

# Comprehensive District Education Plan

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



School District:	Roxbury Central School		
BEDS Code:	12150204000		
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* Plan Start Date	September 2010	Plan End Date	September 2012

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**PLANS INCLUDED IN THIS CDEP**

*District Name:* Roxbury Central School  
*BEDS Code:* 121502040000

List of Plans Included in This Comprehensive District Education Plan	
<b>These plans are included in this CDEP:</b>	
X	Technology
X	Professional Development (PDP)
X	Shared Decision Making (100.11)
X	Academic Intervention Services
X	Annual Professional Performance Review (APPR)
X	Teacher Mentoring Plan
X	Response to Intervention (RTI)
X	Teacher Handbook
X	Student Handbook

**The district used a facilitator: Yes X No \_\_\_\_\_ If yes:**  
**Name :** ONC BOCES **Title:** \_\_\_\_\_

## SECTION I: BACKGROUND / DEMOGRAPHICS

*District Name:* Roxbury Central School

*BEDS Code:* 121502040000

### COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

Name	Title	Constituencies Represented (If More Than One Applies, Please Indicate)
Thomas O'Brien	Superintendent	Administration
Eric Windover	Principal	Administration
Ed Fersch	Board President	Board of Ed., community
Phill Zorda	Board Vice President	Board of Ed., community
William Finch	Board Member	Board of Ed., community
Tara Poniros	Board Member, Parent	Board of Ed., community
Bonnie Walker	Board Member	Board of Ed., community
Jo Hinkley	CDEP co-liaison/Elementary & High School Physical Education/Instructional Technology Teacher	Elementary & High School Classroom Teacher, Mentoring Coordinator, Technology Committee, Crisis Management Team, SACI
Laurie Andrews	CDEP co-liaison IST/AIS Coordinator,	K-6 Instructional Support Teacher, RIST, AIS Committee, 504 Committee, SACI, Crisis Management Team
Anne Snyder	LTA	Teaching Assistant
Stephanie Lalosh	7-12 English Instructor	High School Teacher, SACI, Parent

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Tammy Allison  
Denise Johnston

Michael Reidlinger  
Rebecca Moskin

TBA

Stefani Albano

Elementary Teacher  
7-12 Math Instructor

High School Art

Elementary Special Education

Student

Parent Rep.

Grade 4, Parent

High School, Parent

High School Classroom teacher, RIST, Honor Privilege  
Committee, SACI

Elementary RIST

Student Council President

PTSA

**Communications Process for the CDEP Committee:**

Monthly Professional Development Afternoons (one Thursday of each month, from 12-3 p.m.)  
District website (<http://www.roxburycs.org>) with e-mail and RCS Forum access to all team members and staff  
CDEP bulletin board in faculty room  
Monthly CDEP team meetings. Summary notes from each meeting are typed and distributed to team members.  
CDEP overview at monthly Board of Education meetings and periodic reports by team members.  
Board member, Community Member, & Student Representative attends CDEP meetings.  
Monthly collaboration assessment page (CAP) tracks and communicates group and individual professional development progress.

**Communication Process To Inform All Constituencies in the Community:**

District Website (<http://www.roxburycs.org>) offers school news and updates to visitors and has a link to a copy of the CDEP  
Monthly school newsletter includes information about CDEP activities  
Board agenda – overview every month  
PK-12 teachers send home bi-weekly newsletters or reports  
Articles in local newspapers  
Open House Booth

*District Name: Roxbury Central School*

*BEDS Code: 121502040000*

**Mission/Vision Statement:**

Our vision is to provide a safe and caring environment in which our students can develop academically, creatively, and socially. Each member of the school community will demonstrate personal integrity, a commitment to learning, and an appreciation for cultural diversity.

**Belief Statements:**

1. We will create a tolerant and respectful environment where learners maximize their potential.
2. We will continually assess our needs to provide an accurate direction for the school and the students.
3. All students will become life-long learners who are prepared to contribute as citizens and meet the challenges and needs of our democratic society.
4. All students who are eligible will pass the Regents exams required by NYSED with an ongoing goal of increasing the level of mastery.
5. All students will respect and practice the civic values of justice, honesty, self-discipline, due process, equality and majority rule.
6. All students will receive experience in the visual and performing arts.
7. All students need to master effective and responsible communication skills.
8. All students will receive practical experience to help them understand the connections and relationships between classroom learning and life outside of the school.
9. All students will participate in various technological experiences.
10. All students will understand healthy living skills and the value of physical and mental fitness.

*District Name: Roxbury Central School*

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**District Statement/Influencing Factors:**

Roxbury Central School, located in Delaware County, among the lovely northern Catskill Mountains, houses approximately 350 students with a supportive faculty and staff. Encompassing 90 square miles, the district's families are as diverse as its landscapes. There are local families who have lived in the area for generations, as well as those who have relocated to the region. Many are drawn to Roxbury for the area's scenic beauty, recreation and solitude. This small, closely-knit community creates a sense of interpersonal intimacy that has been lost in many places in our modern society.

Since 1999, the Comprehensive District Education Planning (CDEP) Team has engaged all staff, serving as the core for peer leadership in the district. Roxbury uses small classes and an extensive direct and indirect support staff to enhance student learning. In 2003, the district began to participate as a member of School Alliance for Continuous Improvement (SACI) to develop a collaborative relationship with like-minded districts. Roxbury now has signed on to "Race to the Top" and is striving to improve the integration of data into its program decision process.

Roxbury Central School's special education students comprise 16% of the total population. The challenges of inclusion while not sacrificing student achievement for the high achieving students is one of RCS's greatest challenges. The realized desire of identifying and cultivating a sense of excellence in every member of the RCS community, staff, and student alike is one of the school's highest priorities. RCS is proud of this commitment to excellence and the culture of caring it has cultivated.

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**DATA USED WITHIN PLAN**

<b>CHECKLIST OF DATA USED:</b>	
X	School Report Card
X	BEDS Data
X	The CAR Report
X	Attendance Rates; students and teachers
X	Graduation and Drop-Out Rates
X	Special Populations, LEP, Individuals with Disabilities, Homeless
X	Teacher/Student Ratios
X	Number of Uncertified Teachers
X	Student and Community Ethnic Data
X	Enrollment
X	Special Designation Schools, SURR, Title I
X	Early Literacy Profile
X	Celebrating Excellence Data
X	School Lunch Information
X	Student Activity Data
X	Error Coding of NYS Assessments
X	Professional Development Hours & Curricular Areas Addressed
X	Numbers of Students receiving AIS
X	Saxon Math Assessments
X	Literacy by Design Assessments (Benchmarks, Theme Tests, READS Assessments)
X	Value-Added Data
X	DOMA & DORA Assessments
X	Progress Monitoring Data
X	Faculty, Staff, & Student Surveys
X	NYS Assessments (3 – 8 Tests & Regents Exams)

**BASIC SCHOOL DISTRICT DATA**

**STUDENT RACIAL/ETHNIC ORIGIN**

	2008 - 2009		2009 - 2010		2010 - 2011	
	No. of students	% of Enroll	No. of students	% of Enroll	No. of students	% of Enroll
American Indian, Alaskan, Asian, or Pacific Islander	1	NA	1	0%		
Black (Not Hispanic)	3	1%	4	1%		
Hispanic	7	2%	7	2%		
White (Not Hispanic)	313	97%	324	96%		

**LIMITED ENGLISH PROFICIENT STUDENTS (LEP)**

2008 - 2009		2009 - 2010		2010 - 2011	
No. of Students	% of Enroll	No. of Students	% of Enroll	No. of Students	% of Enroll
0	0	0%	0%		

**ATTENDANCE, SUSPENSION AND DROPOUT RATES**

	2008 - 2009		2009 - 2010		2010 - 2011	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		95%		94%		94%
<b>Student Suspensions</b>	11	3%				
<b>Student Dropouts</b>	0	0	1		1	
<b>Entered Alternative HS</b>	1	1%			1	

**STUDENT SOCIOECONOMIC AND STABILITY INDICATORS (PERCENT OF ENROLLMENT)**

	2008-2009	2009 - 2010	2010 - 2011
<b>Free Lunch</b>	24%	32%	
<b>Reduced Lunch</b>	17%	9%	
<b>Public Assistance</b>	NA	NA	
<b>Student Stability</b>	NA	NA	

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**HIGH SCHOOL COMPLETERS**

District Name: *Roxbury Central School*

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**High School Graduates Earning Regents Diplomas (All Students):**

2008 - 2009				2009 - 2010				2010 - 2011			
Total Graduates	Regents Diploma	% Regents Diploma	% Regents Diploma w/ Adv. Desig.	Total Graduates	Regents Diploma	% Regents Diploma	% Regents Diploma w/ Adv. Desig.	Total Graduates	Regents Diploma	% Regents Diploma	% Regents Diploma w/ Adv. Desig.
16	10	63%	50%	21	13	62%	24%	30	25	83%	60%

**Distribution of 2008-2009 Graduates (All Students):**

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
Number	7	5	0	2	2	0
Percent	44%	31%	0	13%	13%	0

**2008 - 2009 High School Completers with Disabilities**

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2007-2008 Completers (a+c)
2	1	0	2

\*Local Diplomas (including local diplomas with Regents endorsements)

**2008 - 2009 High School Completers with Disabilities**

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
<b>Number</b>	0	2	0	0	0	0
<b>Percent</b>	0	100%	0	0	0	0

**Distribution of 2009-2010 Graduates (All Students):**

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
<b>Number</b>	7	12	0	1	4	0
<b>Percent</b>	29%	50%	0	4%	17%	0

**2009-2010 High School Completers with Disabilities**

<b>Graduates* (a)</b>	<b>Regents Diplomas (b)</b>	<b>IEP Diplomas or Certificates (c)</b>	<b>All 2008-2009 Completers (a+c)</b>
6	3	2	5

\*Local Diplomas (including local diplomas with Regents endorsements)

**Distribution of 2009-2010 Graduates with Disabilities**

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
<b>Number</b>	1	2	0	0	3	0
<b>Percent</b>	17%	33%	0	0	50%	0

**Distribution of 2010-2011 Graduates (All Students):**

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
<b>Number</b>	15	12	0	0	3	0
<b>Percent</b>	50%	40%	0	0	10%	0

**2010-2011 High School Completers with Disabilities**

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2009-2010 Completers (a+c)
6	2	1	7

\*Local Diplomas (including local diplomas with Regents endorsements)

**2010-2011 High School Completers with Disabilities**

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
<b>Number</b>	3	2	0	0	1	1
<b>Percent</b>						

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<b>Assessment of State/Local Standards</b>						
<b>Benchmarks for Elementary, Middle and Secondary Education</b>	<b>Local School District Essential Data on State Goals</b>					
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
District Mean in Grade 4 Science*/State Mean: Content	83%	96%	95%			
District Mean in Grade 8 Science*/State Mean: Content	97%	85%	87%			
% of students passing Comprehensive English Regents (>65)	100%	90%	95%			
% of students passing Comprehensive English Regents (>85)	33%	48%	30%			
% of students passing Integrated Algebra Regents (>65)	100%	100%	96%			
% of students passing Integrated Algebra Regents (>85)	35%	44%	33%			
% of students passing Geometry Regents (>65)	100%	83%	83%			
% of students passing Geometry Regents (>85)	74%	33%	39%			
% of students passing Trigonometry Regents (>65)	NA	94%	100%			
% of students passing Trigonometry Regents (>85)	NA	56%	50%			
% of students passing Physical Setting/Earth Science Regents (>65)	54%	89%	89%			
% of students passing Physical Setting/Earth Science Regents (>85)	17%	46%	26%			

<b>Assessment of State/Local Standards</b>						
<b>Benchmarks for Elementary, Middle and Secondary Education</b>	<b>Local School District Essential Data on State Goals</b>					
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
% of students passing Living Environment Regents (>65)	100%	94%	100%			
% of students passing Living Environment Regents (>85)	60%	33%	52%			
% of students passing Physical Setting/Chemistry Regents (>65)	86%	79%	80%			
% of students passing Physical Setting/Chemistry Regents (>85)	14%	26%	20%			
% of students passing Physics Regents (>65)	NA	NA	NA			
% of students passing Physics Regents (>85)	NA	NA	NA			
% of students passing Global Studies Regents (>65)	87%	74%	79%			
% of students passing Global Studies Regents (>85)	45%	42%	33%			
% of students passing US History Regents (>65)	90%	93%	84%			
% of students passing US History Regents (>85)	43%	33%	32%			
% of students passing Spanish Regents(>65)	100%	84%	100%			
% of students passing Spanish Regents(>85)	83%	32%	29%			

**ASSESSMENT OF STATE STANDARDS  
ELA**

	ELA 3							ELA 5						
TOTAL POPULATION TESTED														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	33	18%	24%	55%	3%	139 /150	-11	29	3%	42%	48%	7%	152 /150	+2
2006 - 2007	40	22%	17%	56%	5%	139/ 155	-16	26	0%	30%	70%	70%	170/ 155	+20
2007 - 2008	16	6%	50%	44%	0%	138 /160	-22	31	0%	19%	71%	6%	173 /160	+13
2008 - 2009	28	7%	39%	54%	0%	147/ 165	-18	42	0%	24%	69%	7%	176/ 165	+11
2009 - 2010	23	4%	26%	30%	39%	169/ 170	-1	19	16%	53%	32%	0%	117/ 170	-53
2010 - 2011	21	4.8%	23.9%	61.9%	9.5%	167 /170	-3	27	18.5%	37.0%	44.4%	0%	126 /170	-44
2011 - 2012														
GENERAL EDUCATION STUDENTS														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
2005-2006	28	14%	22%	60%	4%	150	0	26	**	**	**	**	**	**
2006 - 2007	32	6%	22%	66%	6%	166	+11	22	0%	23%	77%	0%	177	+22
2007- 2008	14	7%	43%	50%	0%	143	-17	24	0%	8%	79%	8%	182	+22
2008 - 2009	25	-	-	-	-	-	-	31	0%	10%	80%	10%	190	+25
2009 - 2010	22	-	-	-	-	-	-	15	-	-	-	-	-	-
2010 - 2011	21	4.8%	23.8%	61.9%	9.5%	167	-3	22	4.5%	40.9%	54.4%	0%	150	-20
2011 - 2012														
STUDENTS WITH DISABILITIES														

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
2005-2006	5	40%	40%	20%	0%	80	-70		3	**	**	**	**	**	**
2006 - 2007	8	75%	0%	25%	0%	50	-105		4	0%	75%	25%	0%	125	-30
2007 - 2008	2	0%	100%	0%	0%	100	-60		7	0%	57%	43%	0%	143	-17
2008 - 2009	3	-	-	-	-	-	-		11	0%	64%	36%	0%	136	-29
2009 - 2010	1	-	-	-	-	-	-		4	-	-	-	-	-	-
2010 - 2011	0	-	-	-	-	-	-		5	80%	20%	0%	0%	20	-150
2011 - 2012															
<b>ECONOMICALLY DISADVANTAGED STUDENTS</b>															
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
2008 - 2009	8	0%	50%	50%	0%	150	-15		11	0%	55%	36%	9%	145	-20
2009 - 2010	10	0%	30%	40%	30%	170	0		11	18%	64%	18%	0%	100	-70
2010 - 2011	9	0%	44.4%	44.4%	11.1%	155	-15		13	23.1%	46.2%	30.8%	0%	108	-62
2011 - 2012															
<b>ELA 4</b>							<b>ELA 8</b>								
<b>TOTAL POPULATION TESTED</b>															
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
1999-2000		8%	54%	29%	8%	<b>128</b> /140	-12		22	5%	36%	45%	14%	<b>154</b> /140	+14
2000-2001	20	5%	35%	55%	5%	<b>155</b> /140	+15		27	7%	37%	37%	19%	<b>149</b> /140	+9
2001-2002	26	4%	42%	46%	8%	<b>150</b> /145	+5		33	6%	30%	30%	33%	<b>156</b> /145	+11
2002-2003	32	0%	41%	50%	9%	<b>159</b> /150	+9		30	7%	37%	53%	3%	<b>149</b> /150	-1
2003-2004	20	0%	45%	45%	10%	<b>155</b> /150	+5		26	12%	58%	23%	8%	<b>120</b> /150	-30

<b>2004-2005</b>	30	3%	30%	63%	3%	<b>162</b> /150	+12		23	17%	26%	35%	22%	<b>140</b> /150	-10
<b>2005-2006</b>	27	18.5%	29.6%	51.9%	0.0%	<b>133</b> /150	-17		24	8%	38%	50%	4%	<b>146</b> /150	-4
<b>2006 - 2007</b>	31	7%	23%	68%	3%	<b>165</b> /155	+10		34	0%	46%	51%	3%	<b>154</b> /155	-1
<b>2007 - 2008</b>	42	12%	26%	60%	2%	<b>150</b> /160	-10		21	0%	48%	43%	10%	<b>154</b> /160	-6
<b>2008 - 2009</b>	17	0%	29%	65%	6%	<b>171/</b> 165	+6		30	0%	23%	73%	3%	<b>175/</b> 165	+10
<b>2009 - 2010</b>	26	12%	54%	35%	0%	<b>124/</b> 170	-46		27	4%	37%	52%	7%	<b>155/</b> 170	-15
<b>2010 – 2011</b>	21	4.8%	28.6%	66.7%	0%	<b>162</b> /170	-8		29	0%	34.5%	65.5%	0%	<b>166</b> /170	-4
<b>2011 - 2012</b>															

**GENERAL EDUCATION STUDENTS**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
<b>1999-2000</b>								17						
<b>2000-2001</b>	16	**	**	**	**	**	**	19	0%	21%	53%	26%	179	+39
<b>2001-2002</b>	21	5%	38%	47%	10%	152	+7	26	0%	19%	39%	42%	181	+36
<b>2002-2003</b>	25	0%	28%	60%	12%	172	+22	25	0%	36%	60%	4%	164	+14
<b>2003-2004</b>	19	**	**	**	**	**	**	19	5%	53%	31%	11%	137	-13
<b>2004-2005</b>	27	**	**	**	**	**	**	18	6%	22%	44%	28%	166	+16
<b>2005-2006</b>	22	14%	27%	59%	0%	145	-5	19	0%	32%	63%	5%	163	+13
<b>2006 - 2007</b>	26	4%	19%	73%	4%	173	+18	26	0%	42%	54%	4%	158	+3
<b>2007 - 2008</b>	34	0%	29%	68%	3%	171	+11	19	0%	47%	42%	11%	153	-7
<b>2008 - 2009</b>	14	-	-	-	-	-	-	26	-	-	-	-	-	-
<b>2009 - 2010</b>	22	-	-	-	-	-	-	21	0%	24%	66%	10%	176	+6
<b>2010 – 2011</b>	19	5.2%	21.1%	73.7%	0%	169	-1	24	0%	25%	75%	0%	175	+5
<b>2011 - 2012</b>														

**STUDENTS WITH DISABILITIES**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		

<b>1999-2000</b>									5	20%	60%	20%	0%	100	-40
<b>2000-2001</b>	4	**	**	**	**	**	**	**	8	25%	75%	0%	0%	75	-65
<b>2001-2002</b>	5	0%	60%	40%	0%	140	-5		7	29%	71%	0%	0%	71	-74
<b>2002-2003</b>	7	0%	86%	14%	0%	114	-36		5	40%	40%	20%	0%	80	-70
<b>2003-2004</b>	1	**	**	**	**	**	**	**	7	29%	71%	0%	0%	71	-79
<b>2004-2005</b>	3	**	**	**	**	**	**	**	5	60%	40%	0%	0%	40	-110
<b>2005-2006</b>	5	40%	40%	20%	0%	80	-70		5	40%	60%	0%	0%	60	-90
<b>2006 – 2007</b>	5	20%	40%	40%	0%	120	-35		8	0%	50%	50%	0%	150	-5
<b>2007 - 2008</b>	8	63%	13%	25%	0%	63	-97		2	0%	50%	50%	0%	150	-10
<b>2008 - 2009</b>	3	-	-	-	-	-	-	-	4	-	-	-	-	-	-
<b>2009 - 2010</b>	4	-	-	-	-	-	-	-	6	17%	83%	0%	0%	83	-87
<b>2010 – 2011</b>	2	0%	100%	0%	0%	100	-70		5	0%	80%	20%	0%	120	-50
<b>2011 - 2012</b>															

**ECONOMICALLY DISADVANTAGED STUDENTS**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	
		1	2	3	4				1	2	3	4			
		<b>2008 - 2009</b>	9	0%	33%				67%	0%	167	+2			12
<b>2009 – 2010</b>	15	7%	66%	27%	0%	120	-50	9	11%	45%	44%	0%	133	-37	
<b>2010 – 2011</b>	8	12.5%	25%	62.5%	0%	150	-20	13	0%	46.2%	53.8%	0%	154	-16	
<b>2011 - 2012</b>															

**ELA 6**

**ELA 7**

**TOTAL POPULATION TESTED**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
		<b>2005-2006</b>	20	5%	50%				30%	15%	<b>140</b> /150	-10		
<b>2006 – 2007</b>	35	0%	37%	60%	3%	<b>163</b> /155	+8	20	0%	30%	60%	10%	<b>170</b> /155	+15
<b>2007 – 2008</b>	25	0%	20%	76%	4%	<b>180</b> /160	+20	33	0%	27%	67%	6%	<b>173</b> /160	+13
<b>2008 - 2009</b>	26	0%	12%	81%	8%	<b>190</b> /165	+25	27	0%	22%	78%	0%	<b>178</b> /165	+13

<b>2009 - 2010</b>	43	19%	40%	40%	2%	<b>124/170</b>	-46		27	0%	22%	56%	22%	<b>178/170</b>	+8
<b>2010 - 2011</b>	22	18.2%	40.9%	40.9%	0%	<b>123/170</b>	-47		40	20%	27.5%	47.5%	5%	<b>133/170</b>	-37
<b>2011 - 2012</b>															
<b>GENERAL EDUCATION STUDENTS</b>															
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels							# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
<b>2005-2006</b>	19	**	**	**	**				26	0%	23%	77%	0%	177	+22
<b>2006 - 2007</b>	31	0%	32%	65%	3%	168	+13		19	0%	32%	58%	11%	170	+15
<b>2007 - 2008</b>	21	0%	10%	86%	5%	192	+32		29	0%	21%	72%	7%	179	+19
<b>2008 - 2009</b>	20	0%	5%	85%	10%	195	+30		22	0%	5%	95%	0%	195	+30
<b>2009 - 2010</b>	32	0%	50%	47%	3%	150	-20		21	0%	19%	52%	29%	181	+11
<b>2010 - 2011</b>	16	6.3%	50%	43.8%	0%	138	-32		28	3.6%	28.6%	60.7%	7.1%	164	-6
<b>2011 - 2012</b>															
<b>STUDENTS WITH DISABILITIES</b>															
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels							# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
<b>2005-2006</b>	1	**	**	**	**				7	29%	57%	14%	0%	85	-65
<b>2006 - 2007</b>	4	0%	75%	25%	0%	125	-30		1	0%	0%	100%	0%	200	+45
<b>2007 - 2008</b>	4	0%	75%	25%	0%	125	-35		3	0%	67%	33%	0%	133	-27
<b>2008 - 2009</b>	6	0%	33%	67%	0%	167	+2		5	0%	100%	0%	0%	100	-65
<b>2009 - 2010</b>	11	73%	9%	18%	0%	45	-125		6	0%	33%	67%	0%	167	-3
<b>2010 - 2011</b>	6	50%	16.7%	33.3%	0%	83	-87		12	58.3%	25%	16.7%	0%	58	-112
<b>2011 - 2012</b>															
<b>ECONOMICALLY DISADVANTAGED STUDENTS</b>															
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
<b>2008 - 2009</b>	7	0%	0%	100%	0%	100	-65		4	-	-	-	-	-	-
<b>2009 - 2010</b>	19	32%	31%	32%	5%	105	-65		10	0%	40%	50%	10%	169	-10
<b>2010 - 2011</b>	16	18.8%	50%	31.3%	0%	113	-57		16	43.8%	25%	25%	6.3%	88	-82
<b>2011 - 2012</b>															

**ASSESSMENT OF VALUE-ADDED DATA  
ELA**

Subject	Grade	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
English/Language Arts	4	2008	39	654.8	34	657.2	37	-1.8	3.3	NDD	<a href="#">NYS</a>
		2009	16	663.6	41	652.7	28	5.2	3.6	NDD	<a href="#">NYS</a>
	5	2008	27	674.3	59	662.9	40	4.5	2.1	Above	<a href="#">NYS</a>
		2009	40	666.7	41	667.4	43	-0.4	2.6	NDD	<a href="#">NYS</a>
	6	2008	22	662.7	50	649.9	29	7.5	2.6	Above	<a href="#">NYS</a>
		2009	25	666.6	59	663.5	50	1.3	2.4	NDD	<a href="#">NYS</a>
	7	2008	25	671.8	62	662.7	48	5.5	2.4	Above	<a href="#">NYS</a>
		2009	25	664.0	48	664.9	50	-0.4	2.4	NDD	<a href="#">NYS</a>
	8	2008	16	661.2	57	658.3	52	1.0	3.0	NDD	<a href="#">NYS</a>
		2009	30	666.1	62	665.4	61	0.4	2.3	NDD	<a href="#">NYS</a>

**ASSESSMENT OF STATE STANDARDS  
MATH**

		<b>MATH 3</b>						<b>MATH 5</b>						
<b>TOTAL POPULATION TESTED</b>														
<b>YEAR</b>	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
<b>2005-2006</b>	33	6%	33%	58%	3%	<b>154</b> /150	+4	29	7%	45%	45%	3%	<b>141</b> /150	-9
<b>2006 - 2007</b>	41	10%	19%	67%	5%	<b>163</b> /155	+8	26	11%	52%	33%	4%	<b>126</b> /155	-31
<b>2007 – 2008</b>	16	6%	50%	44%	0%	<b>138</b> /160	-38	30	0%	23%	77%	0%	<b>177</b> /160	+17
<b>2008 - 2009</b>	27	4%	7%	89%	0%	<b>185</b> /165	+20	41	5%	27%	63%	5%	<b>163</b> /165	-2
<b>2009 - 2010</b>	22	0%	23%	50%	27%	<b>177</b> /170	+7	19	11%	47%	32%	11%	<b>133</b> /170	-37
<b>2010 – 2011</b>	21	0%	28.6%	61.9%	9.5%	<b>171</b> /170	+1	26	7.7%	65.4%	23.1%	3.8%	<b>119</b> /170	-51
<b>2011 - 2012</b>														
<b>GENERAL EDUCATION STUDENTS</b>														
<b>YEAR</b>	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
<b>2005-2006</b>	28	4%	35%	57%	4%	157	+7	26	**	**	**	**	**	**
<b>2006- 2007</b>	32	0%	16%	78%	6%	184	+29	22	9%	55%	32%	5%	129	-26
<b>2007 - 2008</b>	14	7%	50%	43%	0%	186	+26	24	0%	13%	88%	0%	189	+29
<b>2008 - 2009</b>	24	-	-	-	-	-	-	30	0%	23%	70%	7%	177	+12
<b>2009 - 2010</b>	21	-	-	-	-	-	-	15	-	-	-	-	-	-
<b>2010 – 2011</b>	21	0%	28.6%	61.9%	9.5%	171	+1	21	0%	66.7%	28.6%	4.8%	134	-36
<b>2011 - 2012</b>														
<b>STUDENTS WITH DISABILITIES</b>														

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
2005-2006	5	20%	20%	60%	0%	140	-10		3	**	**	**	**		
2006 – 2007	9	33%	33%	33%	0%	99	-56		4	25%	50%	25%	0%	100	-55
2007 - 2008	2	0%	50%	50%	0%	150	-10		6	0%	67%	33%	0%	133	-27
2008 - 2009	3	-	-	-	-	-	-		11	18%	37%	45%	0%	127	-38
2009 - 2010	1	-	-	-	-	-	-		4	-	-	-	-	-	-
2010 – 2011	0	-	-	-	-	-	-		5	40%	60%	0%	0%	60	-110
2011 - 2012															
<b>ECONOMICALLY DISADVANTAGED STUDENTS</b>															
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
2008 - 2009	8	0%	0%	100%	0%	100	-65		11	18%	37%	36%	9%	127	-38
2009 – 2010	9	0%	33%	56%	11%	167	-3		11	9%	64%	27%	0%	118	-52
2010 – 2011	9	0%	44.4%	55.6%	0%	156	-14		12	8.3%	83.3%	8.3%	0%	100	-70
2011 - 2012															

<b>MATH 4</b>								<b>MATH 8</b>							
<b>TOTAL POPULATION TESTED</b>															
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
1999-2000	24	0%	13%	67%	21%	<b>189</b> /140	+49		23	4%	57%	35%	4%	<b>135</b> /140	-5
2000-2001	19	0%	5%	63%	32%	<b>195</b> /140	+55		27	15%	37%	41%	7%	<b>133</b> /140	-7
2001-2002	25	0%	60%	40%	0%	<b>140</b> /145	-5		33	9%	21%	67%	3%	<b>161</b> /145	+16
2002-2003	31	0%	16%	74%	10%	<b>184</b> /150	+34		30	10%	47%	43%	0%	<b>133</b> /150	-17
2003-2004	20	0%	20%	70%	10%	<b>180</b> /150	+30		25	16%	32%	44%	8%	<b>136</b> /150	-14

<b>2004-2005</b>	30	0%	23%	63%	13%	<b>175</b> /150	+25		24	4%	42%	54%	0%	<b>150</b> /150	0
<b>2005-2006</b>	26	4%	42%	46%	8%	<b>150</b> /150	0		24	29.2%	62.5%	8.3%	0.0%	<b>79</b> /150	-71
<b>2006 – 2007</b>	31	0%	32%	68%	0%	168 /155	+13		34	3%	26%	69%	11%	<b>168</b> /155	+13
<b>2007 - 2008</b>	42	2%	21%	64%	7%	<b>164</b> /160	+4		21	0%	14%	67%	19%	<b>186</b> /160	+26
<b>2008 - 2009</b>	17	0%	24%	58%	18%	<b>176/</b> 165	+11		30	0%	3%	70%	27%	<b>197</b> /165	+32
<b>2009 - 2010</b>	26	12%	58%	27%	4%	<b>120/</b> 170	-50		27	7%	44%	41%	7%	<b>140/</b> 170	-30
<b>2010 – 2011</b>	21	0%	23.8%	47.6%	28.6%	<b>176</b> /170	+6		28	3.6%	39.3%	57.1%	0%	<b>148</b> /170	+22
<b>2011 - 2012</b>															
	<b>GENERAL EDUCATION STUDENTS</b>														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
<b>1999-2000</b>	19								17						
<b>2000-2001</b>	15	**	**	**	**	**	**		19	0%	32%	57%	11%	168	+28
<b>2001-2002</b>	20	0%	60%	40%	0%	140	-5		26	4%	11%	81%	4%	181	+36
<b>2002-2003</b>	24	0%	13%	75%	13%	189	+39		25	4%	44%	52%	0%	148	-2
<b>2003-2004</b>	19	**	**	**	**	**	**		17	0%	29%	59%	12%	171	+21
<b>2004-2005</b>	27	**	**	**	**	**	**		18	0%	33%	67%	0%	167	+17
<b>2005-2006</b>	21	0%	38%	52%	10%	162	+12		19	26%	69%	5%	0%	79	-71
<b>2006– 2007</b>	26	0%	27%	73%	0%	172	+18		26	0%	15%	69%	15%	183	+28
<b>2007 - 2008</b>	34	0%	15%	74%	9%	181	+21		19	0%	11%	74%	16%	191	+31
<b>2008 - 2009</b>	14	-	-	-	-	-	-		26	-	-	-	-	-	-
<b>2009 - 2010</b>	22	-	-	-	-	-	-		21	0%	38%	52%	10%	72	-98
<b>2010 – 2011</b>	19	0%	21.0%	47.4%	31.6%	179	+9		23	4.3%	34.8%	60.9%	0%	157	-14
<b>2011 -2012</b>															
	<b>STUDENTS WITH DISABILITIES</b>														
YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap

		1	2	3	4				1	2	3	4			
<b>1999-2000</b>	5	0%	20%	80%	0%	180	+40		5	20%	80%	0%	0%	80	-60
<b>2000-2001</b>	4	**	**	**	**	**	**		8	50%	50%	0%	0%	50	-110
<b>2001-2002</b>	5	0%	60%	40%	0%	140	-5		7	29%	57%	14%	0%	85	-60
<b>2002-2003</b>	7	0%	29%	71%	0%	171	+21		5	40%	60%	0%	0%	60	-90
<b>2003-2004</b>	1	**	**	**	**	**	**		8	50%	37%	13%	0%	63	-87
<b>2004-2005</b>	3	**	**	**	**	**	**		6	17%	66%	17%	0%	100	-50
<b>2005-2006</b>	5	20%	60%	20%	0%	100	-50		5	40%	40%	20%	0%	80	-70
<b>2006 – 2007</b>	5	0%	60%	40%	0%	140	-15		8	0%	63%	38%	0%	139	-16
<b>2007 - 2008</b>	8	13%	50%	25%	0%	100	-60		2	0%	50%	0%	50%	150	-10
<b>2008 - 2009</b>	3	-	-	-	-	-	-		4	-	-	-	-	-	-
<b>2009 - 2010</b>	4	-	-	-	-	-	-		6	33%	67%	0%	0%	67	-103
<b>2010 – 2011</b>	2	0%	50%	50%	0%				5	0%	60%	40%	0%		
<b>2011 - 2012</b>															

**ECONOMICALLY DISADVANTAGED STUDENTS**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
<b>2008 - 2009</b>	9	0%	11%	89%	0%	189	+24	12	0%	8%	75%	17%	192	+27
<b>2009 – 2010</b>	15	13%	60%	27%	0%	114	-56	9	11%	45%	44%	0%	133	-37
<b>2010 – 2011</b>	8	0%	25%	62.5%	12.5%	175	+5	12	0%	58.3%	41.7%	0%	142	-28
<b>2011 - 2012</b>														

**MATH 6**

**MATH 7**

**TOTAL POPULATION TESTED**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4				1	2	3	4		
<b>2005-2006</b>	20	10%	55%	35%	0%	<b>86</b> /150	-64	33	21%	46%	33%	0%	<b>112</b> /150	-38
<b>2006 – 2007</b>	35	6%	26%	63%	6%	<b>164</b> /155	+9	20	5%	45%	45%	5%	<b>145</b> /155	-10
<b>2007 - 2008</b>	25	4%	28%	60%	8%	<b>164</b> /160	+4	33	0%	12%	58%	30%	<b>188</b> /160	+28

<b>2008 - 2009</b>	26	4%	31%	65%	0%	<b>161</b> /165	-4		27	0%	11%	74%	15%	<b>189</b> /165	+24
<b>2009 - 2010</b>	43	9%	40%	44%	7%	<b>91</b> /170	-79		27	0%	37%	52%	11%	<b>163</b> /170	-7
<b>2010 - 2011</b>	22	18.2%	59.1%	18.2%	4.5%	<b>105</b> /170	-65		40	10.0%	22.5%	65%	2.4%	<b>157</b> /170	-13
<b>2011 - 2012</b>															

**GENERAL EDUCATION STUDENTS**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
		<b>2005-2006</b>	19	**	**					**	**	**	**		
<b>2006 - 2007</b>	30	3%	23%	67%	7%	171	+16	19	5%	47%	42%	5%	141	-14	
<b>2007 - 2008</b>	21	0%	19%	71%	10%	171	+11	29	0%	10%	55%	34%	188	+28	
<b>2008 - 2009</b>	20	0%	20%	80%	0%	180	+15	22	0%	0%	82%	18%	200	+35	
<b>2009 - 2010</b>	32	0%	37%	54%	9%	163	-7	21	0%	29%	61%	10%	171	+1	
<b>2010 - 2011</b>	16	18.8%	56.3%	18.8%	6.3%	107	-63	28	0%	17.9%	78.6%	3.6%	182	+12	
<b>2011 - 2012</b>															

**STUDENTS WITH DISABILITIES**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
		1	2	3	4					1	2	3	4		
		<b>2005-2006</b>	1	**	**					**	**	**	**		
<b>2006 - 2007</b>	5	20%	40%	40%	0%	120	-35	1	0%	0%	100%	0%	200	+45	
<b>2007 - 2008</b>	4	25%	75%	0%	0%	75	-85	3	0%	0%	100%	0%	200	+40	
<b>2008 - 2009</b>	6	17%	66%	17%	0%	100	-65	5	0%	60%	40%	0%	140	-25	
<b>2009 - 2010</b>	11	36%	46%	18%	0%	82	-88	6	0%	67%	16%	17%	133	-37	
<b>2010 - 2011</b>	6	16.7%	66.7%	16.7%	0%	100	-70	12	33.3%	33.3%	33.3%	0%	100	-70	
<b>2011 - 2012</b>															

**ECONOMICALLY DISADVANTAGED STUDENTS**

YEAR	# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap		# Tested	Percentage (Number) of Students Scoring at Levels				PI	Gap
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		1	2	3	4				1	2	3	4		
<b>2008 - 2009</b>	7	0%	29%	71%	0%	171	+6	4	-	-	-	-	-	-
<b>2009 - 2010</b>	19	21%	32%	36%	11%	126	-44	10	0%	50%	40%	10%	150	-20
<b>2010 - 2011</b>	16	25%	50%	25%	0%	100	-70	16	25%	18.8%	50%	6.3%	131	-39
<b>2011 - 2012</b>														

**ASSESSMENT OF VALUE-ADDED DATA  
MATH**

Subject	Grade	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
<b>Math</b>	<b>4</b>	2008	38	667.6	35	670.4	38	-2.4	3.4	NDD	<a href="#">NYS</a>
		2009	16	674.6	38	661.8	24	<a href="#">8.7</a>	4.5	NDD	<a href="#">NYS</a>
	<b>5</b>	2008	28	661.1	30	662.5	32	-1.1	3.2	NDD	<a href="#">NYS</a>
		2009	39	659.8	23	671.6	37	<a href="#">-9.6</a>	2.6	Below	<a href="#">NYS</a>
	<b>6</b>	2008	23	654.6	25	655.2	26	-0.4	3.5	NDD	<a href="#">NYS</a>
		2009	25	658.4	25	666.0	34	<a href="#">-6.0</a>	3.3	NDD	<a href="#">NYS</a>
	<b>7</b>	2008	26	678.1	53	672.4	45	4.5	3.5	NDD	<a href="#">NYS</a>
		2009	25	674.8	45	670.2	38	<a href="#">3.7</a>	3.3	NDD	<a href="#">NYS</a>
<b>8</b>	2008	16	673.1	58	658.8	40	10.1	3.9	Above	<a href="#">NYS</a>	
	2009	30	683.7	64	677.0	55	<a href="#">5.5</a>	2.8	NDD	<a href="#">NYS</a>	

## SECTION II: DATA ANALYSIS

*District Name:* Roxbury Central School

*BEDS Code:* 121502040000

<b>Focus Area</b>	<b>Root Cause</b>	<b>Rationale</b>
<p>Reading and Writing in all curricular areas</p>	<p>A lack of consistent writing curriculum across content areas</p> <p>LBD does not address all writing requirements as described and assessed by NYS standards. (compare &amp; contrast, persuasive essays, cause &amp; effect, writing to a prompt)</p> <p>A lack of time to reinforce previous writing skills</p> <p>A lack of ability to read, manipulate, interpret, and analyze charts, graph, timelines and maps.</p>	<p>As evidenced by NYS ELA assessments (2009 – 2010) gaps exist with regard to Roxbury students achieving minimal proficiency levels as set forth by NYS. (52.4% proficient)</p> <p>Although trend data demonstrates that student achievement is improving, students in grades 3-8 are performing below district-identified standard.</p> <p>As evidenced in grade 5 NYS social studies assessments (2007-2009), NYS assessments grades 3 – 8 (2000 – 2009), Commencement level English (2006 – 2009) gaps exist in interpreting and applying information from graphs, maps, timelines, and charts to assessment question</p> <p>As evidenced in 1 – 6 Diagnostic Online</p>

		<p>Reading Assessments (DORA), gaps exist in the area of spelling. 61% of students tested scored at least one grade level behind.</p> <p>As evidenced in 1 – 6 Diagnostic Online Reading Assessments (DORA), gaps exist in the area of comprehension. 24% of students tested scored at least one grade level behind.</p>
<p>Improve critical analysis, application, interpretation and evaluation skills</p>	<p>A need for professional development opportunities to avail for instructional strategies to address these skills.</p>	<p>As evidenced in grade 5 NYS social studies assessments (2007-2009), gaps exist in interpreting and applying information from graphs, maps, timelines, and charts to assessment questions.</p> <p>As evidenced in K-6 Diagnostic On-line Math Assessment (DOMA), overall gaps exist in the areas of fractions.</p> <p>LBD theme progress tests indicate a weakness in higher-level thinking skills.</p> <p>As evidenced in High School English Regents exams, students are struggling with reading and responding to question using information from text. (DBQ)</p>
<p>Increase Graduation Rate</p>	<p>The 2005 cohort reflected a dropout rate of 10 % (2 students), 5% IEP degree (1 student), and 5% GED degree (1 student)</p>	<p>As evidenced by NYS 2009 Report Card, Roxbury Central School reported a graduation rate of 80% for the 2005 cohort</p>

	<p>The 2006 cohort reflected a dropout rate of 4% (1 student), and 8% IEP degree (2 students)</p>	<p>As evidenced by 2006 cohort data, Roxbury Central School accomplished a graduation rate 87.5%</p> <p>Roxbury Central School recognizes that a high school diploma is an essential component in affording more opportunities in the 21<sup>st</sup> century.</p>
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*District Name: Roxbury Central School*

*BEDS Code: 121502040000*

### **SECTION III: KEY INDICATORS OF STUDENT SUCCESS**

#### **Key Indicators of Student Success:**

**List and describe the district-identified key indicators of student success.**

**Key Indicator of Student Success: A student focused measurable outcome which the district has the ability, desire, or need to influence and for which it is willing, or required, to be held accountable.**

1. Increased number of students graduating at the New York State standard level.
2. Increased number of students meeting the National Honor Society Membership criteria.
3. Increased number of students qualifying for the Celebrating Excellence program.
4. Increased student participation in: NYS Student Athlete Scholars, Drama Performances, Jr./Sr. High School Science Olympiad, Athletics, and Elementary & High School adjudications –NYSSMA.
5. Increased number of students qualifying for graduation scholarships – Academic, Athletic, Citizenship, & Leadership.
6. Increased number of students participating in advanced placement and distance & virtual learning offerings when available.
7. Decreased number of students requiring Academic Intervention Services (AIS).
8. Increased number of students attaining mastery on the key benchmarks.
9. Increased number of students achieving level 3 & 4 on all state assessments.
10. Increased number of students scoring within grade appropriate range on Response to Intervention diagnostic tools.
11. Increased number of students graduating with NYS Advanced Regents Diplomas.
12. Evidence of positive effect as per Value-Added Data.



<p>Through reading and writing, students will present clear analysis, using examples, details, and reasons from text</p>	<p>Understanding the question/prompt/task is STEP 1</p> <ul style="list-style-type: none"> <li>• Provide examples of answers</li> <li>• Dissect questions; circle important, and cross-out impertinent information</li> <li>• Conduct “Think Aloud” - Discuss the task with peers and teachers. Defend questions and answers.</li> </ul> <p>Use highlighting to sort information and determine importance of text</p> <p>Extract key details from text by note taking</p> <p>Consistently use rubrics and checklists</p> <p>Analyze exemplars</p> <p>Teacher models process of answering questions</p>	<p>Model “Think Alouds”</p> <p>Instruction in consistent use of rubrics and checklists</p> <p>Modeling/ Scaffolding Instruction</p> <p>CDEP Release time for collaborative exchanges (Peer Groups)</p> <p>Note taking examples (resource packet)</p>	<p>Pre-K – 12 students</p>	<p>Ongoing</p>	<p>Title IIA</p> <p>BOCES Staff Development from General Funds</p>	<p>Pre-K through grade 12 teachers (including all content area teachers)</p> <p>Administration</p>	<p>AIS RtI</p>
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	<p>Journaling</p> <ul style="list-style-type: none"> <li>• Formative assessment: ongoing assessment &amp; observation used to modify or validate instruction</li> <li>• Embedded in instructional time; in class, on demand</li> <li>• Must be related to content; checking for understanding, assessing prior knowledge, etc.</li> <li>• A thinking process tool</li> <li>• Journaling should be used consistently in the classroom, evidence should be collected, compiled in the journaling binder and shared at monthly CDEP meetings</li> </ul>	<p>Modeling</p> <p>Web based professional development sites</p>	<p>K – 12 students</p>	<p>Ongoing</p>	<p>General Funds</p>	<p>Pre-K through grade 12 teachers (including all content area teachers)</p> <p>Administration</p>	
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<p>Through reading and writing, students will explain the connections between and among texts to extend the meaning beyond each individual text</p>	<p>Provide students with multiple texts (articles, textbooks, poetry, non-fiction and fictional trade books) and other resources (artifacts, art work, pieces of music, political cartoons, charts, graphs, and maps) to make connections</p> <p>Teacher models making connections between and among text</p> <p>Analyze exemplars</p> <p>Consistently use rubrics and checklists</p>	<p>Library Media Specialist (Databases)</p> <p>WebMax BOCES Media</p> <p>Instruction in consistent use of rubrics and checklists</p>	<p>Pre-K – 12 students</p>	<p>Ongoing</p>	<p>Title IIA</p> <p>BOCES Staff Development from General Funds</p> <p>Grants</p>	<p>Pre-K through grade 12 teachers (including all content area teachers)</p> <p>Administration</p>	<p>AIS RtI</p>
<p>Students will utilize correct organizational formatting, vocabulary and grammar in writing analysis and evaluation</p>	<p>Graphic organizing</p> <p>Teacher models correct organizational formatting, vocabulary and grammar in writing analysis and evaluation</p> <p>Analyze exemplars</p> <p>Consistently use rubrics and checklists</p>	<p>Instruction in consistent use of rubrics and checklists</p>	<p>Pre-K – 12 students</p>	<p>Ongoing</p>	<p>Title IIA</p> <p>BOCES Staff Development from General Funds</p> <p>Grants</p>	<p>Pre-K through grade 12 teachers (including all content area teachers)</p> <p>Administration</p>	<p>AIS RtI</p>

	RCS Writing Committee will create common expectations across curricular areas	Columbia University writing conference  BOCES Consultants	RCS Faculty & Staff	Ongoing	Title IIA  BOCES Staff Development from General Funds	RCS Writing Committee	
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## Goal 2

**Through district wide collaboration and planning, students will effectively manipulate, analyze and interpret maps, graphs, charts and timelines.**

### *Root Cause*

A need for consistent, cross-curricular opportunities to manipulate and interpret maps, graphs, charts, and timelines.

### *Rationale*

- As evidenced in grade 5 NYS social studies assessments (2007-2009), gaps exist in interpreting and applying information from graphs, maps, timelines, and charts to assessment questions.  
As evidenced in K-6 Diagnostic On-line Math Assessment (DOMA), overall gaps exist in the areas of fractions and measurement.
- LBD theme progress tests indicate a weakness in higher-level thinking skills.
- As evidenced in High School English Regents exams, students are struggling with reading and responding to question using information from text. (DBQ)

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	<i>Folded Plans</i>
<b>Target</b>	<b>Strategies/Major Tasks / Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources To Be Used</b>	<b>Who Does It</b>	
Students will effectively read timelines for information and understanding	Incorporate “do nows, bell ringers, &/ or brief classroom activities” each week	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administration	AIS RtI Tech
	Display subject information in visual format	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administration	AIS RtI Tech

	Incorporate targeted skills into summative and formative assessments on regular basis.	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administrati on	AIS RtI Tech
Students will correctly interpret the information presented on charts and graphs	Incorporate “do nows, bell ringers, &/ or brief classroom activities” each week	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administrati on	AIS RtI Tech
	Display subject information in visual format	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administrati on	AIS RtI Tech
	Incorporate targeted skills into summative and formative assessments on regular basis.	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administrati on	AIS RtI Tech
Students will manipulate a wide variety of maps to glean the pertinent information requested	Incorporate and utilize World and US Maps in all RCS Classrooms	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administrati on	AIS RtI Tech
	Incorporate Google Earth to reinforce global concepts	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administrati on	AIS RtI Tech

Students will express in written form their understanding of the information presented in charts, maps, graphs, and timelines.	Cross-curricular writing initiatives	CDEP Peer Groups BOCES Consulting	PK – 12 Students & Staff	5/12	General Funds	PK – 12 Faculty & Staff Administrati on	AIS RtI Tech
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### Goal 3

**Through the concentrated efforts of all stakeholders in the community, Roxbury will increase the graduation rate to 95% or above.**

***Root Cause***

- Limited flexibility in scheduling
- Need to accommodate various motivational levels
- Limited alternative pathways to obtain graduation credit
- Gaps in foundational skills

***Rationale***

- Roxbury Central School recognizes that a high school diploma is an essential component in affording more opportunities in the 21<sup>st</sup> century.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	<i>Folded Plans</i>
<b>Target</b>	<b>Strategies/Major Tasks / Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources To Be Used</b>	<b>Who Does It</b>	
Students will have multiple pathways to choose from, including multiple opportunities for credit recovery	Investigate Scheduling Opportunities	Principals Academy, Workshops, STEM, Career Fairs, Conferences	9 – 12 Students & Staff	Ongoing	General Funds	9 – 12 Faculty & Staff Administration	AIS RtI Tech

Special education students will be given the individualized attention needed to ensure academic success	Develop alternative credit-bearing classes	Principals Academy, Workshops, STEM, Career Fairs, Conferences	9 – 12 Students & Staff	5/12	General Funds	9 – 12 Faculty & Staff Administration	AIS RtI Tech
Students will be delivered instruction that is meaningful, relevant and engaging	Investigate programs such as Junior Achievement, internships, career fairs, STEM	Principals Academy, Workshops, STEM, Career Fairs, Conferences	9 – 12 Students & Staff	5/12	General Funds	9 – 12 Faculty & Staff Administration CDEP Committee	AIS RtI Tech
Students in need of academic supports will be readily identified and given the interventions needed for growth	Create RCS Community Mentoring Program to support struggling students	Principals Academy, Workshops, STEM, Career Fairs, Conferences	7 – 12 Students & Staff	5/12	General Funds	7 – 12 Faculty & Staff Administration	AIS RtI
	Reinstate Peer Leadership	Principals Academy, Workshops, STEM, Career Fairs, Conferences	7 – 12 Students & Staff	5/12	General Funds	7 – 12 Faculty & Staff Administration	AIS RtI
	Use of RIST Committees to evaluate and monitor student progress and make changes as needed	Conferences, BOCES Consultant, Professional Literature	PK – 12 Students & Staff	Ongoing	General Funds	PK – 12 Faculty & Staff Administration	AIS RtI

Effectively communicate with parents/guardians of at risk students	RCS faculty will utilize eSchool Home Access format	In-house training	PK – 12 Students & Staff	Ongoing	General Funds	PK – 12 Faculty & Staff Administration	AIS RtI Tech
	Create parent/guardian email database	In-house training	PK – 12 Students & Staff	Ongoing	General Funds	PK – 12 Faculty & Staff Administration	AIS RtI Tech

## Race to the Top Goals

1. Increase the number of economically disadvantaged students scoring at the proficiency level for grades 4 & 8 in Math and ELA.

TABLE 2: Gap Closing

	BASELINE % Proficient 2009-10		ANNUAL PERFORMANCE TARGETS (percentage points gains) <sup>2</sup>								TOTAL 4 YR GAINS	
	NYS	LEA	2010-11		2011-12		2012-13		2013-14		NYS	LEA
			NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA		
<b>NYS 4<sup>th</sup> Grade ELA Assessment</b>												
Black or African-American students	36.7%	0	2	0	3	0	4	0	4	0	13	0
Hispanic or Latino students	39.8%	0	2	0	3	0	4	0	4	0	13	0
Students with Disabilities	18.7%	0	1	0	3	0	3	0	3	0	10	0
English Language Learners	20.2%	0	2	0	3	0	3	0	3	0	11	0
Economically Disadvantaged students	42.6%	27	3	6	4	8	4	8	3	8	14	30
<b>NYS 4<sup>th</sup> Grade Math Assessment</b>												
Black or African-American students	45.3%	0	2	0	3	0	3	0	2	0	10	0
Hispanic or Latino students	50.8%	0	2	0	3	0	3	0	2	0	10	0
Students with Disabilities	29.4%	0	1	0	2	0	3	0	2	0	8	0
English Language Learners	35.8%	0	2	0	3	0	3	0	2	0	10	0
Economically Disadvantaged students	52.7%	27	2	9	3	9	3	9	2	9	10	36
<b>NYS 8<sup>th</sup> Grade ELA Assessment</b>												
Black or African-American students	30.6%	0	3	0	4	0	4	0	3	0	14	0
Hispanic or Latino students	33.2%	0	3	0	4	0	4	0	4	0	15	0
Students with Disabilities	11.4%	0	3	0	3	0	4	0	3	0	13	0
English Language Learners	3.6%	0	4	0	4	0	5	0	4	0	17	0
Economically Disadvantaged students	35.3%	45	3	2	3	3	4	4	3	4	13	13
<b>NYS 8<sup>th</sup> Grade Math Assessment</b>												
Black or African-American students	32.1%	0	3	0	4	0	4	0	3	0	14	0
Hispanic or Latino students	38.5%	0	3	0	3	0	4	0	3	0	13	0
Students with Disabilities	16.8%	0	3	0	3	0	4	0	3	0	13	0
English Language Learners	24.3%	0	3	0	4	0	4	0	3	0	14	0
Economically Disadvantaged students	41.3%	45	3	2	3	3	4	4	3	4	13	13

- 2. Increase the % of students scoring at/or above 75% on the English Regents.  
     Increase the % of students scoring at/or above 80% on the Math Regents required for graduation.
- 3. Increase % of 4 year graduation rate.

TABLE 3: High School Performance

STUDENT OUTCOME METRICS	BASELINE 2008-09		ANNUAL PERFORMANCE TARGETS (percentage points gains)								TOTAL 4 YR GAINS	
			2010-11 (2007 cohort)		2011-12 (2008 cohort)		2012-13 (2009 cohort)		2013-14 (2010 cohort)			
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA
% Students Scoring At or Above 75 on the English Language Arts Regents Exam	56%	38	5	7	2	8	3	8	3	8	13	31
% Students Scoring At or Above 80 on the Math Regents Exam Required for Graduation	42%	38	6	6	3	1	4	5	4	6	17	21
Four-year cohort high school graduation rate	72%	67	72%	70	72%	72	74%	74	76%	77	4	10

## DISTRICT INITIATIVES

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>	<i>Folded Plans</i>
<b>Target</b>	<b>Strategies/Major Tasks / Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources To Be Used</b>	<b>Who Does It</b>	
Evaluate & assess the effectiveness of the Saxon Math program in relation to NYS Core Curriculum needs	Review & analyze NYS assessment, iReady, & classroom data.	Faculty/Department meetings, Monthly professional development days	Faculty, Staff, & Students	6/12	General Funds Enabling Grants	PK – 6 Faculty & Admin	
	Investigate math core programs that reflect NYS core curriculum for implementation	Faculty/Department meetings, Monthly professional development days	Faculty, Staff, & Students	6/12	General Funds Enabling Grants	PK – 6 Faculty & Admin	
Implementation of new NYS Core Curriculum	Provide professional development in understanding new NYS Core Curriculum	Faculty/Department meetings, Monthly professional development days BOCES, Conferences.	Faculty, Staff, & Students	6/12	General Funds Enabling Grants	PK – 12 Faculty & Admin	

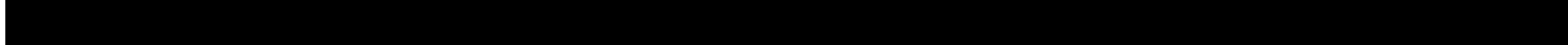
	Provide professional development & collaboration time to support the integration.	Faculty/Department meetings, Monthly professional development days BOCES, Conferences.	Faculty, Staff, & Students	6/12	General Funds Enabling Grants	PK – 12 Faculty & Admin	
Develop district Inquiry Team	Initiate dialogue between district team and Network Team at ONC BOCES	Conference Days	Faculty, Staff, & Students	6/12	General Funds Enabling Grants	Inquiry Team & Network Team	
	Inquiry Team provides professional development in Core Curriculum, Data analysis, & best practices	Faculty/Department meetings, Monthly professional development days	Faculty, Staff, CDEP Team, & Students	Ongoing	General Funds Enabling Grants	RCS Community	
Data Meetings	Every 6 – 8 weeks Inquiry Team assists with data meetings to analyze: <ul style="list-style-type: none"> <li>• NYS Assessment Data</li> <li>• RCS interim assessments</li> <li>• iReady Data</li> <li>• Classroom Evidence</li> </ul>	Faculty/Department meetings, Monthly professional development days	Faculty, Staff, & Students	Ongoing	General Funds Enabling Grants	RCS Community	

Evaluate usage, integration, & support of technology throughout the district	Refocus, evaluate, prioritize, & articulate technology plan goals.	Faculty/Department meetings, Monthly professional development days	Faculty, Staff, & Students	6/12	General Funds Enabling Grants	Administration, Technology Committee	TECH
	Examine & revise K - 3 report card format & comments to implement grading software to network with guidance office.	K – 3 Faculty meetings, Monthly Professional Development Days	K –12 faculty, guidance, staff	6/12	General Funds	Technology committee, BOCES consultant, Administration	TECH
Student centered schedule that will maximize student achievement and enable teachers to work more effectively	Evaluate, monitor, & collect feedback from RCS community	Faculty/Department meetings, Monthly professional development days	Faculty, Staff, & Students	6/12	General Funds Enabling Grants	Administration, Faculty & Staff	
Develop new APPR Plan in accordance with NYS mandates	With the help of NYSUT, the RTA appointed APPR Committee will work in conjunction with administration to develop a teacher and principal evaluation plan in accordance with NYS mandates	Committee Meetings	RCS Faculty	6/12	General Funds Enabling Grants	NYSUT, RTA, Admin	

<p>Department/Grade Level Committees</p>	<p>Develop protocol, monitor and evaluate effectiveness</p> <ul style="list-style-type: none"> <li>• PK – 2</li> <li>• 3 – 6</li> <li>• STEM - Science, Technology, &amp; Math</li> <li>• Humanities – ELA, Foreign Language, Global Studies, History, Home &amp; Career Skills</li> <li>• The Arts – Art, Music, Physical Education, Library Media</li> </ul> <p><i>(Special Education &amp; LTAs will join corresponding group)</i></p> <p><i>(TAs professional development time)</i></p>	<p>Faculty/Department meetings, Monthly professional development days</p>	<p>PK – 12 Faculty &amp; Students</p>	<p>6/12</p>	<p>General Funds</p>	<p>Administration, PK – 12 Faculty &amp; Staff</p>	
<p>Common Interim Assessments</p>	<p>Develop common quarterly assessments in all subject areas</p>	<p>Faculty/Department meetings, Monthly professional development days</p>	<p>K-12 Faculty &amp; Students</p>	<p>6/14</p>	<p>General Funds</p>	<p>Administration, K – 12 Faculty &amp; Staff</p>	

RtI Action Plan	Investigate & evaluate Tier II & III interventions	General meetings, Monthly professional days Visitation Days	K – 6 Faculty, Staff, & Students	6/12	General Funds	AIS Committee, RIST, CDEP Team, Administration	AIS RtI
High School AIS	Investigate & evaluate the alignment of student need with teacher assignment to meet AIS requirements in grades 7 - 12	General meetings, Monthly professional days	7 - 12 Faculty, Staff, & Students	6/12	General Funds	AIS Committee, RIST, CDEP Team, Administration	AIS
Annual Review of plans imbedded within the CDEP Plan & School Community	Monitor & evaluate status of individual plans: AIS, RTI, PDP, APPR, TECH, Mentoring, Teacher Handbook, Student Handbook, Athletic Handbook, Safety Plan, and Character Education plan.	CDEP Team Meetings	RCS District Wide Community	Ongoing	General Funds	CDEP Team Administration	
Community outreach	Investigate programs such as Junior Achievement, internships, career fairs, STEM, alumni panel, senior project	Faculty/Department meetings, Monthly professional development days	RCS District Wide Community	Ongoing	General Funds		
	Increase parent and community public relations through a variety of communication methods	Faculty/Department meetings, Monthly professional development days	RCS District Wide Community	Ongoing	General Funds		

	Increase opportunities through Greater Roxbury Learning Initiative Committee (GRLIC)	Faculty/Department meetings, Monthly professional development days	RCS District Wide Community	Ongoing	General Funds		
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## SECTION V: EVALUATING AND REPORTING RESULTS

*District Name:* Roxbury Central School

*BEDS Code:* 121502040000

### Reporting Results

Data from the NYS assessments, ELP, iReady and formative & summative classroom assessments will be shared and analyzed in Staff, RIST and department meetings. The information will be analyzed to evaluate the effectiveness of instructional strategies being implemented, to compare with other measures of student performance, and to critically examine the effectiveness of both the assessments and instruction in place as tools for increasing student learning and achievement.

Student achievement data will be shared with students, parents, the BOE, and the community through dissemination of the school report card, and newsletter reports containing data related to student achievement. The Roxbury Central School website at roxburycs.org contains information on school achievements and provides a link to the New York State Education website with access to our school report card. The website also provides access to this CDEP plan which includes information concerning the PDP, APPR, Technology, AIS, and Mentoring plans. Information nights for particular audiences, such as Kindergarten Orientation, Special Education Parent Meetings, PTSA programs, and Academic Awards programs will include information related to student achievement data.

The parents of students identified as in need of AIS/RtI services will be notified in writing by the RCS principal. The notification will include a summary of the services to be provided, the reason for services and consequences for not achieving expected performance levels.

## SECTION VI: EVALUATION

*District Name:* Roxbury Central School

*BEDS Code:* 121502040000

### AREAS OF SUCCESS

#### Successes 10 – 11

##### English Language Arts

- Writing Committee Action Plan
- Battle of the Books
  - 2<sup>nd</sup> year grant awarded for continued expansion

##### Math

- 5<sup>th</sup> and 6<sup>th</sup> grade math curriculum revised

##### Programming/Committees/Plans/Climate/Student Outcomes

- Full implementation of DOMA/DORA

- RtI assessment completed, action plan drafted
- Successful integration of BAP class
- K – 3 Physical Education begins journaling

## **Professional Development**

- SMARTboard Training
- 15+ trained and certified in Therapeutic Crisis Intervention (TCI)
- Mandatory Reporter Update

## **Supplemental Achievements**

- Aruba Wireless Internet connection building wide
- New Open House format
- Celebrating Excellence increases in numbers.
- Increased number of scholar athlete teams
- Internet Safety
  - Missing and Exploited Children presentations:
    - Grades 5 – 12
    - Parent Night
- FLOB

## Evaluation Process

The plan and goal progress are monitored and evaluated monthly during CDEP team meetings, as well as weekly CDEP administrative meetings. Additionally, plans embedded within the document are reviewed monthly during CDEP team meetings.

### September

- Review role of Inquiry Team as related to CDEP process.
- Crisis Team Annual Review

### October

- Technology Plan Annual Review

### November

- AIS Plan Annual Review

### January

- Teacher Handbook Annual Review
  - Implementation section
    - Targets
    - Dates
- DOMA/DORA
  - Data analysis for trends, progress....
- Department Meeting Reports

### February

- PDP Annual Review

### March

- Student Handbook Annual Review
- School Report Card Review
- Implementation Section
  - Review and set goals for 2011 – 2012

### April

- RtI Annual Review

### May

- Teacher Mentoring Plan Annual Review

June

APPR Annual Review

Implementation section

Targets

Dates

NYS Data from 3 – 8 Testing

DOMA/DORA

Data analysis for trends, progress....

Department Meeting Reports

Teacher Survey Results

August

Set next year's goals

Determine next year format

**SECTION VII: ASSURANCES AND CERTIFICATIONS**

*District Name:* Roxbury Central School  
*BEDS Code:* 121502040000

**Comprehensive District Education Plan Assurances**

**The Superintendent certifies that:**

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available.
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.
- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan
- A Board resolution is on file.

\_\_\_\_\_  
Signature (Superintendent of Schools)

\_\_\_\_\_  
Date