Printer	2
Printing	Network Black Only Laserjet	5
Printing	Network Color Laserjet	1
Printing	Color Inkjet Printer	34
Printing	Black Only Laserjet	3
Printing	Dot Matrix Printer	2
Plotting	Network Mechanical Plotter	2

ANOTHER WAY TO VIEW ROOT CAUSE

*School District: South Kortright Central School
BEDS Code: 121702040000*

Today's problems are yesterday's solutions.
Peter Senge

Problem identification and analyses help us think through the big picture and locate the root causes of problems. Steps in solving problems, using our multiple measures of data as described by Victoria Bernhardt, are shown below:

1. Identify the problem -- Identify and analyze symptoms
2. Describe hunches and hypotheses -- break up observations about data; hypothesis
3. Determine questions you need to ask to find out if the hunches and hypotheses are fact or fiction
4. Analyze multiple measures of data -- Identify root causes
5. Analyze the political realities
6. Develop an action plan for solving the problem
7. Implement the action plan
8. Evaluate the implementation
9. Improve the process

Defining the Problem:

Standards Priority Area:
E.g., Elementary ELA.
Description of Problem:
E.g., Student scores on ELA 4 assessment resulted in 12% at Level 1, 40% at Level 2, and 48% at Level 3.
Objective:
E.g., To improve student performance so that by 2003 we have 2% at Level 1 and 10% at Level 2.
What are the symptoms (outward, observable evidence) of the Problem?

Hunches and Hypotheses to Get to Root Cause:

PRIORITY AREA:			
Observation/Possible Cause	Questions about that Observation	Possible Data to Support	Is this a Condition or a Problem?

What are Your "Ah-Hahs" from Your Analysis of the Data:

What are the Root Causes