

October 28, 2010

HCSD Board Members:

Brian Lynch, Pres., Michael Buck, VP, Rose Apgar,
Mark Brinthaupt, Mary Anne Holleran, James Jacobus,
John Lively, Ruth Miller, Pamela Strollo,
and Student Rep. Daniel Strack

Central Administrative Team:

Ralph Marino, Jr., Ed.D., Superintendent
Alice Learn, Assistant Superintendent
Judy Christiansen, Human Resources, Dir.
Mike Stuart, School Business Admin.
Kim Williams, Student Servs. Director

HORSEHEADS CENTRAL SCHOOL DISTRICT**BOARD OF EDUCATION****Outcomes and Assessment Committee****September 9, 2010****4:00 – 5:30****Educational Support Training Room***Meeting Summary***Pledge of Allegiance****1. CALL TO ORDER****Brian Lynch****2. IN ATTENDANCE:****Brian Lynch**

Mike Buck, Chair (Entered at 5:00pm), Mark Brinthaupt (Left at 5:00pm), Brian Lynch, Mary Ann Holleran (Entered at 4:45pm), Ralph Marino, Jr., Alice Learn, Kim Williams, Jay Hillman, Virginia Abrunzo, Mary Ann Suggs (absent); Karen Donahue (Entered at 4:45pm);

3. PRESENTATIONS: None**4. DISCUSSION ITEMS****4.1 Gardner Road School Improvement Planning Update****Kim Williams/Mary Ann Suggs**

Kim Williams reported that a consultant/reading coach was currently working with Special Ed Teachers at Gardner Road, continuing support for the new reading program implemented last year. She also reported that monitoring and support of the new Fast Forward lab and the new Special Ed reading program, has been turned over to Mary Ann Suggs. Kim will be available to Mary Ann for questions and guidance

4.2 Foss/STEM Update**Jay Hillman**

Jay Hillman provided a brief update of the regional STEM initiatives he has been involved with, noting that Dr. Mark Vaughn (facilitator of the regional STEM work) will present to the Board in October. Due to the increase in STEM related initiatives, BOCES has hired a STEM Coordinator – Jeremy Wheeler (former Horseheads 6th grade teacher). Jeremy is coordinating a regional pilot of the FOSS science program in grades 3 and 6. All 6th grade teachers (in Horseheads) and 2 – 3rd grade teachers are participating in this pilot*

4.3 AP Results**Jay Hillman**

Jay Hillman presented six years of AP results. In 2009-2010, 199 students sat for 12 different AP exams; 162 (81%) of those students earned a score of 3, 4, or 5. The data indicated that the number of students who sit for the AP, continues to growth (in '02-'03, 96 student sat for an AP exam)

4.4 June/August Regents Results**Jay Hillman**

Jay presented the HS Regents results for 2009-2010. (enclosed)*
2010 Summer School Regents results were presented. Chris Weineman and Doug Jacobs (summer school administrator) will present to the full Board in October

- 4.5 Grade 8 Social Studies Results** **Jay Hillman**
 Jay Hillman presented the 2009-2010, NYS grade 8 Social Studies results.* Eighty-nine percent (89%) of all students earned a mastery score of 3 or 4. It was noted that NYS has eliminated this assessment (effective 2010-2011) in a cost savings measure.
- 4.6 Grade 4, 8 Science Results** **Jay Hillman/Virginia Abrunzo**
 Virginia Abrunzo presented the 2009-2010 NYS, grade 4 Science results.* Ninety-four percent all students earned a mastery score of 3 or 4.
 Jay Hillman presented the 2009-2010 NYS grade 8 Science results.* Eighty-eight percent (88%) of all students earned a mastery score of 3 or 4.
- 4.7 Response to Intervention Update** **Alice Learn**
 Alice Learn and Virginia Abrunzo reported that the K- 4 buildings have completed the first universal screening of K-2 students. The screening measures letter naming fluency, letter sounds fluency, phonemic segmentation fluency and nonsense words fluency. Alice and Virginia will be meeting with the Principals from these buildings to discuss next steps so we can proceed in a consistent manner.
- 4.8 Strategic Plan Implementation Team Update** **Alice Learn**
 Alice Learn reported that she and Kim Malone have been working with Penny Ciaburri to plan the next and future IT meetings. This discussion has included decisions that the IT could be making. Alice asked O+A if the IT could look at and recommend other data points that could be added to the Data Center. O+A was open to this, but would like to maintain authority to make decisions about changes to the site
- 4.9 Continuation of January Regents Exams in the Year 2011-12** **Karen Donahue**
 Karen Donahue reported that the High School is investigating alternative plans in the event that NYS eliminates the January Regents
 Brian Lynch requested that Karen or Jay talk to other high performing schools, with similar schedules to determine how they would approach this situation
- 4.10 High School Course(s) Discussion:**
Drawing & Painting I - Revision **Karen Donahue**
 Karen Donahue presented a proposed revision from the Art Department for Drawing I and Painting I. Currently, these are each a ½ credit course. See attached document explaining the rationale.*
- 4.11 Language Arts Program Recommendations** **Alice Learn/Virginia Abrunzo**
 Alice Learn and Virginia Abrunzo presented the supporting documentation for the ELA committee's recommendation to adopt Macmillan McGraw Hill's *Treasures* program for grades Pre K through 6. This is a comprehensive program that includes reading, writing, spelling and handwriting. Discussion followed about the current timeline that NYS has published for adoption and implementation of new standards, assessments, teacher and principal's evaluation systems. This timeline is rigorous with implementation occurring over the next four years, but beginning in 2011. The question was raised by Ralph, that given the changes coming from NYSED, is it appropriate for the district to be spending money on this program when we can't be certain that it will align to the new standards, curriculum and assessments? The committee asked Alice to place this item on the agenda for discussion only at the November meeting. Alice and Virginia are to provide a brief synopsis of the process; the Board will then be asked to discuss the issues that Ralph has raised.
 Also – Mike Buck asked what the plan for assessing the effectiveness of the program will be. Alice and Virginia will begin developing that plan. Discussion will continue at the October O & A meeting.
- 4.12 O & A Meeting Start Time** **Alice Learn**
 O+A will continue to meet at 4:15pm on November 3 and December 1

5. **GOOD OF THE ORDER: None**

6. **EXECUTIVE SESSION: NA**

7. **Meeting Adjourned at 6:03pm**

UPCOMING 2010-11 OUTCOMES & ASSESSMENT COMMITTEE MEETINGS:

<i>November</i>	<i>3</i>	<i>February</i>	<i>2</i>	<i>April</i>	<i>6*</i>	<i>May</i>	<i>4</i>
<i>December</i>	<i>1</i>	<i>March</i>	<i>2</i>	<i>(*week of Spring Break)</i>		<i>June</i>	<i>1</i>
<i>January</i>	<i>5</i>						

Tentative Agenda: November 3

- | | |
|---|--|
| 1. Course Proposals/Revisions: | 4. Curriculum Mapping/Benchmark Assessments Update |
| a. Financial Literacy – Karen Donahue/Jamy Brice-Hyde | 5. Gardner Road School Improvement Plan |
| b. Dance Update – Karen Donahue | 6. Special Education – CBM Update |
| c. Technology Course(s) Revision – Terry Malloy | 7. Strategic Planning Implementation Update |
| 2. JR ROTC – Karen Donahue/Alice Learn | 8. Response to Intervention Update |
| 3. Data Center | 9. Language Arts Program Discussion |

AL/rkb

c: Board President, Board Vice-President, Superintendent, Admin. Assistant to Supt., and Community Information Specialist



What is FOSS?

FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS project began over 20 years ago during a time of growing concern that our nation was not providing young students with an adequate science education. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.

Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world.

Features of the FOSS program

There are a number of features that distinguish the FOSS program. These include

- **Research-based and nationally field-tested**

FOSS was developed through a rich collaboration of scientists, educational researchers, curriculum developers, assessment specialists, teachers, administrators, community members, and parents. FOSS combines proven teaching strategies with field-tested materials to promote scientific literacy and student achievement.

- **Classroom-tested**

FOSS is the result of academic research on learning interwoven with practical experiences in classrooms. FOSS helps all educators teach and manage inquiry-based science. The carefully designed instructional sequences and thoroughly tested equipment provide support for teachers with different experience levels in science.

- **Students learn science by doing science**

FOSS engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level.

- **Integrated reading, writing, and mathematics**

FOSS helps develop basic skills within the context of learning science through student readings, science journals, student projects, and the use of mathematics to quantify and communicate results of investigations and experiments.

- **Assessment system**

The FOSS assessment system uses a number of formative and summative strategies to help teachers and students monitor their progress and measure their ability to apply the concepts they have learned. The system includes teacher observations, student sheets, response sheets, student self-assessments, and end-of-module and summative exams. The FOSS assessment system is an ongoing research project at Lawrence Hall of Science.

- **Interactive technology**

FOSS developers, working with a multimedia design team, have developed a series of interactive activities on CD-ROM and on-line for use by students K–8 at home and at school. The interactive technology is an essential component of the middle school courses.

- **Program support**

Teachers of FOSS receive comprehensive teacher guides, teacher preparation videos, resources on CD-ROM and on-line, a national consultant network, and the FOSS Newsletter. The original developers of FOSS are available through the FOSS Project at Lawrence Hall of Science to support educators and to extend the national consultant network for ongoing professional development. LHS works closely with Delta Education, the FOSS publisher, to maintain high-quality materials and support.

The development of FOSS has been supported by the National Science Foundation, the University of California at Berkeley, and Delta Education, the FOSS publisher/partner

The introduction to the NSES begins, "The National Science Education Standards are designed to guide our nation toward a scientifically literate society. Founded in exemplary practice and research, the Standards describe a vision of the scientifically literate person and present criteria for science education that will allow that vision to become a reality"

"The Standards reflect the principles that learning science is an inquiry-based process, that it should reflect the intellectual traditions of contemporary science, and that all Americans have a role in improving science education" (back cover).

The content standards for elementary grades K–4 and middle school grades 5–8 are organized in seven major categories.

- Science as inquiry
- Physical science
- Life science
- Earth and space science
- Science and technology
- Science in personal and social perspectives
- History and nature of science

The NSES content standards "outline what students should know, understand, and be able to do in natural science" through their K-12 academic career. "The content standards are a complete set of outcomes for students; they do not prescribe a curriculum" (page 103).

The challenge of providing a rich curriculum that will allow students to achieve the standards is the responsibility of local educators. The FOSS curriculum is a resource for elementary and middle school teachers to use to achieve these standards.

OIA Enclosure 44
Oct. 6, 2010

2009-2010 High School Regents Results

SEMESTER 1

REGENTS	NAME	Enrollment	No Show	Not Eligible	Pass	% Pass	Fail-Exam	% Fail Exam	Mastery	% Mastery
COMPREHENSIVE ENGLISH REGENTS	ENGLISH	120	4		106	91%	10	9%	56	48%
COMPREHENSIVE FRENCH REGENTS	FRENCH	20	0		20	100%	0	0%	10	50%
COMPREHENSIVE GERMAN REGENTS	GERMAN	0	0		0	0%	0	#DIV/0!	0	#DIV/0!
COMPREHENSIVE SPANISH REGENTS	SPANISH	83	2		78	96%	3	4%	56	69%
INTEGRATED ALGEBRA	ALGEBRA	152	10		122	86%	20	14%	19	13%
MATH B REGENTS	MATH B	93	4		63	71%	26	29%	17	19%
GEOMETRY	GEOM	143	5		117	85%	21	15%	43	31%
CHEMISTRY REGENTS	CHEMISTRY	123	3	0	105	88%	15	13%	35	29%
EARTH SCIENCE REGENTS	EARTH SCI	170	2	10	135	85%	23	15%	75	47%
LIVING ENVIRONMENT REGENTS	LIV ENVIRON	168	2	7	158	98%	1	1%	120	75%
PHYSICS REGENTS	PHYSICS	55	0	1	53	98%	1	2%	41	76%
US HISTORY AND GOVERNMENT REGENTS	US HIST	152	5		119	81%	28	19%	51	35%
GLOBAL HISTORY AND GEOGRAPHY	GLOBAL HIST	53	8		13	29%	32	71%	1	2%

SEMESTER 2

REGENTS	NAME	Enrollment	No Show	Not Eligible	Pass	% Pass	Fail-Exam	% Fail Exam	Mastery	% Mastery
COMPREHENSIVE ENGLISH REGENTS	ENGLISH	254	15		216	90%	23	10%	120	50%
COMPREHENSIVE FRENCH REGENTS	FRENCH	38	0		38	100%	0	0%	26	68%
COMPREHENSIVE GERMAN REGENTS	GERMAN	13	0		12	92%	1	8%	11	85%
COMPREHENSIVE SPANISH REGENTS	SPANISH	109	0		102	94%	7	6%	55	50%
MATH A REGENTS	MATH A									
MATH B REGENTS	MATH B	167	8		117	74%	42	26%	25	16%
GEOMETRY	GEOM	148	10		111	80%	27	20%	18	13%
INTEGRATED ALGEBRA	INT ALG	278	27		200	80%	51	20%	59	24%
CHEMISTRY REGENTS	CHEMISTRY	155	5	4	114	78%	32	22%	30	21%
EARTH SCIENCE REGENTS	EARTH SCI	171	7	10	132	86%	22	14%	63	41%
LIVING ENVIRONMENT REGENTS	LIV ENVIRON	141	2	10	124	98%	5	4%	65	50%
PHYSICS REGENTS	PHYSICS	22	0	3	19	100%	0	0%	14	74%
US HISTORY AND GOVERNMENT REGENTS	US HIST	231	10		205	93%	16	7%	147	67%
GLOBAL HISTORY AND GEOGRAPHY	GLOBAL HIST	320	15		250	82%	55	18%	133	44%

TOTAL

REGENTS	NAME	Enrollment	No Show	Not Eligible	Pass	% Pass	Fail-Exam	% Fail Exam	Mastery	% Mastery
COMPREHENSIVE ENGLISH REGENTS	ENGLISH	374	19		322	91%	33	9%	176	50%
COMPREHENSIVE FRENCH REGENTS	FRENCH	58	0		58	100%	0	0%	36	62%
COMPREHENSIVE GERMAN REGENTS	GERMAN	13	0		12	92%	1	8%	11	85%
COMPREHENSIVE SPANISH REGENTS	SPANISH	192	2		180	95%	10	5%	111	58%
MATH A REGENTS	MATH A									
MATH B REGENTS	MATH B	260	12		180	73%	68	27%	42	17%
GEOMETRY	GEOM	291	15		228	83%	48	17%	61	22%
INTEGRATED ALGEBRA	INT ALG	430	37		322	82%	71	18%	78	20%
CHEMISTRY REGENTS	CHEMISTRY	278	8	4	219	82%	47	18%	65	24%
EARTH SCIENCE REGENTS	EARTH SCI	341	9	20	267	86%	45	14%	138	44%
LIVING ENVIRONMENT REGENTS	LIV ENVIRON	309	4	17	282	98%	6	2%	185	64%
PHYSICS REGENTS	PHYSICS	77	0	1	72	95%	1	1%	55	72%
US HISTORY AND GOVERNMENT REGENTS	US HIST	383	15		324	88%	44	12%	198	54%
GLOBAL HISTORY AND GEOGRAPHY	GLOBAL HIST	373	23		263	75%	87	25%	134	38%

NOTE: Percentages do not include "No Shows" and "Not Eligibles"

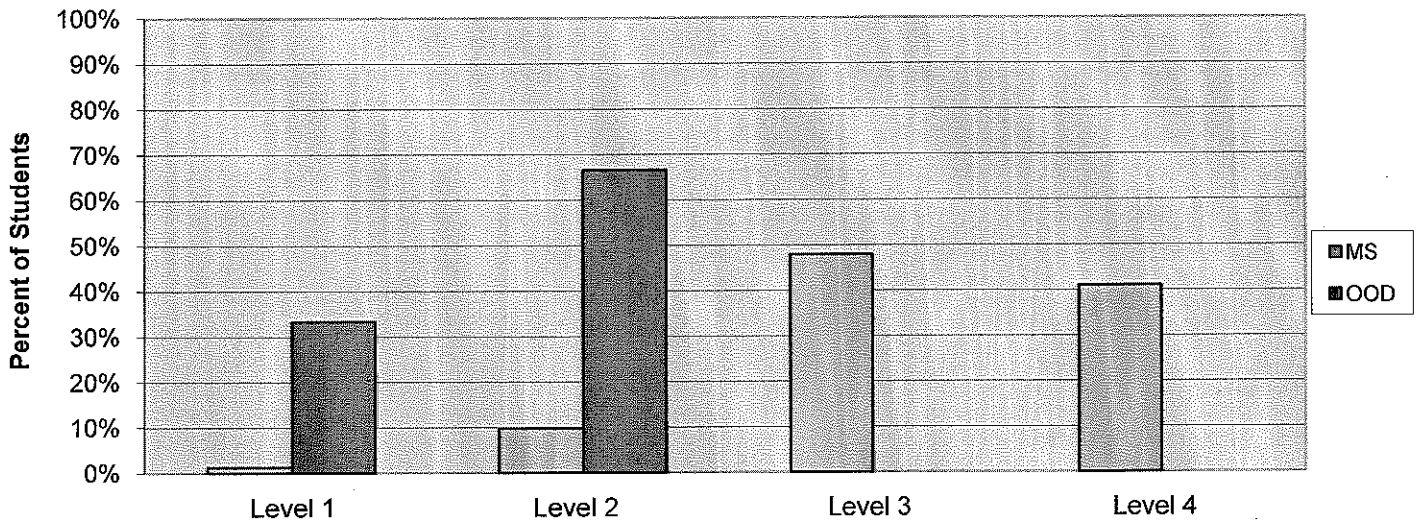
NOTE: Data Source - SASI Grade Distribution Reports

NYStart 10-Sep

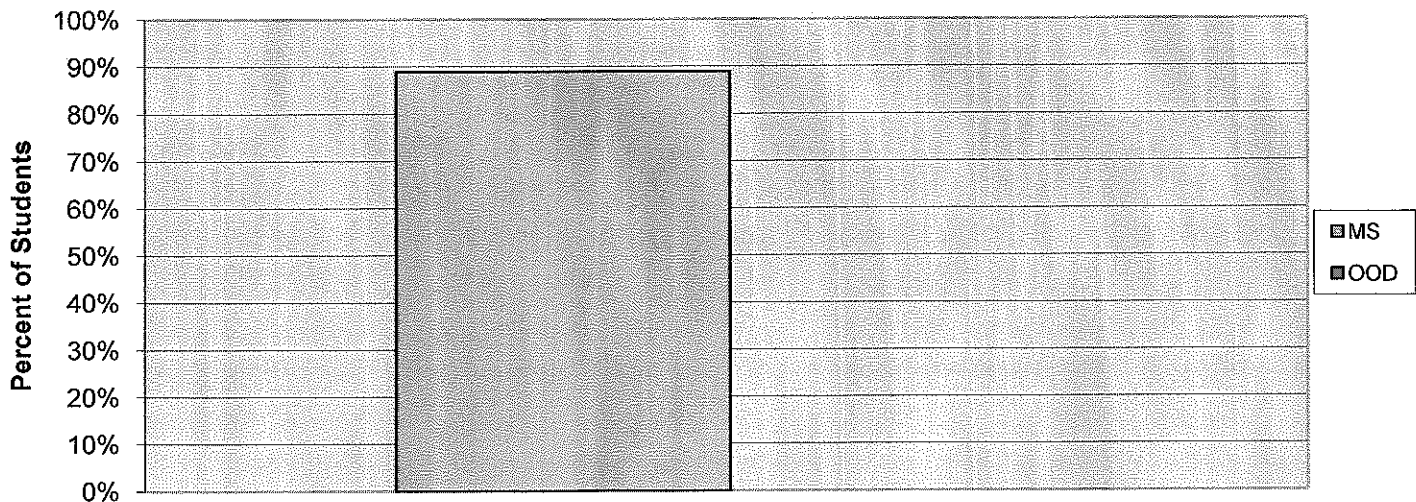
**HORSEHEADS CENTRAL SCHOOL DISTRICT
2009-10 NYS GRADE 8 SOCIAL STUDIES ASSESSMENT
MIDDLE SCHOOL**

School	Enrollment	Score Distribution							
		1's	% 1's	2's	% 2's	3's	% 3's	4's	% 4's
MS	317	4	1%	31	10%	152	48%	130	41%
OOD	3	1	33%	2	67%	0	0%	0	0%
DISTRICT	332	7	2%	38	11%	153	46%	130	39%

**HORSEHEADS CENTRAL SCHOOL DISTRICT
NYS GRADE 8 SOCIAL STUDIES RESULTS**



**HORSEHEADS CENTRAL SCHOOL DISTRICT
NYS GRADE 8 SOCIAL STUDIES MASTERY RESULTS**



NyStart 08/16/10

Includes Co-Teaching Students & ALTMS in District figures

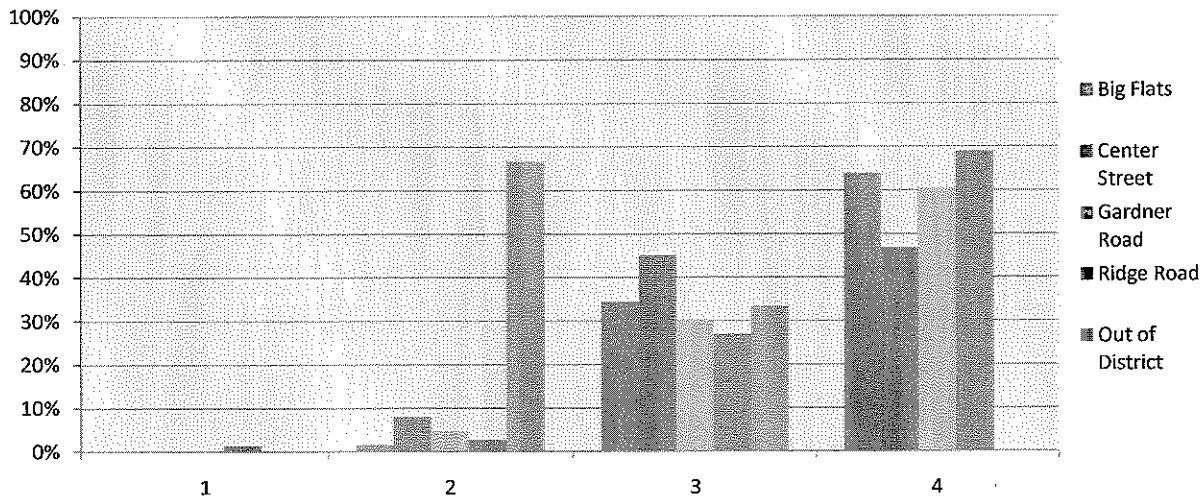
HORSEHEADS CENTRAL SCHOOL DISTRICT NYS GRADE 4 SCIENCE RESULTS 2009-2010

School	Enrollment	Score Distribution							
		1's	% 1's	2's	% 2's	3's	% 3's	4's	% 4's
Big Flats	61	0	0%	1	2%	21	34%	39	64%
Center Street	62	0	0%	5	8%	28	45%	29	47%
Gardner Road	86	0	0%	4	5%	26	30%	52	60%
Ridge Road	74	1	1%	2	3%	20	27%	51	69%
Out of District	3	0	0%	2	67%	1	33%	0	0%
TOTAL	286	1	0%	14	5%	96	34%	171	60%

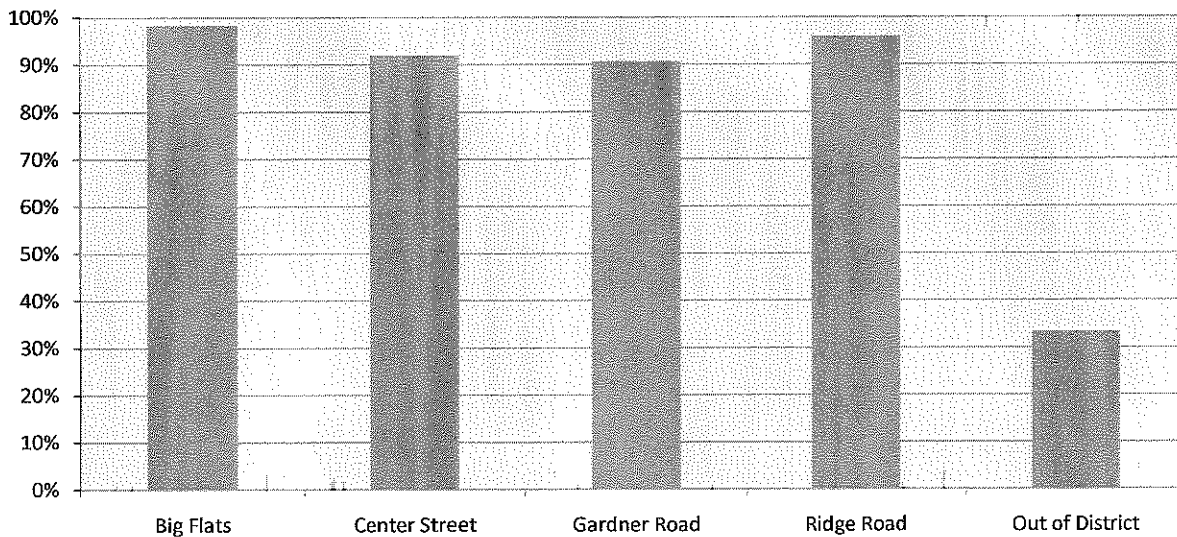
NyStart

Updated 7/ 27/2010

2009-10 NYS Grade 4 Science Results



2009-10 NYS Grade 4 Science Mastery Results (3's & 4's)



U.S. H. Enclosure 410
Oct. 16, 2010

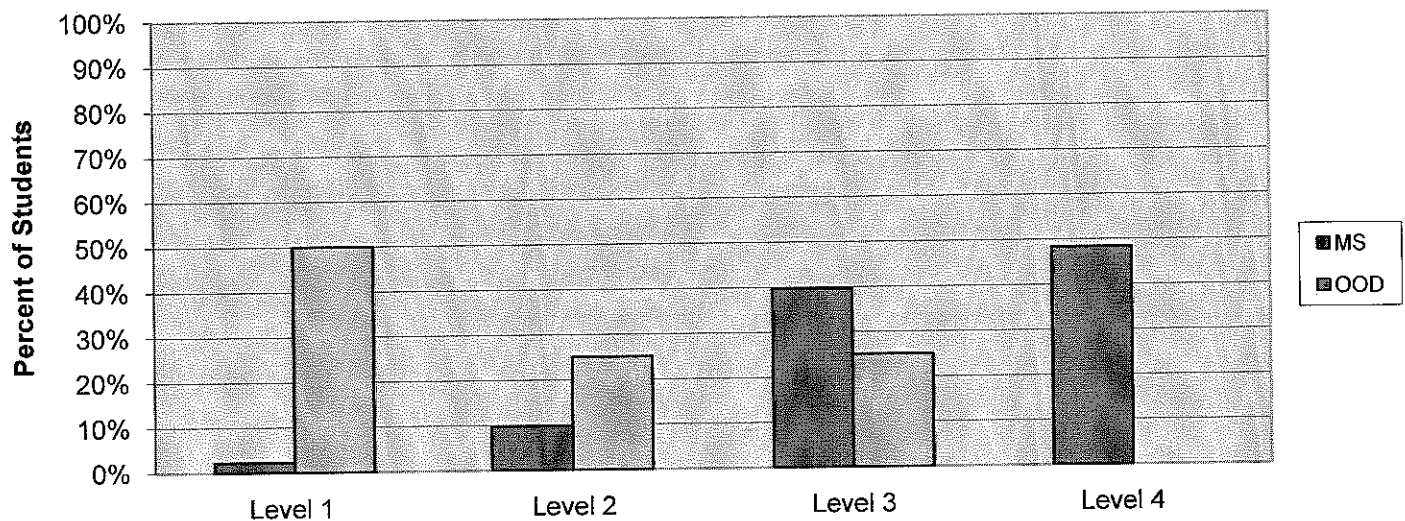
HORSEHEADS CENTRAL SCHOOL DISTRICT 2009-10 NYS GRADE 8 SCIENCE ASSESSMENT MIDDLE SCHOOL

School	Enrollment	Score Distribution							
		1's	% 1's	2's	% 2's	3's	% 3's	4's	% 4's
MS	308	7	2%	30	10%	122	40%	149	48%
OOD	4	2	50%	1	25%	1	25%	0	0%
DISTRICT	318	9	2%	34	10%	125	39%	149	49%

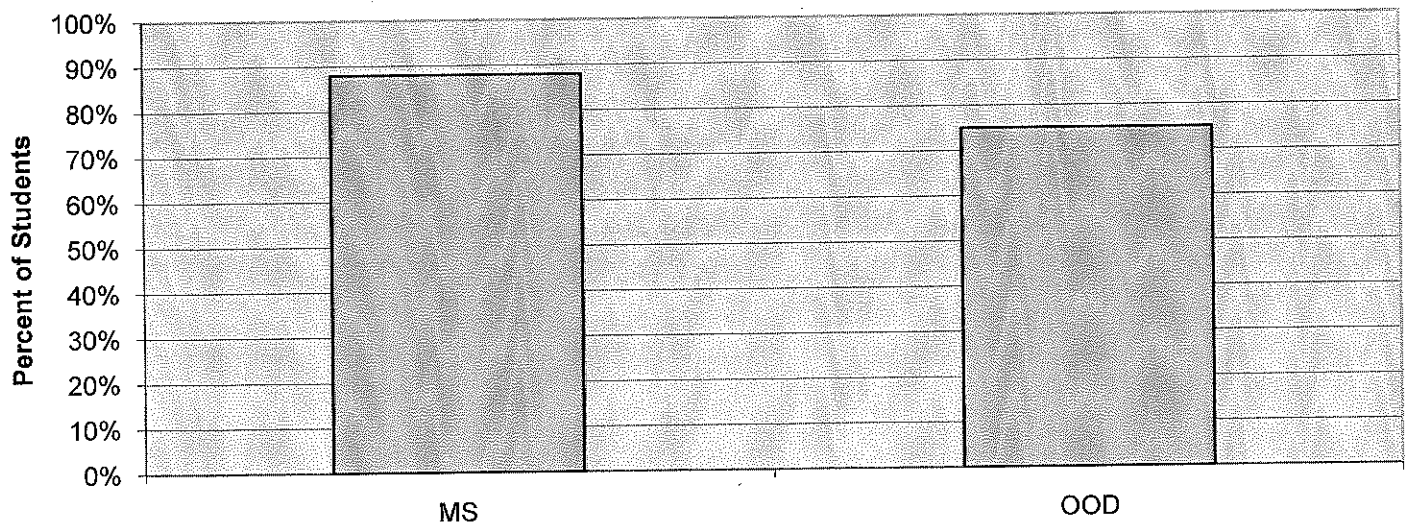
NOTE: OOD = "Placed Out of District" Students Includes ALTMS students

NOTE: Data Source - BOCES Student List Reports

HORSEHEADS CENTRAL SCHOOL DISTRICT NYS GRADE 8 SCIENCE RESULTS



HORSEHEADS CENTRAL SCHOOL DISTRICT NYS GRADE 8 SCIENCE MASTERY RESULTS



Horseheads High School ART DEPARTMENT

Course Revision

Combining the half credit courses - *Drawing 1* and *Painting 1*
to create a full credit course - *Drawing and Painting 1*

History of the course: *Drawing and Painting 1*, a full-credit course, was divided into *Painting 1* and *Drawing 1* in the 2003-04 school year. The change was made because of a decreased number of students enrolled in art courses. The increased mandated laboratory time for science classes left students with less time in their schedules for full credit classes. In an effort to be proactive the art department chose to divide the course in order to allow more students to fit the class into their schedules.

In the seven years since the class was divided, we have discovered that the change is not successful for the following reasons:

1. It is optimal for students to work in both drawing and painting media throughout the class to best meet the New York State Learning Standards for the Visual Arts.
2. A variety of activities in both media are essential to hold the student's interests in an eighty minute class period.
3. Most projects involve a variety of drawing and painting media, it has been detrimental to the curriculum to try to focus on projects that are over-simplified in order to address a single drawing media or painting media that fits the course description.
4. Drawing and Painting 1 is the foundation for a traditional sequence in the arts for serious, focused art students who intend to further their study in the visual arts after high school (including Drawing and Painting 1; Drawing and Painting 2; Drawing and Painting 3; and Portfolio Development.) It is optimal to have continuity between the courses.
5. There are twenty-six ½ credit courses available to HHS students. As a department, we no longer believe that we have to alter what we know was a successful course in order to circumvent scheduling conflicts.

It is our goal to offer a full credit course *Drawing and Painting 1* to Horseheads High School students during the 2011-2012 school year.