

Work Session Minutes: Narrative

*Agendas must be posted one week in advance.
Minutes must be available within one week.*

Location:	Date:	Time:
<i>Multi-Media Center</i>	<i>January 13th, 2009</i>	<i>5:00 p.m. – 7:30 p.m.</i>

Team:	Facilitator(s):	Minute Taker:
<i>Core Team</i>	<i>Penny Ciaburri</i>	<i>Judith Christiansen</i>

Present:	<p>Chava Angell, Joyce Arms, Amanda Bartsch, Gena Benedict, Jim Benesh, Diane Berman, Julie Bernard, Megan Blitz, Michael Bostwick, Bobbi Brock, Alan Brown, Mike Buck, Judith Buckley, Shelly Cadek, Mary Cosgrove, Judy Christiansen, Nicole Dauchy, Melissa Devitt, Karen Donahue, Sharone Dupree, Maureen Ferrell, Gerald Furnkranz, Jay Hillman, Mary Anne Holleran, Richard Hudock, Collen Ignaszewski, Deb Jay, Anne Jernigan, David Kartzman, Rudy Kurnianwan, Alice Learn, John Lively, Brian Lynch, Terry Mallow, Cynthia Massey, Jacquie Morely, Susan Pelkey, Courtney Perez, Tim Reidy, Judy Rowe, Damian Saks, Liz Scaptura, Patti Sotero, Mike Stuart, Alicia Stryker, Gerald Tompkins, Sandy Willimas, Jean Yorio</p> <p>Visitors: Judy L. Tompkins, Teresa Pedicone, Bill Carney</p>
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Agenda Items / Discussion
<p>1. Welcome/Overview – Penny Ciaburri reviewed the agenda for the meeting. Superintendent Ralph Marino was present to thank the group for its hard work so far. He indicated that he was carefully watching the progress of the Core Team and had been discussing the work to date in his staff and community roundtable discussions. Visitors were welcomed.</p>
<p>2. Your Questions – The tables discussed key questions that they had after reviewing the student achievement data.</p> <p>#1: Is home schooling tracked? Answer: (Bill Carney) Yes, by Student Services.</p> <p>#2: Why is there increased enrollment from the Intermediate School to the Middle School? Answer: (Jay Hillman) Usually students attending private elementary schools join the Public Schools at 7th grade.</p> <p>#3: Do we have demographics about the schools in the BOCES that are excelling, i.e. wealth ratio, class size, etc. Answer: (Patti Sotero) We have spoken with some of the Elementary Schools that are excelling. One difference is that the smaller schools have one elementary school and it seems to be easier for those schools to align curriculum.</p>

#4: What other schools do we compare ourselves with? What is the definition of a Blue Ribbon school? How do teachers get the test results?

Answer: (Penny Ciaburri) A Blue Ribbon School is a high performing school – in the top 10% as measured by State tests in reading and math. She invited the group to Google “Blue Ribbon” for additional criteria. (Bill Carney) – Test results are provided to building administrators across the District. The data is reviewed at each grade level and department. Site based teams review data specific to the building. Generally, the “big picture” scores, not individual skill level scores, are shared with the site teams. But, we have the capability of tracking a specific cohort or student to see the progress.

#5: Will this data be published?

Answer: It is currently on the District’s web site.

#6: Curriculum mapping is a recent initiative of the District. It will provide a more cohesive, District-wide curriculum.

#7: On the VADR report, the High School jumped from 5% to 16%; the Intermediate School dropped significantly. What is the definition of a reportable incident?

Answer: (Karen Donahue, Bill Carney and Bobbi Brock) Any suspension, either in or out of school must be reported. Regarding the High School jump: One year in the High School, there was no In-School Suspension; the next year, the building instituted an In-School Suspension program. Thus, the figures were elevated. Bill Carney reported that there are few incidents at the Elementary buildings because students generally are not suspended from school at that grade level. Additionally, Horseheads adheres to the letter of the regulations in its reporting. Bobbi Brock indicated that many of the reportable incidents are from bus suspensions.

#8: Center Street has a higher rate of free and reduced lunch. Are resources allocated differently because of this? What is the criteria for free and reduced lunch?

Answer: Fewer High School Students apply or are qualified for free and reduced lunch. The District does encourage parents to apply. Title I (Federal) funds are generated in part by the number of free and reduced lunch participants.

#9: On the Regents exams, many students are passing, but the Mastery level is not as high.

#10: Is there any correlation between High School Regents and State tests scores and SAT scores?

Answer: (Bill Carney and Karen Donahue) Regents are New York State benchmarks; SATs and ACTs are nationally run. Thus, there are two sets of standards. If you look at pages 90 and 91 of the student data, Horseheads students are higher than average on the SAT scores.

3. Distribution of Community Engagement Survey (CES) -

Penny provided an overview only. The CES was distributed to members of the Core Team.

4. Demographic and Facilities Studies –

Warren Glimpse and Paul Seversky. Warren Glimpse presented the demographic software, “Community Viewer” that the District and Task Forces will be using for planning purposes. It is able to show patterns of attendance, attendance zones, tax parcels and other key pieces of information. The software may be used for discussions on facilities, early childhood education, District boundaries, etc. Dr. Seversky passed out the School Buildings Pupil Capacity Study, wherein every space in the District is inventoried and documented. In his presentation, he pointed out a number of key points: 1) page 63 – “Defining the educational program is the first priority of the school board, district leadership and faculty....Planning for a facility project is first a curriculum visioning/improvement endeavor before it is a ‘brick and mortar’ designing/construction endeavor.” 2) The results of the study are found on pages 16 and 17,

wherein the current K-12 enrollment vs. Classroom capacities are compared. Dr. Seversky stressed that facilities are diverse and ample. No spaces are significantly undersized or oversized. This demonstrates good planning. 3) Recommendations are found on page 25 of the student. Dr. Seversky recommends a 10% unallocated pupil capacity in each building. Currently, the District is close to functional operating capacity. 4) Possible next steps are found on page 26 of the study.

Questions/Comments from Core Team: Melissa Devitt and Mike Bostwick expressed surprise that there was actually unallocated space. From an “internal” perspective, the buildings seem cramped and there is not much excess space. Dr. Seversky responded that there is always a balance between class size and weighing the public interest. Dr. Seversky then presented Phase 1 of the Demographic/Enrollment Projection Study. Dr. Seversky noted that there is nothing in the study regarding new housing projects. He anticipates that this information will come in about six months. Page 7 of the study presents the low, middle and high projections for the next ten years.

5. Closure –

Penny Ciaburri reviewed the Action Items:

1. Core Team Members have been asked to review the Community Engagement Survey (CES), District Performance Scan (DPS), Student Performance Data, School Building Study and Demographic Enrollment Projection Study and continue to prepare their comments and questions.
2. Core Team Members should review the PLC Associates, Inc. Power Point reviewed at the session. The Core Team will be making recommendations for Task Forces at the upcoming February session.