

WAYNE CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION MEETING AGENDA



DATE: September 24, 2003
TIME: 6:30 p.m.
PLACE: District Office Board Room

- 6:30 Call to Order /Pledge of Allegiance
- 6:30 Executive Session
- 7:30 Approval of Agenda/Approval of [MINUTES](#) Att. 1
- 7:35 Public Comment
- 7:40 Board Member Comments
- 7:45 Board President's Comments
- 7:50 Action Item Report
- 7:55 Superintendent's Report
- 1. Annual Report Att. 2
 - 2. 2003-2004 Goals Att. 3
 - 3. Student Questions
- 8:45 Items for Board Action:
- 1. Approve [CSE](#)/CPSE Annual Reviews (Freewill) Att. 4
- 8:50 Public Comment/Board Comments
- 8:55 Adjournment

Next Meeting: October 8, 2003 7:30 p.m. Ontario Primary School

District Mission Statement

Based on the belief that all students can learn, the staff of the Wayne Central School District accepts the responsibility to teach all students, regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child, physically, socially, emotionally, and culturally.

WAYNE CENTRAL SCHOOL DISTRICT
Ontario Center, New York 14520

BOARD OF EDUCATION MINUTES**UNOFFICIAL UNTIL APPROVED**

DATE: Wednesday, September 10, 2003
TYPE: Regular Business Meeting
 Office

TIME: 7:15 p.m.
PLACE: District

PRESENT: Trustees Brunner (arrived @ 7:44 p.m.), Diller, Griswold, Johnson, Lyke, Ratcliffe (arrived @ 7:35 p.m.), Robusto, Triou, Wyse; District Clerk Switzer; Administrators Havens, Armitage, Armocida, Siracuse, Saxby, Woodard, Atseff, Spring, Callahan, Blankenberg

GUESTS: Visitor's Roster filed in clerk's agenda file, this meeting

I. CALL TO ORDER: 7:15 p.m. by Richard A. Johnson, School Board President

II. EXECUTIVE SESSION (Personnel)

Mr. Wyse offered a **MOTION** to adjourn the meeting, at 7:16 p.m., for an executive session on personnel matters pertaining to specific personnel. 7 Ayes, 0 Nays, 2 Absent (Mrs. Brunner, Mr. Ratcliffe), Carried.

III. RECONVENE: 7:34 p.m.

(Mr. Ratcliffe entered the meeting @ 7:35 p.m.)

IV. PLEDGE OF ALLEGIANCE

V. APPROVAL OF AGENDA & MINUTES (August 27, 2003)

Mr. Wyse offered a **MOTION** to approve the agenda for this evening's meeting and the minutes of the meeting of August 27, 2003, both as presented. 8 Ayes, 0 Nays, 1 Absent (Mrs. Brunner), Carried.

A. VI. PUBLIC COMMENT

Mr. Johnson stated that public comment is some of the most valuable time spent by trustees who appreciate input from speakers. While immediate responses are not always possible, follow-up will occur if needed. He asked speakers to confine their remarks to five (5) minutes. Persons wishing to speak should first be recognized by the school board president, then identify themselves, any organization they may be representing at the meeting, and the agenda topic.

A. Mrs. Julie Packard, 3531 View Pointe Drive, Macedon, addressed the Board of Education about a letter she had previously sent to the school board and the superintendent of schools about a staff member and student success. Mr. Havens stated that the school board has reviewed the letter and he is reviewing the matter; he will follow-up with Mrs. Packard on the matter.

VII. BOARD MEMBER COMMENTS

A. Mr. Triou extended **compliments** to the Freewill Elementary Parents' Group and the staff at Freewill Elementary School for their successful "Back to School Bash" and

ice cream social last evening. He and his family enjoyed the event and the chance to meet his daughter's teachers.

- B. Mr. Griswold extended **congratulations** to athletes, coaches and others involved on the victory by the football team at their first contest last Friday evening.
- C. Mr. Robusto shared in extending **congratulations** to the football team and coaches on their opening season victory.

VIII. BOARD PRESIDENT'S COMMENTS

- A. Mr. Johnson stated he has missed the season opener for the football season only three times in 10 years and shared in **congratulating** the team; he was disappointed he was unable to attend the event last week.
- B. Mr. Johnson extended **thanks** to the Freewill Elementary Parents' Group for their invitation to him to assist as a volunteer in the ice cream social at their "Welcome Back Bash" last evening. He also extended compliments to the parents' group and school staff on the successful event.
- C. Mr. Johnson extended **welcome** to all staff members as the new school year begins and extended **congratulations** to the volleyball team for their win this evening.

IX. REPORT ON ACTION ITEMS BY THE SUPERINTENDENT OF SCHOOLS

- A. Mr. Havens stated he is working with staff on a **pending issues** (e.g. transportation, parent matters) and will advise the Board of Education when those matters are resolved..

(Mrs. Brunner entered the meeting @ 7:44 p.m.)

X. REPORTS OF THE SUPERINTENDENT OF SCHOOLS

OPENING OF SCHOOL • September 3, 2003

Mr. Havens reported that staff and students returned on September 3rd for a **successful start of the 2003-2004 school year**. The new block scheduling is underway at the high school and school-owned locks are now included on student lockers at that school as a part of the safe schools' legislation and philosophy.

Mr. Havens noted he was also pleased to serve as a volunteer at the ice cream social portion of the "Back to School Bash" at Freewill Elementary School and **congratulated** parent volunteers and school staff members for their efforts. He added that over 700 students and family members attended the event.

Mr. Havens reviewed **student enrollment levels** for the opening week of school. He noted that district-wide enrollments are within 2% projections and thanked Mr. Switzer for his annual efforts in forecasting that data. Final data will follow based when daily adjustments are completed at the end of September.

Mr. Havens **predicted staffing increases** at the high school for next year to meet Regents diplomas requirements and student enrollment levels.

Mr. Griswold asked if the Trooper Ryan, ***the school resource officer***, had started his duties on opening day. Mr. Havens stated that he did and was beginning to meet students and staff as well as assist in law enforcement matters at school. Mr. Havens plans to present an update on the school resource officer program at the December, 2003 school board meeting.

Mr. Griswold asked what reactions students have had to Trooper Ryan; Mrs. Armitage, assistant principal, noted that students have extended him a warm welcome and have an opportunity to meet him during lunch periods.

UPDATE ON RE-SCORING OF JUNE 2003 MATH "A" REGENTS EXAMS

Mr. Havens asked Mr. Spring, assistant superintendent for instruction, to provide an update on the ***re-scoring of the June, 2003 Math A Regents exam***.

Mr. Spring noted that 51% of students earned passing grades based on the revised scoring scales from the NYS Education Department. Many of those students had earned a passing grade for the course despite their failing grade on the exam. When considering students who took the Math A Regents exam in January and June of 2003, the re-scoring places the district's passing rate at appx. 67% for the 2002-2003 school year.

Mrs. Lyke asked about the re-scoring process; Mr. Spring outlined how the state conversion scale worked. He added that students have received notice of their revised exam scores after the conversion scale was applied and amendments to student transcripts have occurred to reflect the revised scores, as needed.

Mr. Havens noted that the state conversion scale did not reflect a change in answers to exam questions; it was based on a correlation of the passing rates of students on the exam this year and in prior years.

Mr. Griswold asked if statewide achievement levels were available based on the conversion scale; Mr. Havens stated that information is not yet available.

UPDATE ON TEACHER CENTER GRANT

Mr. Havens asked Mr. Spring to present an updated on planning for the **teacher resource center**. Mr. Spring introduced Mrs. Kathy Uerz, instructional technology trainer for the school district, who was selected by the teacher center policy board as the first chairperson of that group.

Mrs. Uerz noted that interviews for the center director are underway and reviewed a PowerPoint presentation that outlined plans for teacher training and resources through the center (copy of PowerPoint outline filed in clerk's agenda file, this meeting).

The initial focus of training will focus on inclusion of students with special needs into local classrooms. The resource center will also provide opportunities for teachers to view videotapes on new teaching strategies and work with resource people and other staff members as coaches and mentors for improving classroom instruction.

Staff members who assisted with the grant application and have agreed to serve on the policy board were recognized and thanked for their efforts. Business and collegiate representatives are also included as members of the policy board

Mr. Triou asked if staff members would have access to any of the **training resources** through the district's web page or other web-based locations. Mrs. Uerz stated that those approaches are planned as well as loan of CD-ROMS and use other video media and resources.

Mr. Ratcliffe asked if the regional teacher center based in Newark requires renewal each year and if there is any indication of a **multi-year commitment** for our teacher center given the large amount of effort devoted to preparing the grant and disappointment that would occur if funding is withdrawn in a future year through no fault of our own. Mrs. Uerz and Mr. Spring noted the process used for monitoring and annual funding for the 100 teacher resource centers throughout the state.

Mr. Griswold asked what the **response is among staff members** to the new resource center. Mrs. Uerz stated that the staff is very pleased to have the resources and training from the center available in the district rather than travel at the end of a workday to Newark or other locations. They are also excited about the potential for use of local staff members to share their expertise through the center. Mr. Griswold asked if the response is more evident among seasoned or new teachers; Mrs. Uerz stated that staff members overall are pleased with the new center.

Mr. Robusto asked if the **location of the new resource center** is determined yet. Mrs. Uerz stated that space in the library-media center at the high school is designated for the home base of the center with space in library-media centers and computer lab areas in each of the schools also available for training sessions.

Mr. Havens extended **thanks** to Mrs. Uerz and Mr. Spring for their efforts in preparing and organizing the grant for the new resource center and to Mrs. Uerz for serving as chairperson of the policy governing board; he noted her advancement as a district staff member from teacher aide and teacher assistant to technology trainer.

ACHEVEMENT ON ADVANCED PLACEMENT MATH EXAM

Mr. Havens extended **congratulations** to advanced placement calculus students, and their teacher, Mrs. Kathy Emison, on top scores on the AP exam.

XI. ITEMS FOR BOARD OF EDUCATION ACTION

ANNUAL REVIEWS • 2003-2004 & CURRENT PLACEMENT RECOMMENDATIONS

(Committee on Special Education & Committee on Pre-School Special Education)

Mr. Havens presented the annual reviews for 2003-2004 and current pupil placement recommendations of the Committees on Special Education and Pre-School Special Education for review and consideration by the Board of Education.

Mr. Wyse offered a **MOTION**, seconded by Mr. Griswold, to adopt the following **RESOLUTIONS** for pupil placements by the CSE/CPSE, **TO WIT:**

- (1) to approve the recommendation of annual reviews for 2003-2004 for pupil placements by the Committee on Special Education and Committee on Pre-School Special Education, **TO WIT:**

*COMMITTEE ON SPECIAL EDUCATION FOR ANNUAL REVIEW OF
RECOMMENDED SPECIAL PROGRAMS & SERVICES*

RESOLVED, that the Board of Education approves the recommendations of the Committees on Special Education and Committee on Pre-School Special Education for annual reviews for 2003-2004 and authorizes the Director of Student Services to arrange the recommended special programs and services.

(2) to approve the recommendation for CSE pupil placements,

**RESOLUTION TO APPROVE RECOMMENDATIONS OF THE
COMMITTEE ON SPECIAL EDUCATION AND
AUTHORIZE ARRANGEMENT OF RECOMMENDED
SPECIAL PROGRAMS & SERVICES**

RESOLVED, that the Board of Education approves the recommendations of the Committee on Special Education and authorizes the Director of Student Services to arrange the recommended special programs and services.

(3) to approve the recommendation for CPSE pupil placements:

**RESOLUTION TO APPROVE RECOMMENDATIONS OF THE
COMMITTEE ON PRE-SCHOOL SPECIAL EDUCATION AND
AUTHORIZE ARRANGEMENT OF RECOMMENDED
SPECIAL PROGRAMS & SERVICES**

RESOLVED, that the Board of Education approves the recommendations of the Committee on Pre-School Special Education and authorizes the Director of Student Services to arrange the recommended special programs and services.

On the question, the **RESOLUTIONS** were adopted by a vote of 9 Ayes, 0 Nays.

C. CONSENSUS AGENDA

- (1) Reports of the school district treasurer (A/O 7/31/03)
- (2) Approve Budget Transfers
- (3) Establish School Lunch Prices • 2003-2004

Mr. Havens presented the consensus agenda for review and consideration by the Board of Education.

Mr. Wyse offered a **MOTION** to approve the consensus agenda, as presented by the superintendent of schools, as follows:

- (1) Receive & file **reports of the school district treasurer** for the period ending July 31, 2003 (copies attached to these minutes in the minute book)
- (2) Approve **budget transfers** pursuant to Policy 6150 (copy attached to these minutes in the minute book)
- (3) Establish **school lunch prices** for 2003-2004 @ \$1.60 for students

Mr. Atseff stated that the proposed lunch price reflects no increase from 2003-2004. He believes that with some modifications in 2003-2004, the program will return to a profit.

On the question, the consensus agenda was approved by a vote of 9 Ayes, 0 Nays.

Mr. Johnson asked the pleasure of trustees the date for the workshop meeting on school finance and budgeting. Following discussion, a **special meeting** for was set for Wednesday, October 29th, at 6:00 p.m. at the district office.

XII. POLICY ITEMS

*Second Reading • Updated Policy Handbook
Revisions to Code of Conduct • Academic Standards*

On behalf of the policy committee, Mr. Triou presented the updated policy handbook for second and final reading and review by the Board of Education. He noted that this review also includes a copy of revisions to the academic standards portion of the *Code of Conduct* and meets the requirement for public review of it.

Mr. Triou offered a **MOTION** to approve second and final reading of the update policy handbook, including annual public review of the Code of Conduct, as presented by the policy committee. 9 Ayes, 0 Nays, Carried.

Mr. Triou noted that the policy handbook is a “living document.” and invited trustees to contact committee members with suggestions or questions as they may arise.

Mr. Triou noted that the next meeting of the policy committee is Thursday, September 11, 2003 @ 4 p.m. at the district office.

XII. ADDITIONAL PUBLIC COMMENT - None

XIV. ADDITIONAL BOARD MEMBER COMMENTS

A. Mr. Griswold extended **thanks** to Mr. Triou and the policy committee for their diligent work on review and update of the policy handbook.

B. Mr. Wyse, trustee liaison, reported on a very productive meeting today on the **2002 Capital Facilities Project** and **complimented** Mr. Atseff on his proposals that have resulted in an increase in the number of parking spaces in the expanded bus loop and parking area at the south end of the high school.

He added that the review process by the NYS Education Department is projected to require 22 weeks or less and noted that the next construction-planning meeting is set for September 26th.

C. Mr. Robusto noted that he has attended several of the **construction-planning** meeting as alternate trustee liaison and is impressed with the care and concern for staff, students and fiscal accountability that Mr. Havens and Mr. Atseff exhibit at those sessions.

D. Mr. Griswold noted **thanked** the middle school for sharing the pens distributed this fall with members of the Board of Education.

XV. ADJOURNMENT

Mr. Triou offered a **MOTION** to adjourn the meeting at 8:25 p.m. 9 Ayes, 0 Nays, Carried. .

Respectfully submitted,

JAMES E. SWITZER
School District Clerk

APPROVAL OF MINUTES

The foregoing minutes of the Board of Education were submitted for review & (approved as presented)(corrected as noted) at the meeting of

September 24, 2003

School District Clerk

JES/jes:wp

Wayne Central School

Annual Report

2002-2003

September 15, 2003

ANNUAL ASSESSMENT
REPORT
2002-2003

Table of Contents

Board of Education/Administrative Staff Listing.....	3
I. Executive Summary.....	4
II. Grade K-4 ELA.....	5
III. Grade K-4 Math.....	6
IV. Grade K-4 Science.....	7
V. Grade 5-8 ELA.....	8
VI. Grade 5-8 Math.....	9
VII. Regents Biology –Grade 8.....	10
VIII. Foreign Language Regents.....	11
IX. Math A Regents.....	13
X. Course III math Regents.....	14
XI. Earth Science Regents.....	15
XII. Biology Regents.....	16
XIII. Chemistry Regents.....	17
XIV. Physics Regents.....	18
XV. Global Studies Regents.....	19
XVI. U.S. History Regents.....	20
XVII. English Regents.....	21
XVIII. Going to College Rate.....	22

Wayne Central School

Annual Report 2002-2003

Board Of Education

**Richard Johnson - President
Tim Ratcliffe – Vice President
Jacqueline Brunner
Jo-Onna Diller
Scott Griswold
Joyce Lyke
Frank Robusto
John Triou
Mark Wyse**

Administration

**Michael Havens – Superintendent
Laurence Spring – Assistant Superintendent for Instruction
Gregory Atseff – Assistant Superintendent for Business
Sandy Woodard – Director of Student Services
Mark Callahan – Director of Human Resources
Lory Morrin - High School Principal
Holly Armitage – High School Assistant Principal
Jeff Pirozzolo – High School Assistant Principal
Marc Blankenberg – Athletic Director
Robert Armocida – Middle School Principal
Christopher Shaffer – Middle School Assistant Principal
Joseph Siracuse - Ontario Elementary Principal
Kim Saxby – Freewill Elementary Principal
Robert LaRuche – Ontario Primary Principal**

Donald Davis – Director of Facilities
Nique Wilson – Director of Food Service
Fred Prince – Director of Transportation
Kathleen Green – Director of Technology

Executive Summary
2002-2003 Assessment Results

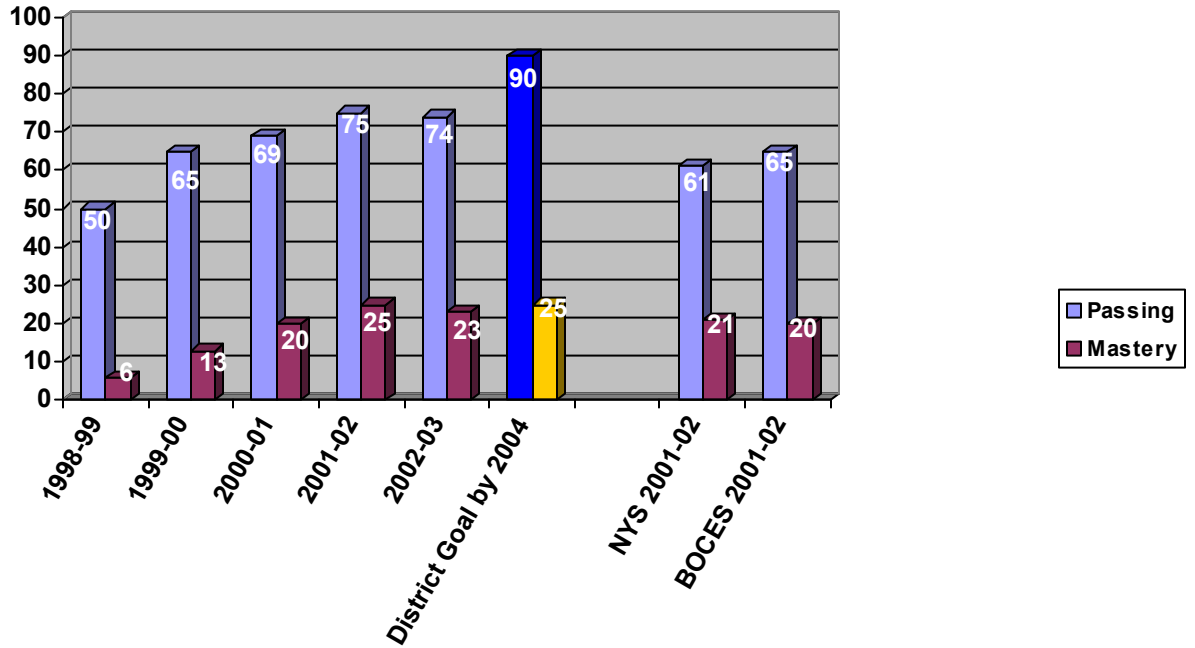
The chart below shows the Wayne Central School District's results on the New York State Assessments, including grade 4 ELA and Math, Grade 8 ELA and Math, and High School Regents.

2002-2003 State Testing Results

SUBJECT	%PASSING	% PASSING WITH DISTINCTION
<i>Grade K-4 ELA</i>	74	23
<i>Grade 5-8 ELA</i>	57	14
<i>High School ELA</i>	76	24
<i>Grade K-4 Math</i>	86	30
<i>Grade 5—8 Math</i>	69	9
<i>Math A</i>	67	7
<i>Course III</i>	88	40
<i>Biology Middle School</i>	100	69
<i>Earth Science</i>	83	27
<i>Biology</i>	86	13
<i>Chemistry</i>	72	7
<i>Physics</i>	46	12

<i>Foreign Language</i>	96	54
<i>Global Studies</i>	88	31
<i>U.S. History</i>	93	35

Grade K-4 ELA



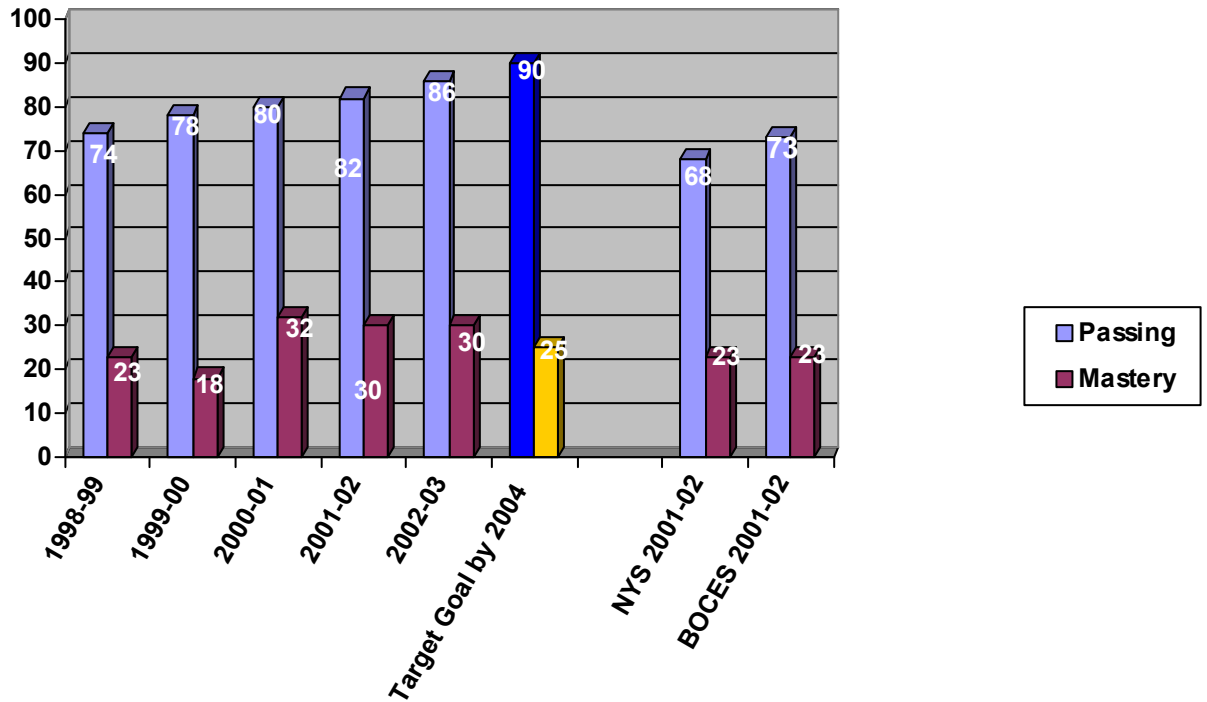
Grade K-4 English Language Arts

<i>Performance Level</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 (Mastery)</i>	<i>Passing (levels 3&4)</i>
1998-99	8%	42%	44%	6%	50%
1999-2000	2%	33%	52%	13%	65%
2000-2001	5%	26%	49%	20%	69%
2001-2002	1%	24%	50%	25%	75%
2002-2003	2%	24%	51%	23%	74%
NYS (2001-2002)	8%	30%	41%	21%	61%
WFL BOCES (2001-2002)	5%	30%	45%	20%	65%

Comments:

Wayne Central K-4 ELA performance ended four years of continuous improvement with a slight decline this year. While these rates are still above recent state and BOCES comparisons, the results are disappointing given the amount of resources and staff effort devoted to ELA this year. The results are being studied and targeted instruction will be used to improve the results for 2003-04. K-3 teachers will also complete the New York State Reading Academy during the 2003-04 school year.

III. Grade K-4 Math



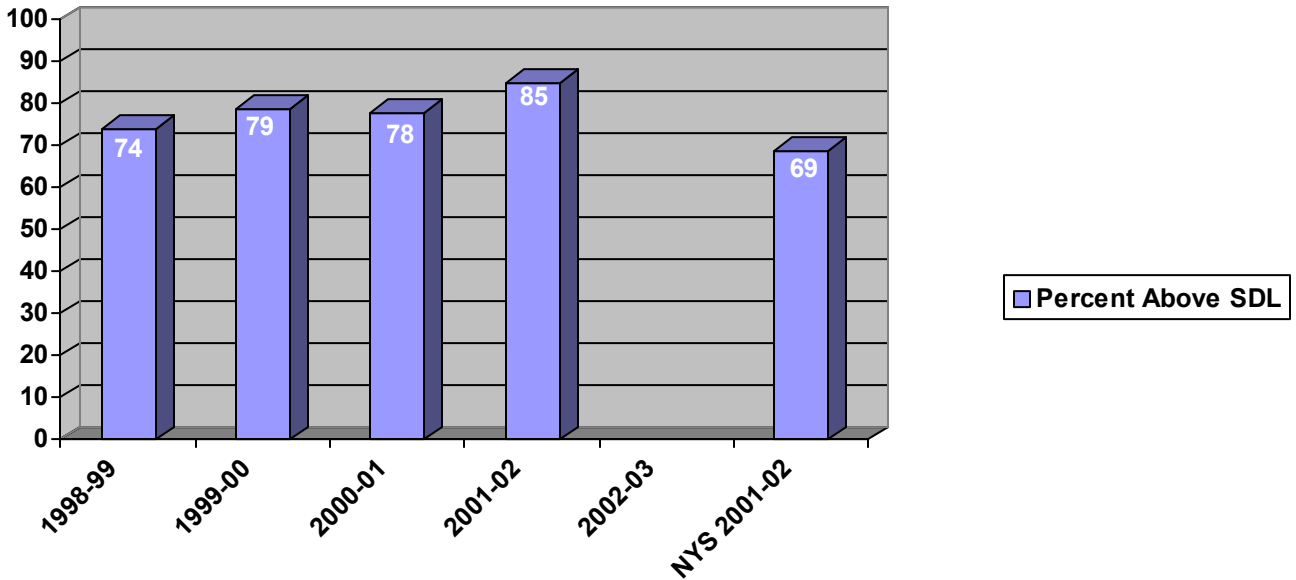
<i>Performance Level</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>Passing (levels 3&4)</i>
1998-1999	7%	19%	51%	23%	74%
1999-2000	2%	20%	60%	18%	78%
2000-2001	0%	20%	48%	32%	80%
2001-2002	2%	16%	52%	30%	82%
2002-2003	2%	12%	56%	30%	86%
NYS (2001-2002)	7%	25%	45%	23%	68%
WFL BOCES (2001-2002)	3%	24%	50%	23%	73%

Comments:

Wayne Central K-4 math results have continued 5 years of steady growth. The most recent results exceed our mastery goal of 25% and are within 4 percentage points of meeting the passing rate goal of 90%. For the third year in a row the mastery rates have exceeded the district goal. These results are also significantly

above recent results for BOCES and New York State. This is an area in which the district can be quite pleased.

IV. Grade K- 4 Science

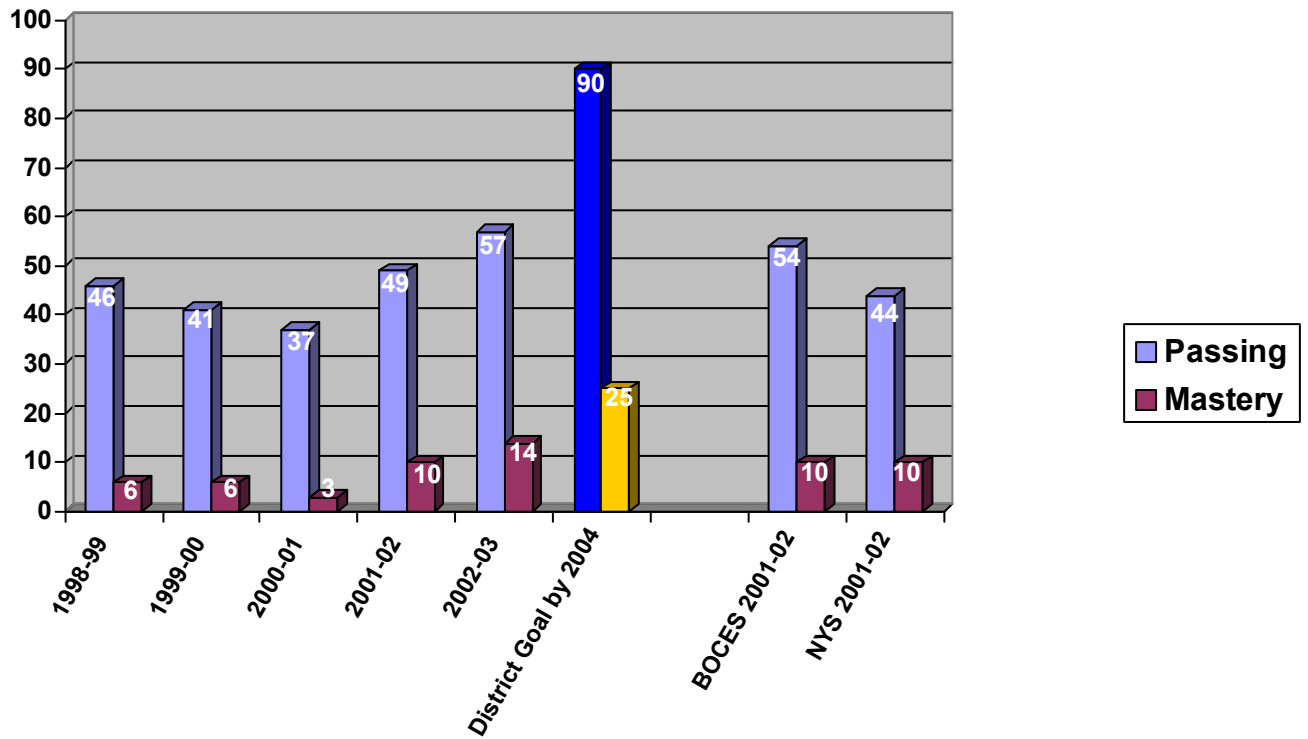


<i>State Designated Level (SDL)</i>	<i>Percent Above SDL</i>
1998-1999	74
1999-2000	79
2000-2001	78
2001-2002	85
2002-2003	Not yet available
NYS 2001-2002	69

Comments:

The 2002-2003 data will not be available until October 2003 and so we are always looking at year old data. Last year's results were the best ever and well above the New York State average.

V. Grade 5-8 English Language Arts

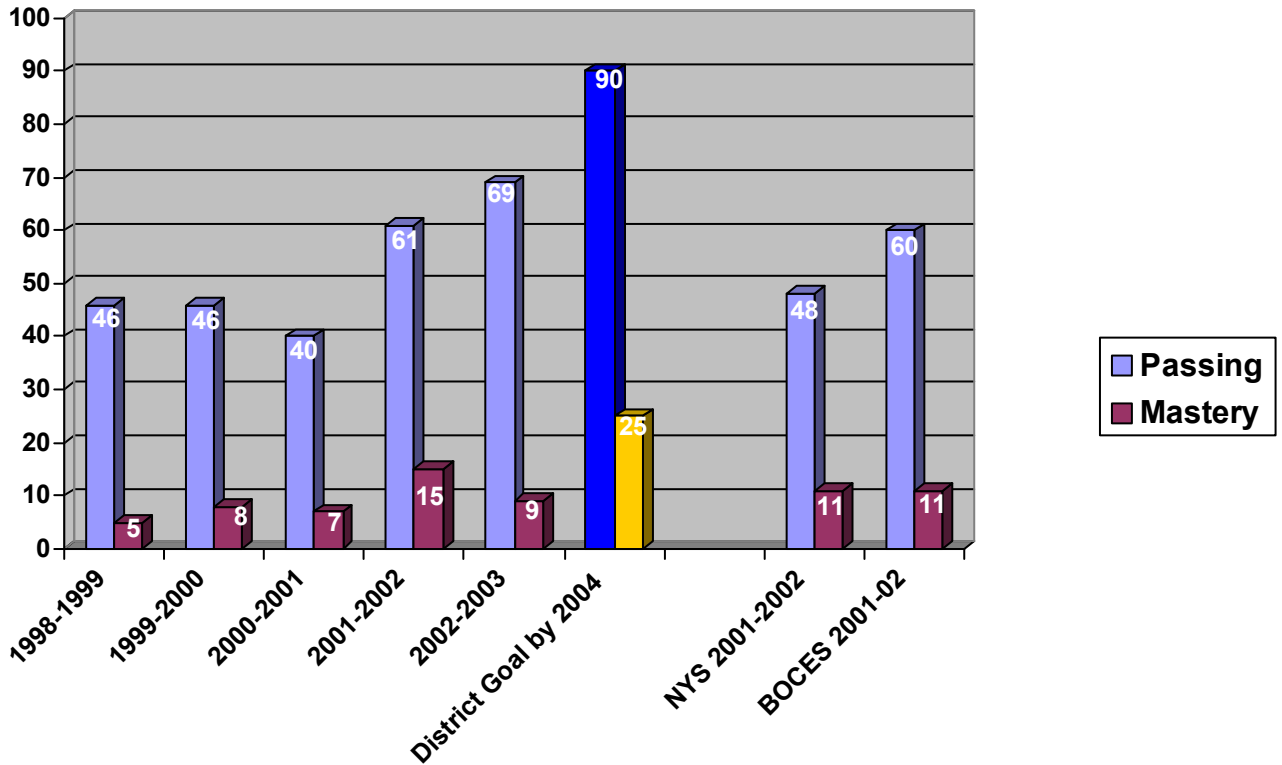


<i>Performance Level</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i> <i>(mastery)</i>	<i>Passing</i> <i>(levels 3&4)</i>
<i>1998-1999</i>	12%	42%	40%	6%	46%
<i>1999-2000</i>	4%	54%	36%	6%	41%
<i>2000-2001</i>	7%	55%	35%	3%	37%
<i>2001-2002</i>	4%	48%	38%	10%	48%
<i>2002-2003</i>	8%	35%	43%	14%	57%
<i>NYS 2001-2002</i>	7%	49%	34%	10%	44%
<i>WFL BOCES 2001-2002</i>	4%	45%	41%	10%	51%

Comments:

The 5-8 ELA passing results showed excellent growth this year, increasing 8 percentage points. This continues a three year trend of increased scores. The mastery rate also continued to increase, moving from 10% to 14%. While the scores have a considerable distance to go in order to meet the 2004 goal of 90% this steady growth represents great progress. The results were also above recent average scores for New York State and BOCES.

VI. Grade 5-8 Math

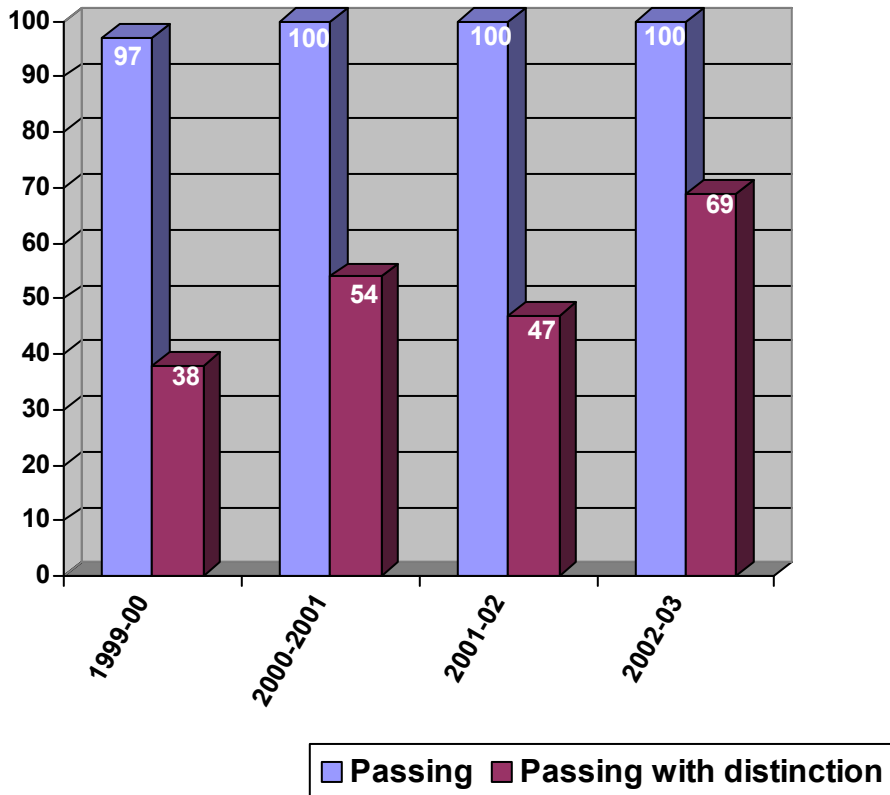


<i>Performance Level</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i> <i>(mastery)</i>	<i>Passing</i> <i>(levels 3&4)</i>
<i>1998-1999</i>	18%	36%	41%	5%	46%
<i>1999-2000</i>	17%	37%	38%	8%	46%
<i>2000-2001</i>	15%	45%	33%	7%	40%
<i>2001-2002</i>	5%	34%	46%	15%	61%
<i>2002-2003</i>	7%	23%	61%	9%	70%
<i>NYS 2001-2002</i>	20%	33%	36%	11%	47%
<i>WFL BOCES 2001--2002</i>	9%	31%	49%	11%	60%

Comments:

Results for 2002-03 continue a three year trend of improved passing rates. In two years the passing rate has improved 29 percentage points. This is an excellent achievement over a short period of time. The mastery rate declined to 9%. Our mastery rate is lower than New York State and BOCES averages, while the passing rate is higher.

VII. Regents Biology -Grade 8



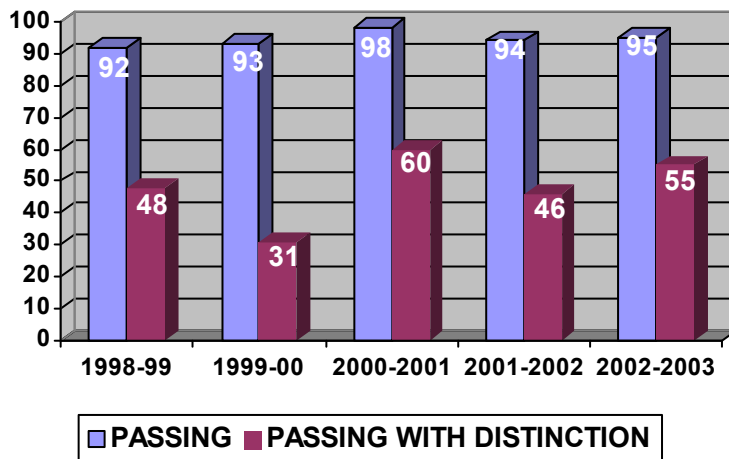
<i>Year</i>	<i>Students Taking Exam</i>	<i>Passing</i>	<i>Passing with distinction</i>
1999-2000	32	31 (97%)	12 (38%)
2000-2001	37	37 (100%)	20 (54%)
2001-2002	34	34 (100%)	16 (47%)
2002-2003	35	35 (100%)	24 (69%)

Comments:

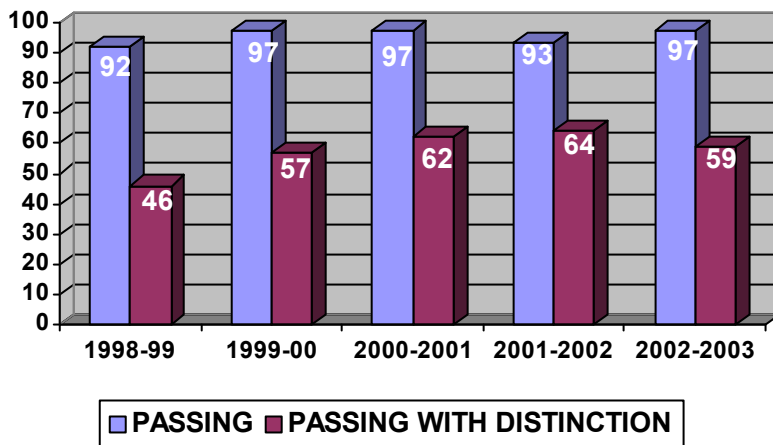
For the third year in a row every student who took the biology test passed it. This year 69% of the students achieved mastery. This is the highest percentage in recent history.

VIII. Foreign Language Regents

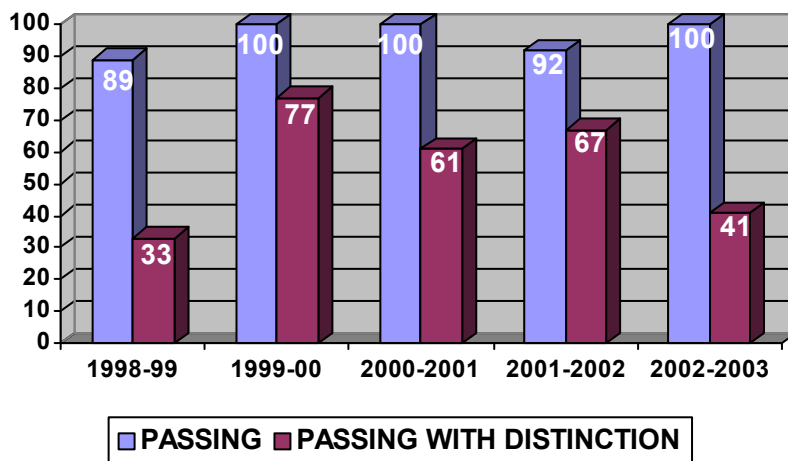
Spanish



French



German

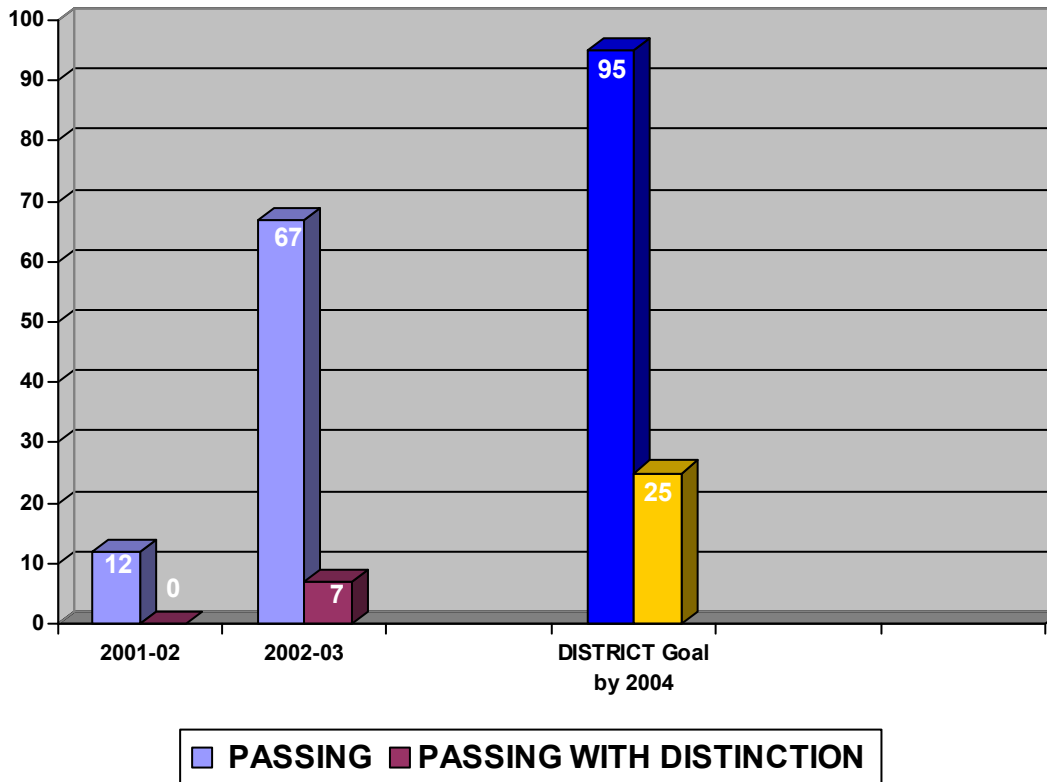


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction 85+</i>
<u>1998-99</u>	99	91 (92%)	48 (48%)
<i>Spanish</i>	64	59 (92%)	33 (53%)
<i>French</i>	26	24 (92%)	12 (46%)
<i>German</i>	9	8 (89%)	3 (33%)
<u>1999-2000</u>	118	112 (95%)	52 (44%)
<i>Spanish</i>	68	63 (93%)	21 (31%)
<i>French</i>	37	36 (97%)	21 (57%)
<i>German</i>	13	13 (100%)	10 (77%)
<u>2000-2001</u>	155	152 (98%)	94 (61%)
<i>Spanish</i>	98	96 (98%)	59 (60%)
<i>French</i>	34	33 (97%)	21 (62%)
<i>German</i>	23	23 (100%)	14 (61%)
<u>2001-2002</u>			
<i>Spanish</i>	97	92 (94%)	45 (46%)
<i>French</i>	59	55 (93%)	38 (64%)
<i>German</i>	12	11 (92%)	8 (67%)
<u>2002-2003</u>			
<i>Spanish</i>	102	97 (95%)	56 (55%)
<i>French</i>	29	28(97%)	17 (59%)
<i>German</i>	17	17(100%)	7 (41%)

Comments:

Our Foreign Language program continues to excel. For each year this data has been recorded, the Foreign Language department's students have exceeded a 90% passing rate. This year, every language had a 95% or better passing rate. Mastery rates far exceeded the district goal of 25%.

IX. Math A Regents

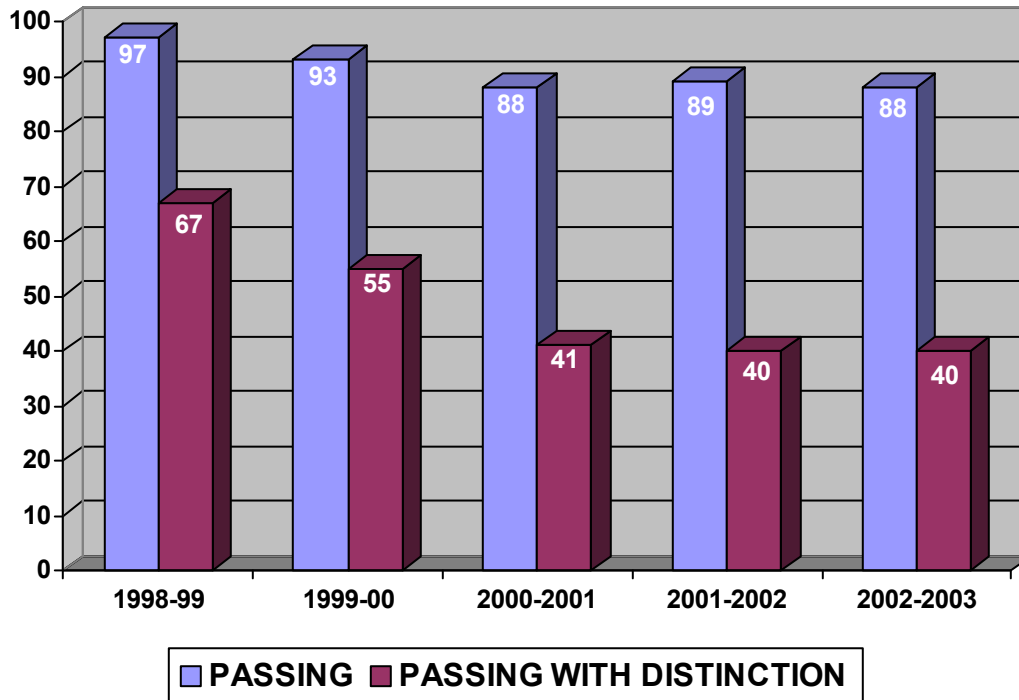


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction (85+)</i>
2001-2002	42	12%	0%
2002-2003	243	67%	7%

Comments:

The Math A test faced statewide criticism this year. A panel of experts studied the exam and concluded it was flawed. The scores listed above represent the results from a revised scoring scale. These results show substantial gains from the previous year though they are far below the results typically achieved by the math department. They are also far below the 95% goal.

X. Course III Math Regents

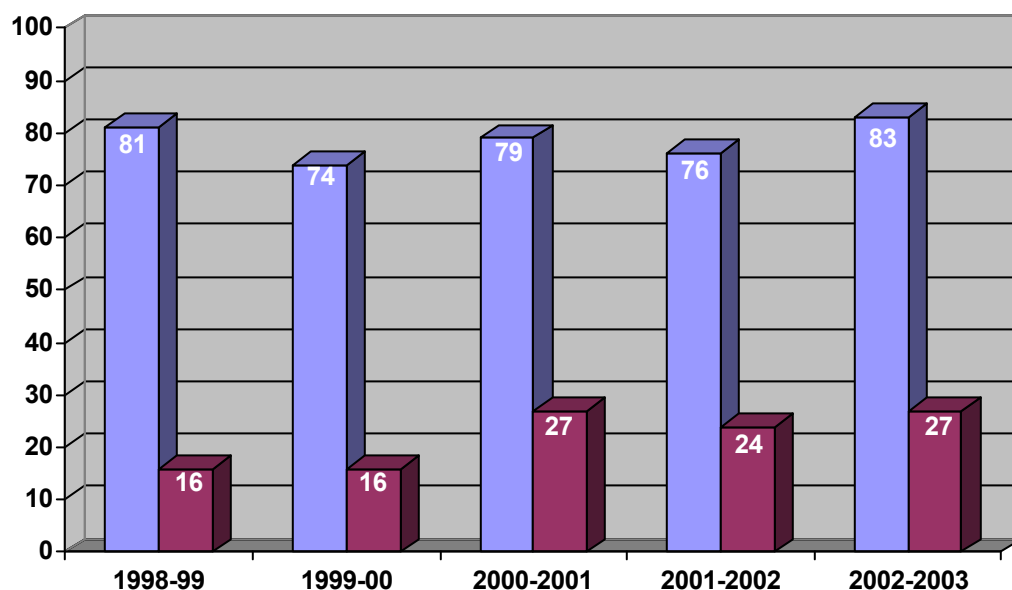


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction (85+)</i>
<i>1998-1999</i>	116	113 (97%)	67 (67%)
<i>1999-2000</i>	134	124 (93%)	75 (55%)
<i>2000-2001</i>	181	159(88%)	74(41%)
<i>2001-2002</i>	124	110 (89%)	55 (40%)
<i>2002-2003</i>	138	122 (88%)	55 (40%)

Comments:

The results show a slight decline from the previous year though it is only 2 points shy of the 90% goal. The mastery rate has remained steady 40%, although not as high as three years ago. This percent still far exceeds the goal of 25%.

Earth Science Regents



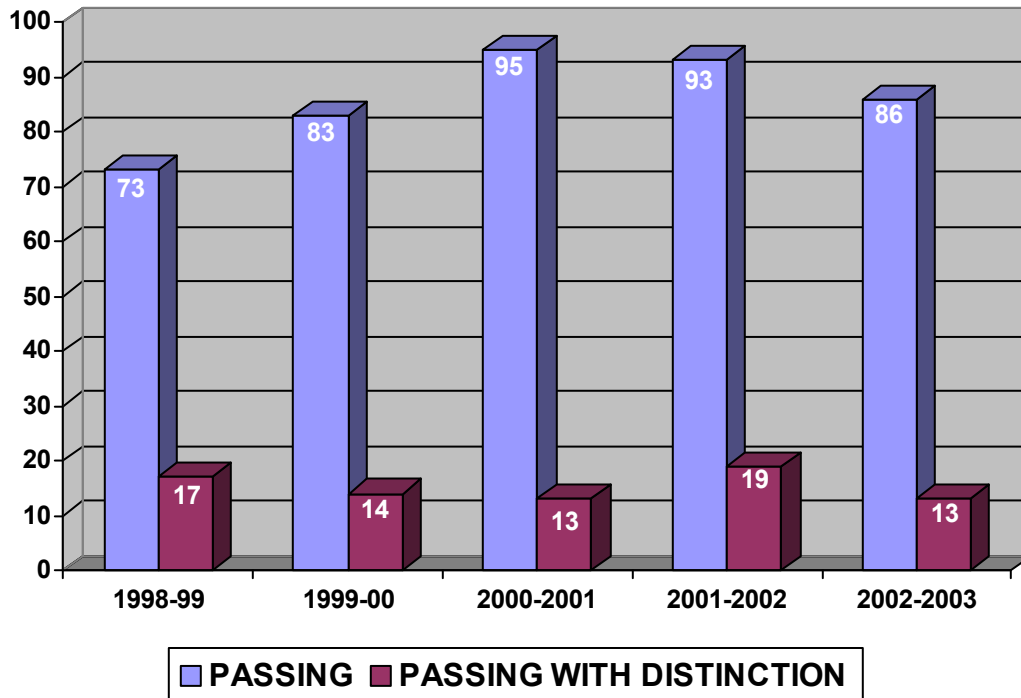
■ REGENTS EARTH SCIENCE PASSING
 ■ PASSING WITH DISTINCTION

<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction (85+)</i>
1998-1999	154	124 (81%)	24 (16%)
1999-2000	199	147 (74%)	31 (16%)
2000-2001	197	156(79%)	54(27%)
2001-2002	261	199 (76%)	63 (24%)
2002-2003	232	192 (83%)	63 (27%)

Comments:

This year's results represent the highest passing rate in five years, furthering a continuous upward trend that began in 1999. The mastery rate of 27% ties the highest rate for the last five years and exceeds the mastery goal.

Biology Regents

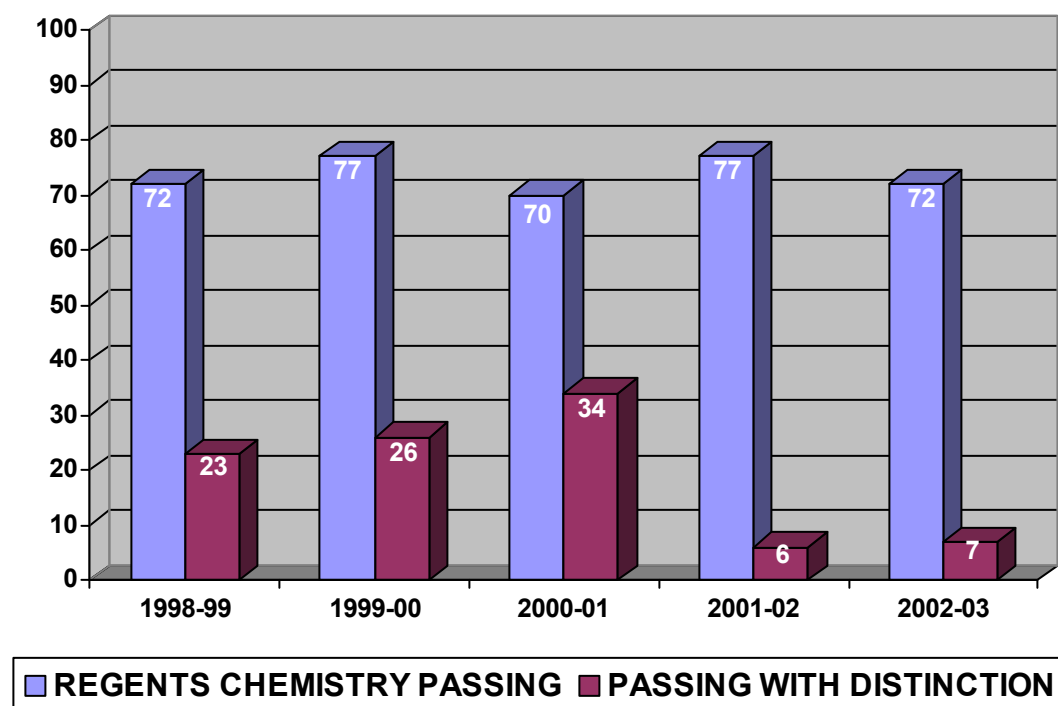


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction (85+)</i>
<i>1998-1999</i>	183	133 (73%)	31 (17%)
<i>1999-2000</i>	229	191 (83%)	32 (14%)
<i>2000-2001</i>	175	167(95%)	22(13%)
<i>2001-2002</i>	196	182 (93%)	37 (19%)
<i>2002-2003</i>	162	139 (86%)	21 (13%)

Comments:

Biology continued to decline. This year the district did not meet the 90% goal. Mastery rates have historically been low for biology. This is due in part because the top 20% of the students take regents biology as an advance course in eighth grade. Those results are reported separately.

Chemistry Regents

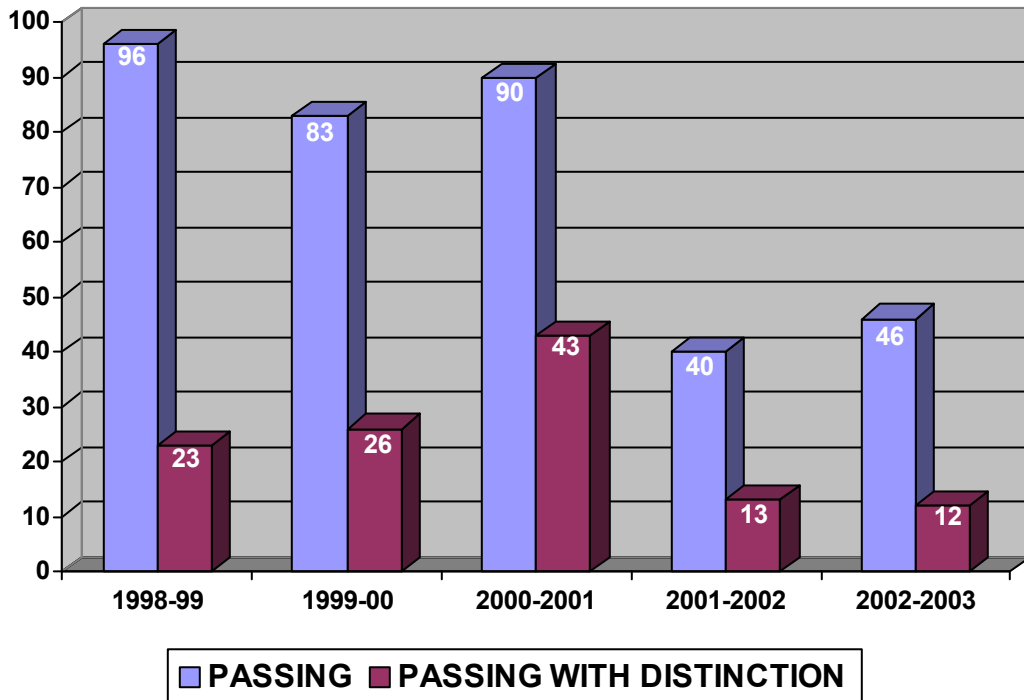


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction (85+)</i>
<i>1998-1999</i>	95	68 (72%)	22 (23%)
<i>1999-2000</i>	95	73 (77%)	25 (26%)
<i>2000-2001</i>	122	86(70%)	41(34%)
<i>2001-2002</i>	128	97 (77%)	8 (6%)
<i>2002-2003</i>	113	81 (72%)	8 (7%)

Comments:

The chemistry passing rate continues to hover in the 70% range. Personnel turn over has made consistency a factor in these results. The mastery levels of the past two years represent a dramatic drop from prior results.

Physics Regents

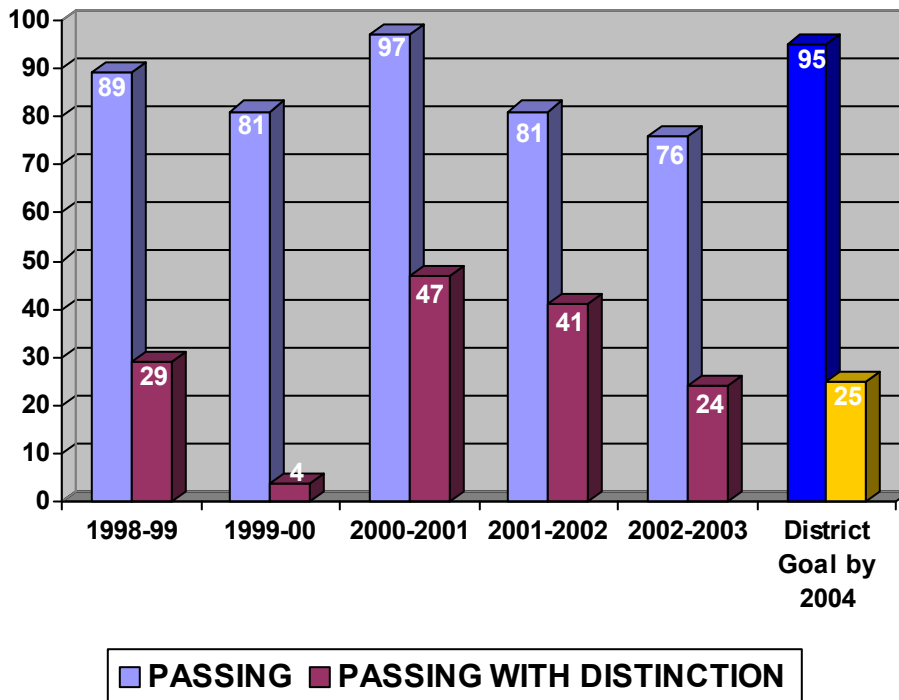


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction (85+)</i>
<i>1998-1999</i>	73	70 (96%)	17 (23%)
<i>1999-2000</i>	66	55 (83%)	17 (26%)
<i>2000-2001</i>	58	52(90%)	25(43%)
<i>2001-2002</i>	30	14 (40%)	4 (13%)
<i>2002-2003</i>	52	24 (46%)	6 (12%)

Comments:

The regents physics test has been the subject of statewide debate the past two years. The test was revised for the 2001-02 school year. Wayne Central results mirror those across much of the state. SED is investigating whether the test should remain as is or better reflect the skills required in previous years.

XV. English Regents

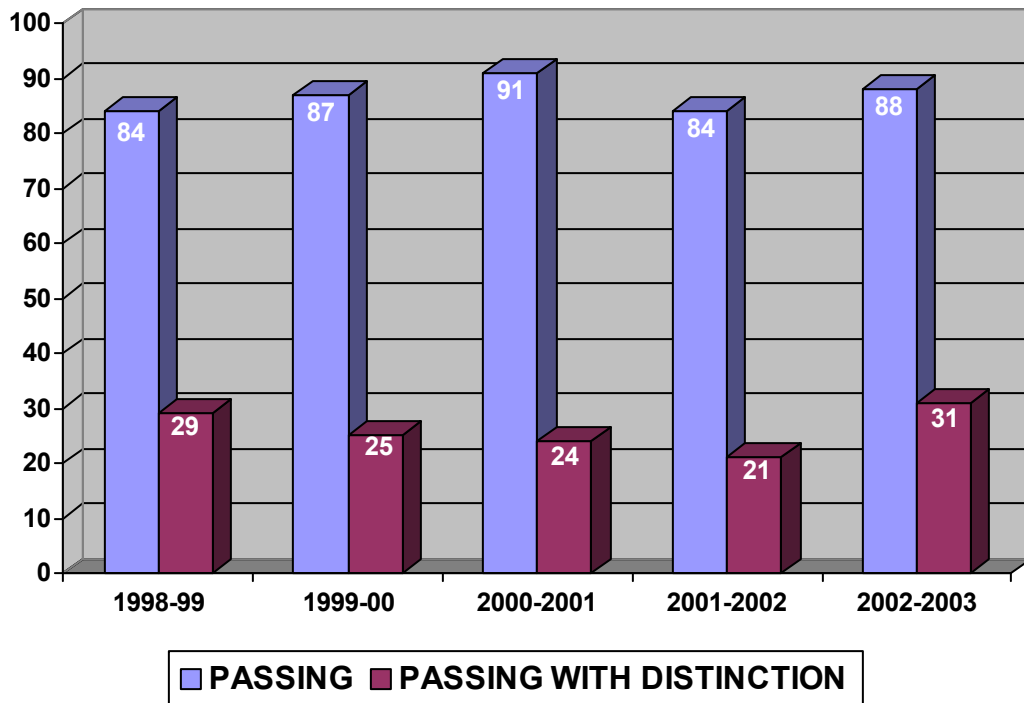


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction (85+)</i>
1998-1999	176	156 (89%)	51 (29%)
1999-2000	178	145 (81%)	8 (4%)
2000-2001	167	162 (97%)	79 (47%)
2001-2002	193	157 (81%)	80 (41%)
2002-2003	194	147 (76%)	47 (24%)

Comments:

English continues a two-year decline both in passing rates and mastery. Mastery rates are 1% below the district goal of 25%. The department analyzed the test results and found the area of writing proved difficult for many students. Teachers will be placing particular emphasis on the development stage of writing this year.

XVI. Global Studies Regents

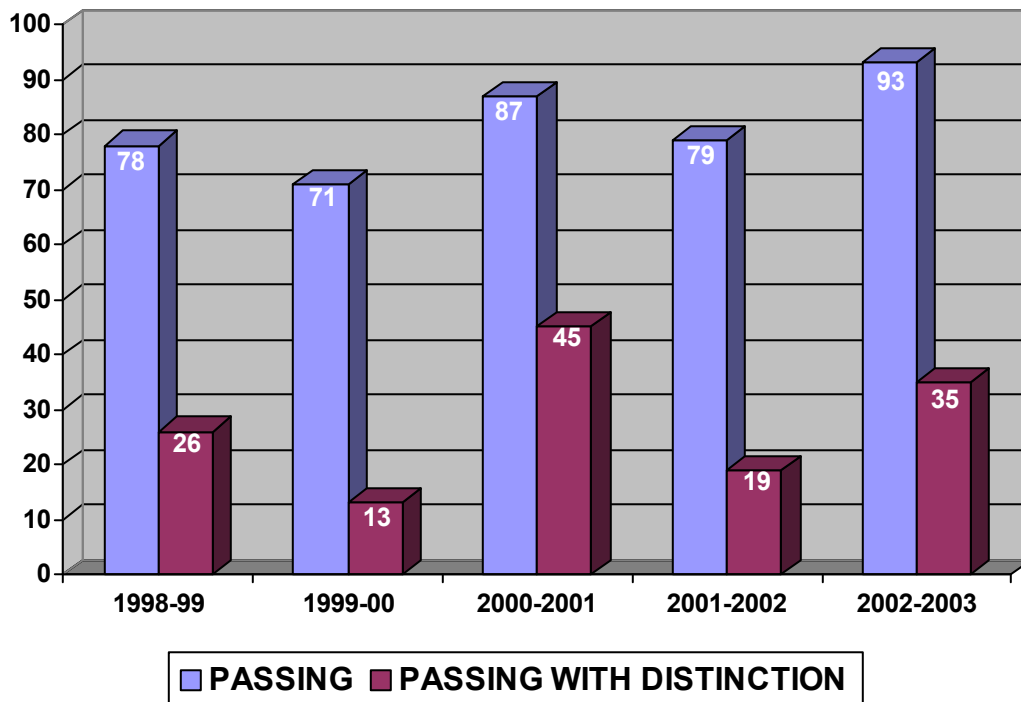


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction (85+)</i>
<i>1998-1999</i>	200	167 (84%)	57 (29%)
<i>1999-2000</i>	175	153 (87%)	44 (25%)
<i>2000-2001</i>	204	185(91%)	48(24%)
<i>2001-2002</i>	204	171 (84%)	43 (21%)
<i>2002-2003</i>	201	176(88%)	62 (31%)

Comments:

Global made good progress this year, increasing 4 percentage points to 88%. This was just shy of the 90% goal. The mastery rate was a 5-year high of 31%. This exceeded the district goal.

XVII. U.S. History

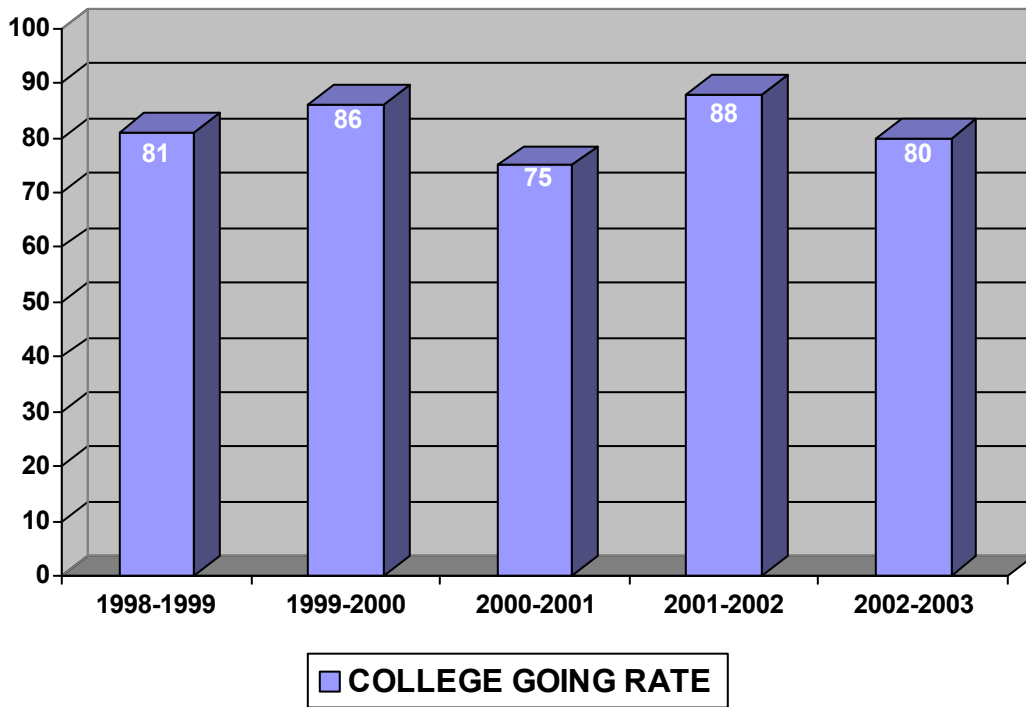


<i>Year</i>	<i>Students taking exam</i>	<i>Student passing</i>	<i>Student passing with distinction 85+</i>
<i>1998-1999</i>	186	146 (78%)	49 (26%)
<i>1999-2000</i>	180	127 (71%)	24 (13%)
<i>2000-2001</i>	169	151(89%)	67(40%)
<i>2001-2002</i>	187	147 (79)	35 (19%)
<i>2002-2003</i>	194	181 (93%)	68 (35%)

Comments:

U.S. History made dramatic progress achieving a 5-year high passing rate and exceeding the district goal. The mastery rate of 35% also exceeded the district goal by a substantial margin.

XVIII. Going to College Rate



<i>Year</i>	<i>Going to College</i>
<i>1998-1999</i>	81%
<i>1999-2000</i>	86%
<i>2000-2001</i>	75%
<i>2001-2002</i>	88%
<i>2002-2003</i>	80%

Comments:

After almost achieving the goal in 2001-02, the going to college rate returned to more typical levels in 2002-03.



Wayne Central School District
www.wayne.k12.ny.us

WAYNE CENTRAL SCHOOL IMPROVEMENT PLAN

2003-2004 GOALS



LONG RANGE GOAL: IMPROVE COMMUNITY RELATIONS

2003—2004 GOALS	PERSON(S) RESPONSIBLE	SUPPORT	WHEN	SUCCESS
1. Educate the public about WCSD resources available to them on-line.	Appropriate Administrator	Event Coordinator	September 30	Every publication and appropriate presentations will have the website published on it.
	Director of Technology	Tech Support	September 1	The website address will scroll on Ch 15.
	Principals & Superintendent	Clerical	October Newsletter	Creation of a website information page for newsletters.
2. Target a non-supportive community group and improve the school/community relationship.	AD	Supt & Varsity Club	October 1	All Seniors get a Gold card
	HS Principal	Food Service & Play Director	March	10% attendance increase at Dinner Theater
	Principals	Music Dept. & Transportation	June 30	Each school performs at least once for seniors
	AD	Principals, Custodians, Staff	May 1	Active participation of seniors in fitness program
	Reading Buddies Coordinator	Principals	December 1	Increased senior participation in Reading Buddies

VI. Parent/Community/Business Partnership

Definition: Parents, community, business, school, and students work together to provide the resources, programs, and effort necessary to assure students meet the achievement goals. Each participant understands and fulfills his/her respective role as a member of that partnership.



Table of Contents

	page
I. Introduction	1
II. Student Achievement	3
III. Instructional Program	5
IV. Facilities and Financial Resources	7
V. Professional Development	9
VI. Parent/Community/Business Partnership	11



LONG RANGE GOAL: PROVIDE OPPORTUNITIES FOR STAFF DEVELOPMENT TO OPTIMIZE STAFF PERFORMANCE AND STUDENT ACHIEVEMENT

<i>2003—2004 GOALS</i>	<i>PERSON(S) RESPONSIBLE</i>	<i>SUPPORT</i>	<i>WHEN</i>	<i>SUCCESS</i>
<i>1. Provide targeted staff training in the area of literacy.</i>	ASI	Reading Coordinator, Principals, Dir. Of Student Services, Literacy Coaches	June 30	95% of K-3 Teachers will complete NYS Reading Academy
	ASI	Principals	June 30	District Leadership Trained in area of Literacy
<i>2. Provide targeted staff training in the implementation of Understanding by Design.</i>	ASI	Principals PDT “Guiding Coalition”	June 30	Each teacher will participate in the UbD process to create a unit of instruction during the 2003-2004 school year

V. Professional Development

Definition: There exists a comprehensive and on-going process to assure that staff members receive current training in curriculum and methodology and utilize the skills needed to provide student mastery of the achievement goals.



I. Introduction

The following pages contain the Wayne Central School District School Improvement plan for the 2003-2004 school year. It is another step in assuring that all of our students meet the New York Standards and receive a diploma. It is our belief that there are four prerequisites which are necessary in order for our students to meet our mission of learning. They are quality 1. Instructional Program 2. Professional Development 3. Facility and Financial Resources and 4. Parent/Community/Business Partnership.

These prerequisites might be considered the four legs necessary to hold up a chair. Without the four legs the chair will fall. Without these prerequisites our students will not be successful and will not meet our achievement goals.

II. Student Achievement

Definition: The School provides a climate in which staff, students, and the community believe and demonstrate that students can attain mastery of skills. Feedback on student progress toward mastery of the curriculum, New York State Standards, and Wayne exit outcomes. Results of assessment are used to improve individual learner performance and also to improve the instructional program.



LONG RANGE GOAL: MAINTAIN SUPERIOR, CLEAN AND INVITING FACILITIES FOR ALL WAYNE CENTRAL STUDENTS

<i>2003—2004 GOALS</i>	<i>PERSON(S) RESPONSIBLE</i>	<i>SUPPORT</i>	<i>WHEN</i>	<i>SUCCESS</i>
<i>1. Begin the building project successfully while maintaining clean and inviting facilities.</i>	ASB	Dir. Of Facilities O&M Staff Principals	Each Month	Yearly avg. of at least a 3 on all short-term goals
	ASB	Dir. Of Facilities Principals	September 30	Establish and publish a timeline on the phases of the building project
<i>2. Increase stakeholder representation in monthly inspections.</i>	Principals	Staff, students, leadership teams	September 30	Invite participants (students/staff) in monthly inspections
	ASB	Principals, Dir. Of Facilities, O & M Staff	Each Month	Share results of monthly inspections with staff

IV. Facilities and Financial Resources

Definition: There is an orderly purposeful atmosphere that is free from the threat of physical, health, or emotional harm. Classrooms and buildings are appropriately maintained and furnished with the equipment necessary for students to meet the Achievement goals.



LONG RANGE GOAL: TO BE THE BEST SCHOOL DISTRICT, BY ANY MEASURE, IN NEW YORK STATE

<i>2003—2004 GOALS</i>	<i>PERSON(S) RESPONSIBLE</i>	<i>SUPPORT</i>	<i>WHEN</i>	<i>SUCCESS</i>
<p>1. Wayne students will achieve the following passing rates on the NYS exams;</p> <ul style="list-style-type: none"> <input type="checkbox"/> K-4 Reading: 90% <input type="checkbox"/> K-4 Math: 90% <input type="checkbox"/> 5-8 ELA: 90% <input type="checkbox"/> 5-8 Math: 90% <input type="checkbox"/> English 11: 95% <input type="checkbox"/> Math A: 80% 	3			<p>ALL MEMBERS OF THE ORGANIZATION ARE RESPONSIBLE FOR MEETING THESE GOALS.</p> <p>ALL OTHER GOALS ARE INTENDED TO ASSIST IN THE ACHIEVEMENT OF THESE</p>
<p>2. 90% of the class of 2004 will graduate with a regents diploma.</p>				
<p>3. The suspension rate will be 1% or less</p>				

III. Instructional Program

Definition: Programs, in the form of sequential courses and learning strands, are available to all students and are designed to allow them to be successful, productive members of the world community. A well-articulated curriculum exists for all courses, which is based on The District Development Model, supports the District Commencement outcomes, New York State Standards, and facilitates student mastery of the achievement goals. Appropriate learning materials and technology are available to students. Support programs guide students through their school career and provide the educational and emotional assistance necessary for success in mastering the achievement goals.



LONG RANGE GOAL: DEVELOP AND IMPROVE INSTRUCTIONAL STRATEGIES FOR INCREASED STUDENT ACHIEVEMENT

<i>2003—2004 GOALS</i>	<i>PERSON(S) RESPONSIBLE</i>	<i>SUPPORT</i>	<i>WHEN</i>	<i>SUCCESS</i>
<i>1. Use collaboration to expand the targeted instruction and data analysis process.</i>	Principal	Teachers Dept. Chairs / Grade Level Leaders, ASI, Dir. of Students Services, Asst to the Dir. Of Student Services, BPTs	June 30	Each teacher will be a member of a group that will utilize the Targeted Analysis process at least 4 times this year
<i>2. Use collaboration to develop a written road map (curriculum) that is clear to students, parents, school and community.</i>	ASI		3X Yearly: September, January, & June	Publish Curriculum Audit
	ASI	Principals	October	Articulated responsibility map & plan
	ASI	Principals Superintendent Teachers	August 30	Document taught curriculum

2003-04 CSE/CPSE Annual Review Recommendations for the Board of Education

11-Sep-03

PROGRAM	STU NO	PLACEMENT 02 03	PLACEMENT 03 04	SCHOOL
CSE	7343	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	7387	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	7421	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	7786	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	7965	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	8659	Regular Education	Related Services Only	Freewill Elementary
CSE	8785	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	8827	Consultant Teacher in all areas	Consultant Teacher in all areas	Freewill Elementary
CSE	9044	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	9058	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	9179	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	96226	Consultant Teacher for Language	Consultant Teacher in Language Arts	Freewill Elementary
CSE	96299	Related Services Only	Related Services Only	Freewill Elementary
CSE	96514	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	96517	Related Services Only	Related Services Only	Freewill Elementary
CSE	96519	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	96717	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	96745	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	96757	Related Services Only	Consultant Teacher for ELA & Math	Freewill Elementary
CSE	96813	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	96891	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	96892	Related Services Only	Related Services Only	Freewill Elementary
CSE	96940	Consultant Teacher for academic	Consultant Teacher for academic	Freewill Elementary
CSE	97338	Consultant Teacher for Language	Consultant Teacher for Language Arts	Freewill Elementary
CSE	97973	Related Services Only	Related Services Only	Freewill Elementary