

FINAL REPORT FOR ACHIEVEMENT OF DISTRICT GOALS
2006-2007

I. TO COMPLETE ALL CONSTRUCTION PROJECTS FUNDED BY THE 2002 REFERENDUM

As the school year came to a close the work on the renovations and additions at Union School are substantially complete. All major systems have passed inspections and the final installation of exterior fencing will allow for receipt of the certificate of occupancy. Furniture deliveries were beginning during the last week of June and the custom furniture for the new library is expected in July. All of the new facilities will be ready for the opening of school in September. A community open house and ribbon cutting will be scheduled for late September 2007. The construction management firm, EPIC, completed its work in April and the remaining project work is being supervised by district employees in conjunction with the district architect.

A number of smaller miscellaneous projects related to the 2002 referendum are also winding down and are expected for completion in summer 2007. The bids for the renovation work at Pierrepont School are scheduled to be awarded in July 2007 with the work to be completed in early fall. This will complete the work funded by the 2002 referendum. There are a number of other miscellaneous projects, not funded by the referendum bonds, that will also be completed this summer. These projects, in many cases, were identified during the renovations.

With the exception of about \$800,000, all of the money from the state portion of the funding of the projects has been received. In addition, the Board refinanced the bonds in December 2006 thereby reducing the debt service costs by over \$750,000.

II. TO IMPROVE STUDENT PERFORMANCE ON STANDARDIZED ASSESSMENTS

A preliminary review of the test data from the spring 2007 test administration shows improvement in student performance in both language arts and mathematics at many grade levels. There was general improvement in student performance in the special education subgroup. Increases in the number of proficient students were noted at almost every grade level at the elementary schools. There were also improvements made at almost every grade level in the area of mathematics which has been a particular emphasis this school year. There continue to be less than satisfactory performance among our special education students in the area of mathematics at the high school. Several recommendations will be forthcoming to address this area of continuing concern. The complete report on student assessment will be presented to the Board at its August 2007 meeting.

Starting in August 2006, after reporting report to the Board of Education on student achievement, each individual school developed school level goals designed to increase student performance levels and, with the input from teachers, developed school action plans to address the identified needs. In addition, teacher, supervisor, and administrative professional improvement and professional growth plans focused on improving student performance on standardized assessments. During the fall months, additional staff training was conducted in the format of student assessments and test-taking skills were incorporated in a variety of grade levels and classes across the curriculum. Two math teachers from the high school developed interdisciplinary materials to prepare students for HSPA and GEPA.

All of the recommendations proposed by the middle school program review committee have been prepared for implementation in fall 2007. These include developing stronger curriculum connections between English and reading, increasing staff at Union School to allow for grade level teams and consistency of instruction at each grade level, scheduling common planning time for grade level teams,

encouraging interdisciplinary connections, utilizing curriculum maps to facilitate interdisciplinary teaching, and making better use of common planning time and administrative time to develop interdisciplinary connections. Also planned for fall 2007 are new cycle classes in math which will increase math instructional time for all students. Test preparation activities will be integrated into all regular classroom instruction.

An intensive test preparation program for students at risk was conducted for high school juniors and eighth graders. These test prep programs were attended on a voluntary basis by students who have been invited to participate based upon the assessment that they might be at risk for not being proficient on these particular tests. There was ongoing involvement of the child study teams and monitoring of special education classes to further provide assistance to students with special needs to perform well on these tests, as well as to generally increase the level of expectation for students who are classified.

While efforts have borne positive results there remains work to be done to maintain the gains and continue to improve at several grade levels towards reaching the NCLB goals of 100% proficiency.

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