



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

**TO:**

The Honorable the Members of the Board of Regents

**FROM:**

James A. Kadamus

**COMMITTEE:**

Full Board

**TITLE OF ITEM:**

Report on the Roosevelt Union Free School District

**DATE OF SUBMISSION:**

March 17, 2003

**PROPOSED HANDLING:**

Discussion

**RATIONALE FOR ITEM:**

Required by Chapter 33 of the Laws of 2002

**STRATEGIC GOAL:**

Goals 1 and 2

**AUTHORIZATION(S):**

**SUMMARY:**

At your March meeting, Roosevelt Superintendent Horace Williams, Roosevelt Middle-Senior High School Principal Sandra Hassan and Roosevelt School Board President Edward McCormick will present a report on the progress the Roosevelt Union Free School District has made since the State takeover.

The following materials are provided for your information:

- Attachment A - Superintendent's Performance Summary June 2002-December 2002
- Attachment B - Superintendent's Performance Summary January 2003-June 2003
- Attachment C - 2002 Grades 4 and 8 and 1998 Cohort Student Performance Data
- Attachment D - Technical Assistance Provided by the State Education Department to the Roosevelt Union Free School District September 2002-February 2003

**SUPERINTENDENT'S PERFORMANCE SUMMARY**  
**SIGNIFICANT ACCOMPLISHMENTS**  
*June 2002 – December 2002*

1. Developed and implemented Five-Year Fiscal Stabilization Plan.
2. Developed Five-Year Education Plan.
3. Developed Five-Year Facilities Plan.
4. Hired key administrators and instructional staff:
  - Director of Personnel
  - Director of State and Federal Funding
  - Director of Technology
  - Director of Buildings and Grounds
  - Principal – Middle–Senior High School
  - Three Assistant Principals – Middle–Senior High School
  - Filled all instructional vacancies
5. Conducted Summer School in Roosevelt Schools.
6. Conducted an Educational Summit for all community members - July 2003.
7. Conducted monthly Facilities Committee meetings August – December.
8. Held community forums to discuss Five-Year Education Plan.
9. Implemented after-school/AIS programs.
10. Targeted low-performing students for academic intervention.
11. Spent approximately \$1.5 million for school renovations:
  - Purchased 1,100 student desks for the Middle-Senior High School
  - Renovated Middle–Senior High School Auditorium
  - Repaired and painted lockers in the Middle-Senior High School
  - Repaired sidewalks for ADA compliance
  - Painted halls and classrooms in the Middle-Senior High School
  - Installed new bell system in the Middle-Senior High School
  - Purchased textbooks
  - Installed approximately 200 computers in labs and some classrooms
  - Completed wiring for computer/internet access in every classroom and library in the Middle-Senior High School

12. Established Budget Review Committee.
13. Identified and hired Cannon Design as an architecture firm.
14. Hired Anchor Security Company as security company.

**SUPERINTENDENT'S PERFORMANCE SUMMARY**  
**Planned Activities**  
*January – June 2003*

1. Develop comprehensive district safety plan with appropriate budget and submit to NYS Safety Center for review.
2. Complete corrections to 2001–2002 disciplinary referral database and consistently maintain 2002–2003 database.
3. Improve Middle–Senior High School student achievement in English Language Arts.
4. Improve Middle–Senior High School student achievement in Mathematics.
5. Increase graduation rates.
6. Develop and use a set of key indicators to gauge progress in implementing district and building education plans.
7. Meaningfully involve shared decision-making committees required by State regulation in the continued development and revision of the Five–Year District Education Plan and the Secondary School Building Comprehensive Education Plan.
8. Conclude student and teacher scheduling for 2003<sup>s</sup>–04 by June 30, 2003.
9. Implement policies to improve student attendance.
10. Cooperate with the SED data systems program review and implement recommendations.
11. Ensure that data on identified VESID “key performance indicators” are collected, analyzed and submitted to SED on a monthly basis.
12. Develop district Professional Development Plan (PDP) consistent with State regulation, including required participation of the faculty association. Ensure alignment between the PDP and the District and Building Education Plans.
13. Initiate alternative high school program.
14. Ensure that all classes have adequate and appropriate materials, supplies and educational equipment.

15. Ensure that all IEPs are current, complete and implemented as written for academic instruction, the provision of related services, and mandated supports.
16. Develop Annual Professional Performance Review Plan (APPR) consistent with State regulation, including participation of the faculty association. Ensure alignment between the APPR and the District and Building Education Plans.
17. Conduct teacher evaluation program linked to instruction.
18. Evaluate performance of administrators responsible for pupil personnel services/special education programs and services to ensure that all mandated programs and services are provided to all students with disabilities in a timely and cost-effective manner.
19. Establish job titles and job descriptions for each employee of the district.
20. BOE and administration budget adequate resources for district success for 2003–04.
21. Update the Five-Year Fiscal Stabilization Plan.
22. Educate all district constituencies concerning the rationale for the contents of the proposed 2003–04 budget.
23. Five–Year Facilities Plan approved by Commissioner, shared with public and consistently implemented by district administration.
24. Finalize educational program space planning for the Five–Year Capital Plan.
25. Implement the short-term capital/replacement projects identified in summer 2002.
26. Report on a weekly basis to the Commissioner about all progress and obstacles encountered in a one-page summary report; submit a more detailed monthly report that reports on progress towards all performance targets, as well as obstacles encountered; report on all progress and obstacles in face-to-face meetings with the Commissioner or his designees.
27. Organize and implement building shared decision–making committees and PTOs.

28. Provide training for parents and community members about how decision-making works in the district.

# Roosevelt Union Free School District Key Indicators



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"Educating Our Students Is Our  
Priority!"

# Student Enrollment



September 2002 - February  
2003



**HARRY DANIELS PRIMARY CENTER**  
**Ms. Patricia Charthern, Principal**

<b>MONTH</b>	<b>KINDER- GARTEN</b>	<b>1ST GRADE</b>	<b>2ND GRADE</b>	<b>3RD GRADE</b>	<b>4TH GRADE</b>
<b>SEPTEMBER</b>	68	72	55	63	10
<b>OCTOBER</b>	59	63	53	60	10
<b>NOVEMBER</b>	60	62	51	61	10
<b>DECEMBER</b>	62	64	53	60	10
<b>JANUARY</b>	62	62	53	60	10
<b>FEBRUARY</b>	64	63	53	62	10 <sup>9</sup>

# WASHINGTON – ROSE ELEMENTARY SCHOOL

Dr. Perletter Wright, Principal

MONT H	KINDE	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>
	R-	GRADE	GRADE	GRADE	GRADE	GRADE	GRADE
SEPT	36	37	41	59	108	118	102
OCT	32	33	38	58	103	111	94
NOV	32	32	39	56	106	110	92
DEC	31	32	36	57	105	110	92
JAN	31	32	38	57	108	110	93
FEB	31	32	38	56	110	112	92

# ULYSSES BYAS ELEMENTARY SCHOOL

Mrs. Lillian Watson, Principal

MONTH	KINDER	1ST GRADE	2ND GRAD	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE
SEPTEMBER	61	49	70	75	59	80	84
OCTOBER	65	50	69	76	60	80	84
NOVEMBER	71	54	69	78	62	85	85
DECEMBER	71	54	69	79	63	85	85
JANUARY	72	54	69	78	66	87	88
FEBRUARY	71	54	69	78	64	87	86

# CENTENNIAL AVENUE ELEMENTARY SCHOOL

Mr. Michael Jones, Principal

MONT H	KINDER	1 <sup>ST</sup> GRADE	2 <sup>ND</sup> GRADE	3 <sup>RD</sup> GRADE	4 <sup>TH</sup> GRADE	5 <sup>TH</sup> GRADE	6 <sup>TH</sup> GRADE
SEPT	76	57	59	72	60	74	75
OCT	65	51	55	70	57	68	73
NOV	64	51	55	68	58	66	74
DEC	64	51	55	68	57	67	74
JAN	65	50	59	70	59	69	73
FEB	64	50	58	68	58	68	73

# ROOSEVELT MIDDLE – SENIOR HIGH SCHOOL

Ms. Sandra Hassan, Chief Educational Officer

MONTH	7 <sup>TH</sup>		8 <sup>TH</sup>		9 <sup>TH</sup>		10 <sup>TH</sup>		11 <sup>TH</sup>		12 <sup>TH</sup>	
	GRAD		GRAD		GRAD		GRAD		GRAD		GRAD	
SEPT	226		220		290		171		110		107	
OCT	189		215		280		170		108		110	
NOV	192		213		273		171		108		110	
DEC	193		212		275		171		108		110	
JAN	196		213		278		170		108		112	
FEB	194		212		276		171		108		113	

# Middle - Senior High School

## Attendance Rate



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September 2002 - February  
2003

GRADE	SEPT	OCT	NOV	DEC	JAN	FEB
7	78.6%	91.1%	93.4%	88%	91%	90%
8	92.3%	92.8%	93%	91%	92%	90%
9	85%	84.2%	72%	76%	74%	75%
10	86.5%	85.1%	82%	82%	79%	72%
11	87.6%	84.4%	83%	84%	81%	80%
12	88.8%	87.6%	85%	83%	86%	81%
<b>TOTAL</b>	<b>86.5%</b>	<b>87.5%</b>	<b>85%</b>	<b>84%</b>	<b>84%</b>	<b>83%</b>

# Middle - Senior High School

## Staff Attendance Rate



September 2002 - February 2003



MONTH	# OF TEACHERS	# OF WORKING DAYS	# OF TEACHER WORKING DAYS	NUMBER OF DAYS ABSENT S - Sick P - Personal	% ABSENT
SEPT	104	19	1976	44 S 11P	2.2% 0.1%
OCT	104	23	2329	144 S 23 P	6.2% 0.1%
NOV	104	19	1976	129½ S 28 P	6.6% 1.4%
DEC	104	15	1560	86 S 30 P	5.5% 1.9%
JAN	104	21	2184	142 S 27 P	6.5% 1.2%
FEB	104	14	1456	98 S 17 P	6.7% 1.1%

# Middle - Senior High School Suspensions



September 2002 - February 2003

MONTH	7	8	9	10	11	12	TOTAL
SEPT	6	6	8	4	1	0	25
OCT	4	6	14	12	8	4	48
NOV	0	3	6	12	1	1	23
DEC	12	9	9	9	4	1	44
JAN	3	6	3	0	7	0	19
FEB	4	8	13	7	6	2	40
TOTAL	29	38	53	44	27	8	199

**Attachment C**

**2002 Student Performance Data**

<u>Grade 4 English Language Arts</u>		<u>Grade 8 English Language Arts</u>	
Number of students tested	269	Number of students tested	165
Percent of students achieving the standard	70.7	Percent of students achieving the standard	9.7
Percentage score by Level:		Percentage score by Level:	
Level 1	3.3	Level 1	38.8
Level 2	26.0	Level 2	51.5
Level 3	51.7	Level 3	9.1
Level 4	19.0	Level 4	0.6
<u>Grade 4 Mathematics</u>		<u>Grade 8 Mathematics</u>	
Number of students tested	268	Number of students tested	174
Percent of students achieving the standard	78.4	Percent of students achieving the standard	12.0
Percentage score by Level:		Percentage score by Level:	
Level 1	3.7	Level 1	55.7
Level 2	17.9	Level 2	32.2
Level 3	54.5	Level 3	10.9
Level 4	23.9	Level 4	1.1

**1998 Cohort Performance Data (123 students in Cohort)**

<u>English</u>		<u>Mathematics</u>	
Percent of cohort scoring at 55-64	17%	Percent of cohort scoring at 55-64	22%
Percent of cohort scoring at 65-100	<u>39%</u>	Percent of cohort scoring at 65-100	<u>30%</u>
Total passing	56%	Total passing	52%
<u>Global History and Geography</u>		<u>U.S. History and Government</u>	
Percent of cohort scoring at 55-64	15%	Percent of cohort scoring at 55-64	26%
Percent of cohort scoring at 65-100	<u>51%</u>	Percent of cohort scoring at 65-100	<u>34%</u>
Total passing	66%	Total passing	60%

## Attachment D

### **Technical Assistance Provided by the State Education Department to the Roosevelt Union Free School District September 2002 to February 2003**

Department staff provided ongoing technical assistance to the Roosevelt Union Free School District in the areas of curriculum, instruction and assessment, special education, health and safety, child nutrition, facilities, the Comprehensive Education Plan, test monitoring and governance from September 2002 to February 2003.

#### **Curriculum, Instruction and Assessment**

In order to acquaint Department staff with the district's new initiatives, administrative constructs and new staff, Roosevelt administrators invited Department staff to participate in the district's superintendent's conference days on September 3-5, 2002 at the Roosevelt Middle-Senior High School. Staff from the Offices of Regional School and Community Services, New York City School and Community Services and Curriculum and Instruction attended to meet district staff and provide technical assistance. Staff from the Office of Curriculum and Instruction who provided assistance on the superintendent's conference days in September were: Anne Schiano, Assistant Director of Curriculum and Instruction; Jo Anne Larson, Associate in Social Studies Education; Diana Harding, Associate in Science Education; Al Martino, Associate in Foreign Language Education; Kent Gray, Associate in Physical Education; and Teresa Calabrese-Gray, Associate in Mathematics Education.

Other technical assistance provided by staff in the Office of Curriculum and Instruction included:

DeSylvia Dwyer, Associate in Early Childhood Education, visited the district several times regarding the experimental prekindergarten program. Ms. Dwyer indicated that, overall, the prekindergarten program is in compliance with the requirements of Section 151.2 of the Regulations of the Commissioner. She continues to make recommendations for strengthening the prekindergarten program, improving safety and meeting the professional needs of specific teachers to enhance the teaching and learning process. Ms. Dwyer will conduct a two-day visit to the district in March 2003 to determine if the recommendations made were implemented.

Edward Marschilok, Associate in Music Education, conducted a two-day visit to the district in January 2003. He provided a workshop to K-12 music educators on "Music: A Resource Guide for Standards-Based Instruction." He also discussed the status of the music education program with music teachers and administrators and observed teaching and learning at the Middle-Senior High School. Dr. Marschilok made several recommendations for improvement. He will continue to provide technical assistance on an as-needed basis.

Jo Anne Larson, Associate in Social Studies Education, conducted several visits to Roosevelt to observe teaching and learning at the Middle-Senior High School and meet with the principal to discuss her recommendations. Ms. Larson met with elementary teachers to solicit their comments regarding the draft pre-k –6<sup>th</sup> grade social studies curriculum. She will continue to provide ongoing technical assistance throughout the 2002-2003 school year.

Kent Gray, Associate in Physical Education, visited the district in February 2003. The purpose of the visit was to observe the teaching and learning in physical education classes at all schools as well as to see the athletic facilities at each school building. He provided the Director of Physical Education with information regarding Part 135.4 of the Commissioner's Regulations and other documents pertaining to physical education, and met with administrators and physical education staff to discuss outstanding issues related to the district's physical education program.

### **Special Education**

The VESID/Long Island Regional Office for Special Education Quality Assurance has been very involved on-site in Roosevelt throughout the school year. The focus has been intensive, hands-on technical assistance in every school building in the district. Training, in cooperation with the SETRC and Regional School Support Center, has targeted improvement in fundamental IEP issues and Key Performance Indicators for students with disabilities. In some instances, the district has failed to implement or maintain practices and procedures to assure the adequacy of services, including IEP implementation, related services schedules and least restrictive environment data trends. Ms. Janet Smith, the Regional Associate, found that IEP mandated services continue to be inadequate, incomplete or inaccurate. Ongoing efforts to remedy this lack of systematic change, including a meeting scheduled in March with the Superintendent and central office administrators, will identify actions necessary to improve services to students with disabilities.

### **Health and Safety**

Veta Sheppard-Hayes and other staff from the New York State Center for School Safety provided extensive assistance to the district's safety team to finalize the Safety Plan. After several visits to the Middle-Senior High School, they concluded the following:

- The school climate has improved during the 2002-2003 school year.
- Teachers are in the hallways during class changes and the number of disciplinary incidents has decreased compared to the 2001-2002 school year.
- The district has purchased defibrillators.
- There continues to be a number of fights in the building.
- Teachers and administrators are concerned that students removed from the school for committing violent acts in the building are returning to school following suspensions because the district cannot afford to provide alternative instruction.

- Gang graffiti and violence continues to be a problem in the Middle-Senior High School.
- Use of the camera system needs to be increased because only one officer is assigned to monitor cameras five to six hours a day.
- The policies and procedures in the Code of Conduct submitted to the Department were not reviewed by building level staff and are not consistently used when disciplinary actions are imposed.

Rebecca Gardner, Team Leader of the Department's Student Support Services Unit, visited Roosevelt on July 30, September 3-4, September 16-17, and November 25-26, 2002 and on March 21, 2003. Ms. Gardner provided technical assistance on school safety, attendance, dropouts, discipline, student scheduling and student support services. On February 11-12, 2003, Ms. Gardner and Assistant Commissioner James Butterworth met with the Regional Information Center Director and staff at the Nassau BOCES to discuss student data management systems for Roosevelt; this included data on attendance, dropouts, discipline and scheduling. This meeting was in preparation for further technical assistance to be provided to Roosevelt district staff.

### **Child Nutrition**

Sharon Smith, Assistant in the Office of Child Nutrition, visited the district in October 2002 to assess compliance with nutrition, health and safety concerns expressed by Department staff and parents from the Roosevelt community. Based on her observations of the breakfast program, it was concluded that there were several non-compliance issues. Ms. Smith made recommendations to the district manager of Fine Host, Peter Matterese, the food service provider, and the food service staff at the Middle-Senior High School. She indicated that training of all staff was needed to correct the outstanding issues and improve services for students.

### **Facilities**

The Department's Office of Facilities Planning staff continue to work with both district officials and consultant architects to refine several building program options and to provide estimates of building aid based on information available at this time. In order to refine this information, the district has retained Nassau BOCES to conduct demographic studies to determine enrollment projections for all grade levels in the district. The district and the Department have also entered into discussions with Nassau BOCES to discuss both the return of Roosevelt special education students to the district as well as the potential to develop additional special education space to assist Nassau BOCES in implementation of the regional space plan.

The Roosevelt Board President and district administrators met with Department staff on February 14, 2003 to discuss plans for building new schools in the district. Carl Thurnau and Maureen Lavare from the Office of Facilities Planning, visited the district on February 25, 2003 to provide information on how building aid is calculated so that district administrators can maximize State aid for the capital project.

The district has retained necessary environmental and legal expertise, and commenced the required State Environmental Quality Review (SEQR) process to evaluate potential building options prior to referendum. The Department will play an active role in the evaluation and mitigation of potential environmental impacts.

### **Comprehensive Education Plan**

Maxine Morgenbesser, Associate in Regional School Improvement, met with building level administrators regarding the development and implementation of the district's Comprehensive Education Plan for the Middle-Senior High School. She attended several planning meetings and was kept abreast of district progress in meeting deadlines for the completion of the Comprehensive Education Plan.

### **Test Monitoring**

At the request of Superintendent Horace Williams, David Payton, Middle Level Education Supervisor, Sharon Holder, the Department's liaison to Roosevelt and Coordinator For Technical Assistance, and Carlos Cuprill, Associate in School Improvement, monitored the administration of the January 2003 ELA Middle-Senior level examinations. District staff had organized all non-secure materials in advance of the test administration day and security personnel were aware of the importance of the examination and of their responsibility for maintaining order and quiet in the school hallways. The test materials and completed answer sheets were returned to the secure school vault at the conclusion of the test administration and teachers signed authorization/accountability forms. All appropriate protocols were observed.

### **Governance**

James Butterworth, Assistant Commissioner for Regional School and Community Services, met with the Roosevelt Superintendent and central administration staff in June, July, August, September and November 2002, and in January and February 2003 to discuss district progress. In August 2002 and February 2003, Dr. Butterworth, Deputy Commissioner James Kadamus, Chief Operating Officer Richard Cate and Department liaison Sharon Holder held a "summit meeting" with the Roosevelt central administration staff and Board President Edward McCormick to discuss a wide range of issues and strategic decisions.

Ms. Holder attended four school board meetings during the 2002-2003 school year. She indicated that board meetings are organized and focused primarily on improving student achievement. Each meeting provides time on the agenda for community members to express concerns and make recommendations on how to improve the quality of education for students enrolled in the district.