



Jericho School District: A District of Excellence

Planning for Our Future

Thursday, November 5, 2009



What is our agenda?

- District Goals and Philosophy
- Enrollment and Demographic Projections
- Educational Excellence
- Financial Status
- Schools in the 21st Century
- Discussion Groups



What is the District Philosophy?

- Provide comprehensive, “balanced” education
- Implement research-based practices
- Promote heterogeneous grouping
- Facilitate inclusion
- Ensure no “glass ceilings”
- Stimulate interests
- Facilitate mastery
- Provide support as needed
- Reflect state, national and international standards of excellence
- Enhance post-graduate options



Educational Program Goal

- Goal: To ensure that Jericho students are provided with the advantages of a comprehensive long-term plan that reflects the changing nature and diversity of society, effectively motivates and provides tools for students to achieve their fullest potential, and fosters a lifelong joy of learning.



Educational Program Objectives

- A. Evaluate current curricular offerings and instructional strategies in light of research, changes in technology, state requirements, national standards, local expectations, and the interests and needs of individual students at all levels of learning across the wide spectrum of talents and abilities.
- B. Determine future educational program needs and priorities in light of “A”.
- C. Continue to design and implement a comprehensive K-12 program that fosters a sense of belonging, promotes social and emotional learning, provides K-12 coordinated, articulated pupil support services, and supports the affective and psycho-social needs of students.



Educational Program Objectives

- d. Research, design and implement coordinated curriculum development, staff development options and instructional improvement programs that consistently support educational needs and priorities.
- e. Continue to develop and implement a plan for K-12 articulation in all subject areas including enrichment and support services.
- f. Continue to design, implement and revise consistent methods of reporting student progress that are reflective of local state curriculum priorities, and that promote student growth and achievement.
- g. Provide leadership on the state and federal level to insure that the educational needs of all students in the district are well represented.
- h. Continue to integrate technology in all content areas, administrative functions, and home/school communication.



Community Goal and Objectives

- Goal: To strengthen our sense of community by promoting broad based involvement and by fostering positive relationships among students, parents, staff and community members.
 - Continue to develop and implement a plan that focuses on respect for diversity, tolerance, shared responsibility, caring, trust, and effective communication.
 - Implement programs and activities which may include effective decision making, character building, community service learning, conflict resolution and peer mediation.



Facilities Goal and Objectives

- To ensure that the facilities will meet the needs of the school community through the year 2010.
 - Monitor and evaluate environmental conditions in our buildings.
 - Ensure that Jericho students are provided with a safe and secure environment that reflects the changing nature of our world.



Enrollment Projections and Student Population

- Demographic Data – History and Projection
- Student Population – Who is the Jericho student?



Historical Enrollment 2000-2009

<u>Year</u>	<u>District Enrollment</u>	<u>Percent +/-</u>
2000	2907	4.2
2001	3059	5.2
2002	3125	2.2
2003	3194	2.2
2004	3215	.7
2005	3238	.7
2006	3237	0
2007	3211	-.8
2008	3134	-2.4
2009	3097	-1.2



Enrollment Projections 2009-2019

<u>Year</u>	<u>District Enrollment</u>	<u>Percent +/-</u>
(Actual) 2009	3097	-1.2
2010	2998	-3.2
2011	2963	-1.2
2012	2909	-1.8
2013	2830	-2.7
2014	2732	-3.5
2015	2705	-1.0
2016	2662	-1.6
2017	2639	-.9
2018	2595	-1.7
2019	2606	-.4



Student Population

Who is the Jericho Student?

- Diversity
 - 1999-2000.....15%
 - 2009-2010.....32%

- Special Needs

	<u>1999-2000</u>	<u>2009-2010</u>
<u>Total</u>	10%	14%
<u>LD</u>	6%	3%
<u>AUTISTIC</u>	.03%	1.4%
<u>OHI</u>	1.6%	7%



Curriculum 2005 - 2010

Elementary Initiatives:

- FLES
- Expansion of SEL Programs
- Making Meaning
- Assessment Changes
- Foundations
- Study Island
- Healthy Choices

Current Projects:

- Response to Intervention Committee - establish a comprehensive, tiered support system to meet needs in ELA and mathematics (K-4 NYS Mandate by 2012)
- Listing and Defining Intervention Strategies



Curriculum 2005 - 2010

Middle School Initiatives:

- School Program/Instructional Study - Schools to Watch Program
- Report Card Revision/Assessment Changes
- Expanded SEL program - Challenge Day
- New Courses - Project History, Algebra
- Web-Based Learning - Study Island, Reading Plus

Current Projects:

- Review and implementation of Schools to Watch recommendations (Differentiation, Reader's/Writer's Workshop)
- Review of optional electives to meet differentiation needs



Curriculum 2005 - 2010

High School Initiatives:

- New Courses - [Philosophy](#), Interdisciplinary Courses, Anatomy & Physiology, AP Physics C, Algebra, [Geometry](#), Introduction to Computer Science, AP Computer Science (JAVA), TV Studio Production, [Chinese I, II and III](#), Spanish Language and Culture, Music Theory I and II, [Advanced Media Arts](#).
- Collegiate Courses - College Italian (Adelphi), [Latin Virgil \(SJU\)](#), [Creative Writing \(Molloy\)](#), College English (SJU) [Multivariable Calculus \(SJU\)](#), College Calculus (Molloy), [Introduction to Sports Medicine \(SJU\)](#).
- Real-World Integration - Sports Medicine, [Medical Aspects](#), Project History/Debate, Project Lead the Way Introduction to Engineering and [Civil Engineering and Architecture](#), Senior Experience.
- Student Leadership - BOLT, Chamber Orchestra.

Current Projects:

- Understanding by Design
- Differentiated Instruction
- Exchange Programs Abroad
- Partnerships with colleges



Curriculum 2005 - 2010

District Initiatives

- Understanding by Design (UBD)
- Differentiated Instruction (DI)
- Realignment and Extension of Mathematics Sequence
- Introduction of Chinese at HS Level; Expansion of FLES
- Web-based Instructional Programs in English Language Arts, Math, Science and Social Studies
- Blackboard Communication
- SMARTBoard Implementation
- Expansion of Student Research/Debate
- Response to Intervention (RTI)
- Co-Teaching Classes
- College Partnerships



Special Education/Support Services/Groups

Special Education Services: Learning Center, Reading, Speech/Language, Counseling, Co-Teaching Classes, Life Skills Class, Occupational Therapy, Physical Therapy, Vision/Hearing Services, Consultation Services and Behavior Intervention

SEL Support Groups: Social Skills Groups, SEL Groups, Peer Mediation, BRAVE, Student Leadership Groups, Problem-Solvers Groups, Jericho Connect, Youth Decide

AIS Services: ELA, ELL, Math, Science, SS, Speech/Language, Learning Center Support Groups

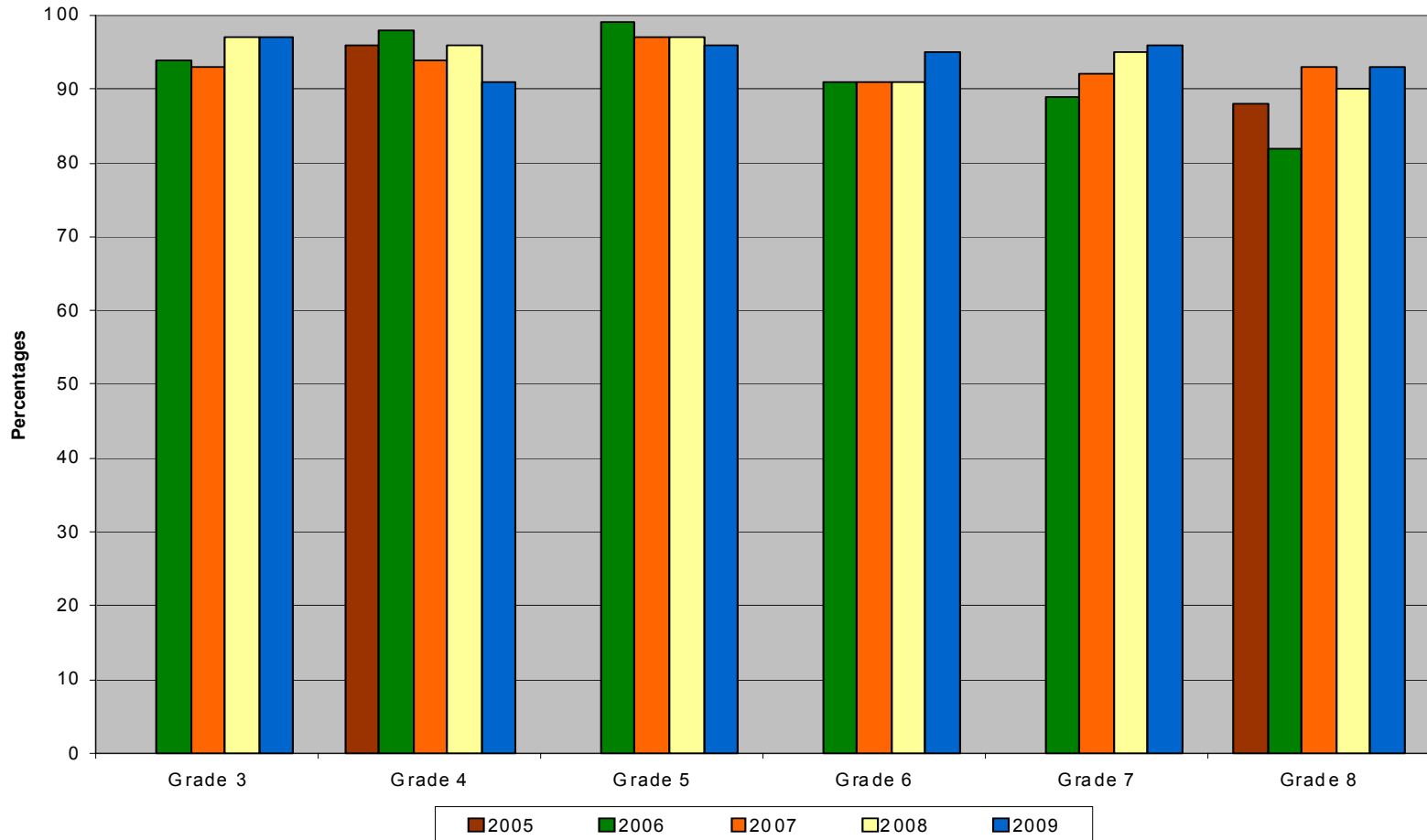
After-School Support/Review: ELA, Math, Science, Homework

Extra Help: Subject-specific assistance provided by secondary teachers in all areas

Support Classes: Science, Social Studies, World Languages, ELA, Mathematics

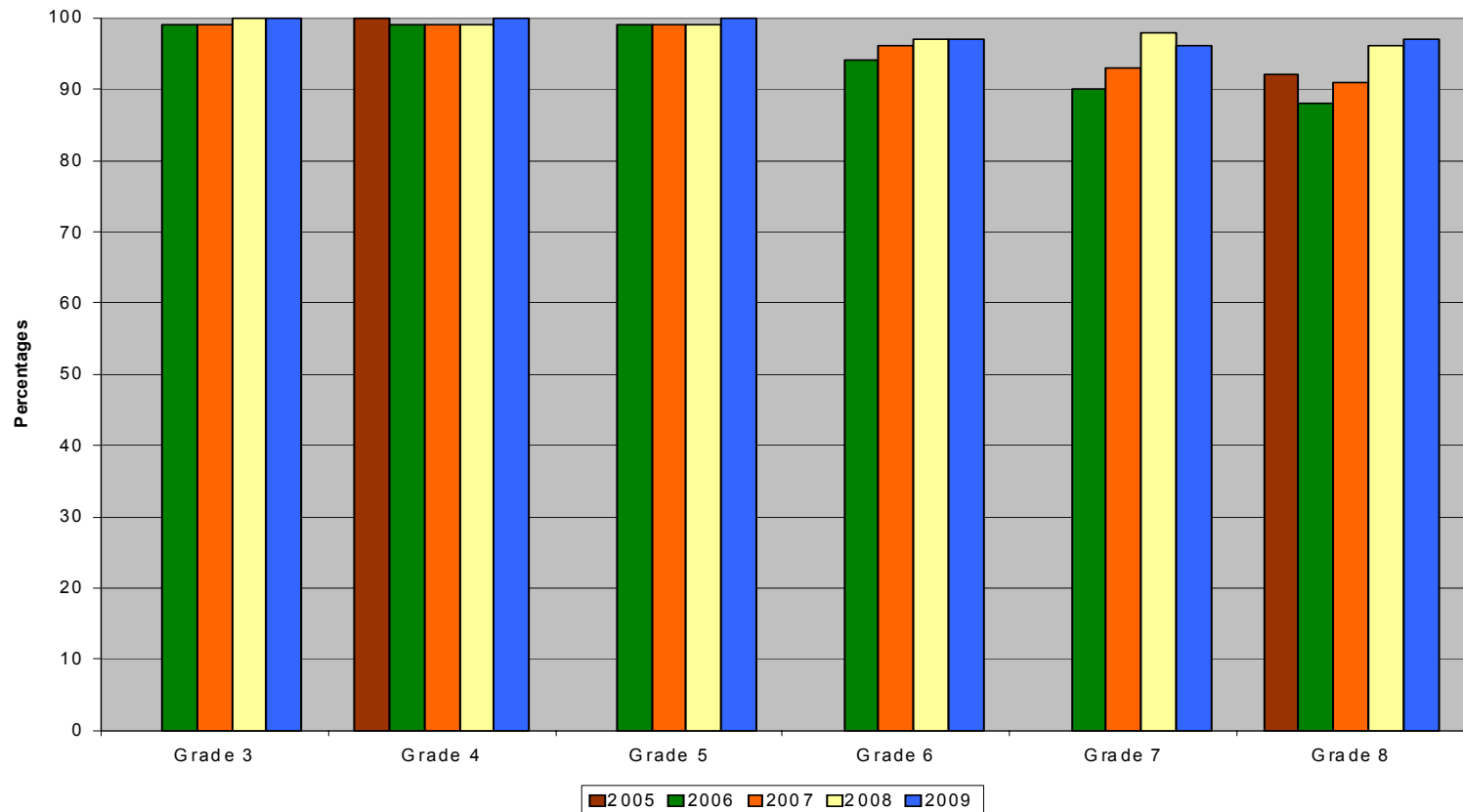
ELA Assessments: 2005-2009

Jericho Results



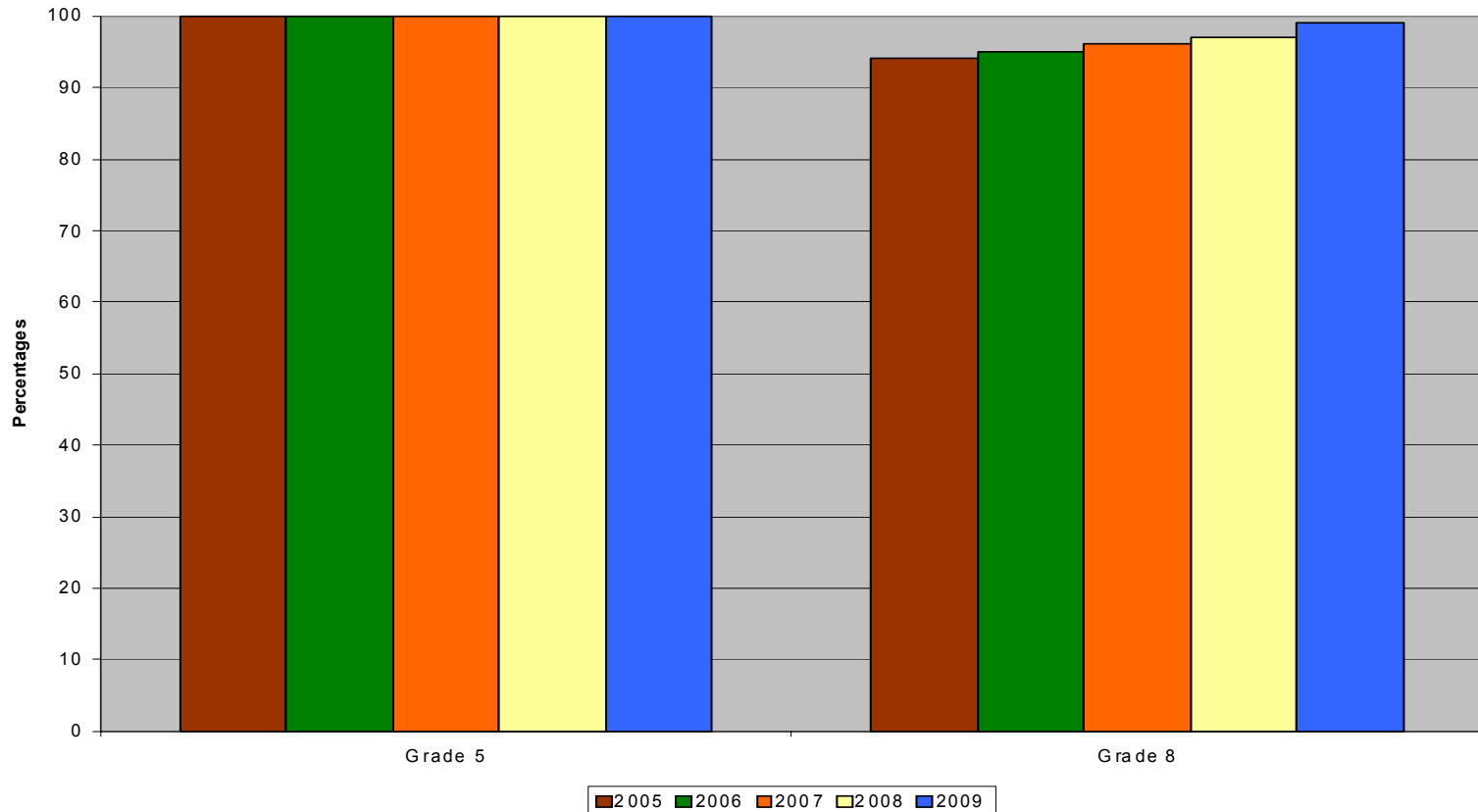
MATH Assessments: 2005 -2009

Jericho Results



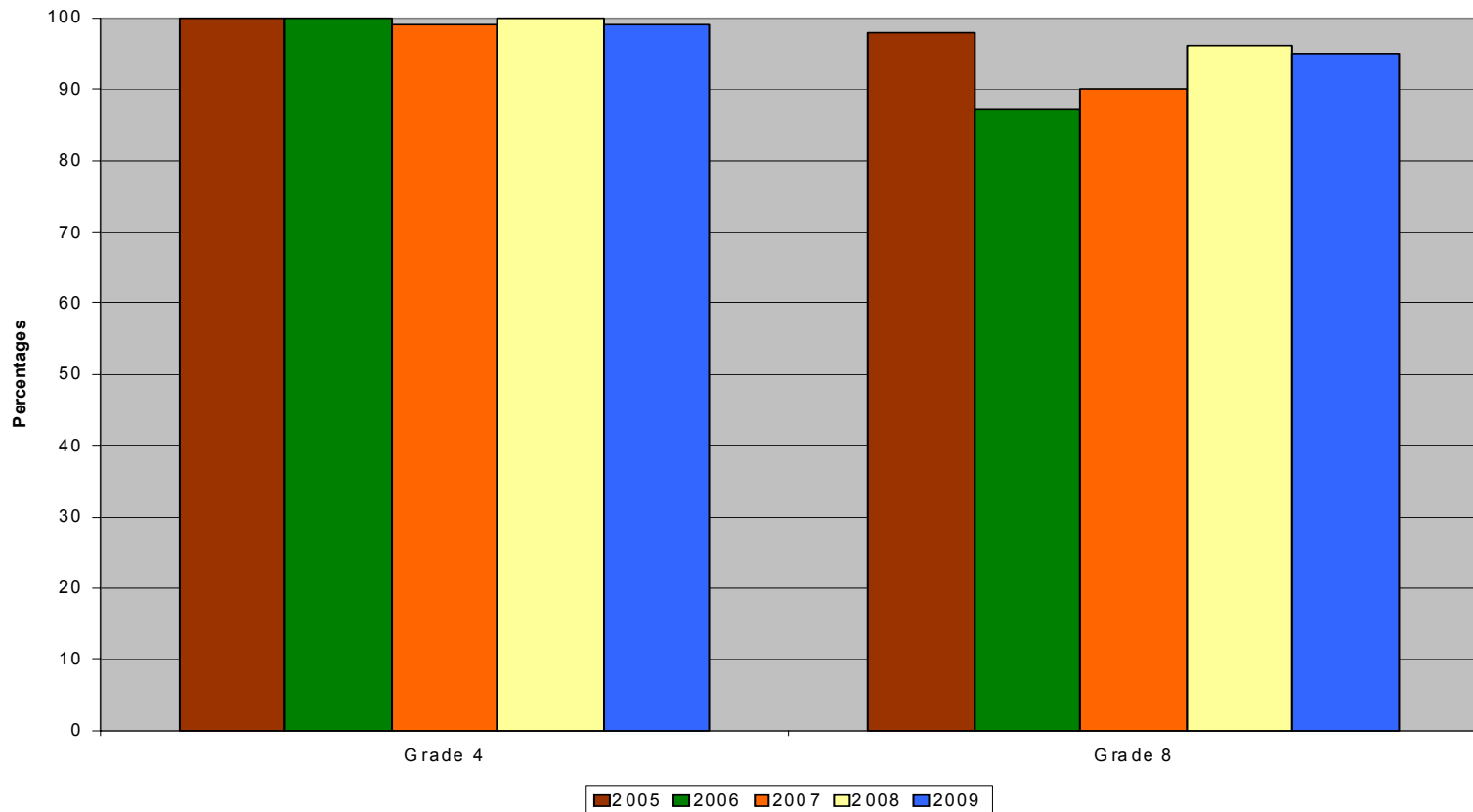
SS Assessments: 2005 - 2009

Jericho Results



Science Assessments – 2005-2009

Jericho Results





Regents

Regents	2005	2006	2007	2008	2009
Comprehensive French	100%	100%	100%	100%	100%
Comprehensive English	99%	99%	98%	99%	99%
Comprehensive Italian	97%	100%	100%	100%	96%
Comprehensive Latin	100%	100%	100%	100%	100%
Comprehensive Spanish	100%	100%	100%	99%	100%
Global History/Geog.	96%	97%	96%	98%	99%
US History/Gov't.	98%	97%	98%	100%	99%



Regents

Regents	2005	2006	2007	2008	2009
Integrated Algebra	N/A	N/A	N/A	N/A	100%
Mathematics A	100%	100%	100%	99%	100%
Mathematics B	95%	93%	97%	96%	95%
Earth Science	96%	98%	99%	99%	100%
Physics	96%	97%	98%	100%	100%
Chemistry	96%	98%	99%	99%	98%
Living Environment	99%	99%	100%	99%	100%



Awards & Recognitions

World Languages

Chinese:	CLASS National Chinese Essay Competition; Asian Languages Bilingual/ESL Technical Assistance Center Essay Contest; National Security Language Initiative for Youth Scholarship - US Dept. of State; World Journal Essay Contest
French:	Grand Concours (National French Exam)
Italian:	Italian Poetry Contest (Amer. Assoc. - Teachers of Italian)
Latin:	National Latin Exam; Certamen; Latin Poetry Competition
Spanish:	National Spanish Exam

Music

100 Best Communities in America for Music Education
85 Nassau Music Educators' All-County musicians
7 New York All-State musicians (and 4 alternates)
1 All-Eastern United States musician
1 Tchaikovsky Competition semi-finalist (international)
1 Dvorak Competition (international)



Awards & Recognitions

English Language Arts

National Council of Teachers of English (NCTE)

- Annual Writing Contest Winner (2006)

National Council of Teachers of English (NCTE)

- Annual Writing Contest Winner (2007)

National Council of Teachers of English (NCTE)

- Annual Writing Contest Winner (2008)

Mathematics

Long Island Math Fair, 2009 - 28 students participated, and 20 awarded medals. (7 gold, 5 silver and 8 bronze)

Top scoring Mathlete in the county. Student was tied with one other student from Nassau County. Out of approximately 1,000 students these two were the only ones with perfect scores.

5 students invited to the Nassau County All Star Team



Awards & Recognitions

Social Studies

Middle School National History Day

- 2nd Place in Long Island Competition;
- 3rd Place in New York State Competition;
- Qualified for National Competition

High School National History Day

- 2nd Place in Long Island Competition;
- 2nd Place in New York Competition;
- Qualified for National Competition

Debate

Mock Trial - 30 students qualified for state championships
Team placed among the "final four" for Nassau County



Awards and Recognitions

Science Research

N. Y. S. Science and Engineering Fair: Andromeda (7 awards)

N. Y. S. Science and Engineering Fair: Nebula (2 awards)

Molloy College Science Fair: Mathematics (1 award)

Science Teachers Assoc. of N.Y.S.

- State Science Congress, First Place and 4 Finalists

Long Island Science Congress:

- Special Awards (9 students)

Rohm and Haas Invitational Science Fair:

- Place Awards, Honors and Merit (17 students)

Manhattanville Annual Science Competition:

- 1 Winner, and 3 Place Awards

Siemens Competition Regional Finalists (3 awards)

Siemens Competition Semi-Finalists (7 awards)

Intel (STS) Competition Semi-Finalists (3 awards)

Toshiba ExploraVision Competition Regional Winners (3 awards)

Intel International Science and Engineering Fair Competition
Scholarship and 3 Awards



Awards & Recognitions

Science Research - cont'd.

- Intel International Science and Engineering Fair (3 Finalists)
- Long Island Science and Engineering Fair Competition
 - First Place and 4 awards
- NYS Science and Engineering Fair Competition (4 awards)

PE/Athletics

- School of Distinction-NYS Public High School Athletic Association.
 - All varsity teams Scholar Athletes teams with an average of 90% or better (Last five years - only two in NYS)
- Boy's badminton-Undefeated Nassau County Champions. 2009-10
- NYS Association for Health, PE, Recreation and Dance
 - Nassau Zone senior physical education
- Senior varsity tennis players
 - Nassau County Singles Champion 2009-10.
 - Student will compete in the NY State Championships
- Senior football and basketball player won the News 12 Scholar Athlete award
- 9th grader-qualified for the NYS Swim and Diving Championships in the 100 yd. freestyle



Awards & Recognitions

Fine Arts

AP/E Award - Huntington Art League

- First Place Winner; Honorable Mention Winner

AP Studio Art Winner - National Poster Contest

Long Island Media Arts Winners (48 Best in Shows)

Studio Art - LI Art Teachers Association Juried Sculpture -1st Place Winner

Drawing & Painting - Savannah College of Art & Design National Self-Portrait Contest (2 winners)

Huntington Camera Club - Honorable Mention Winner

National Scholastic Competition - Computer Art Contest (2 winners)

NYS Teachers Association Exhibitor

- Drawing & Painting and Art Seminar
- State Exhibit

New York State Superintendents' Conference Exhibition - Saratoga Springs



Outcomes

	2005	2006	2007	2008	2009
Graduation Rate (Regents, Local/IEP)	100%	99%	99%	100%	100%
Regents w/ Distinction	94%	94%	89%	92%	92%
AP Student Participants	476	505	581	638	633
AP Scholars	162	173	175	265	276
Two-Year Colleges	4%	5%	6%	5%	4%
Four Year Colleges	95%	94%	94%	94%	94%



School District Finances

- Revenues
- Expenditures
- Forecasting



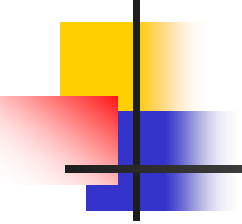
Revenue for a school district in New York State

- Real Property Taxes
- Participation in County Sales Tax
(If allowed by the County)
- Private Foundation Contributions
- Charges for Services
- Interest on Investments



Who controls the factors that determine the amount of the school tax?

- *State of New York* determines the Tax Base by setting the boundaries for school districts.
- *Nassau County* determines the Assessment Practices and the percentage of market value applied to the property to be taxed.
- *Jericho School District* sets the Tax Levy—the amount of money needed by the school district to fund its educational program.

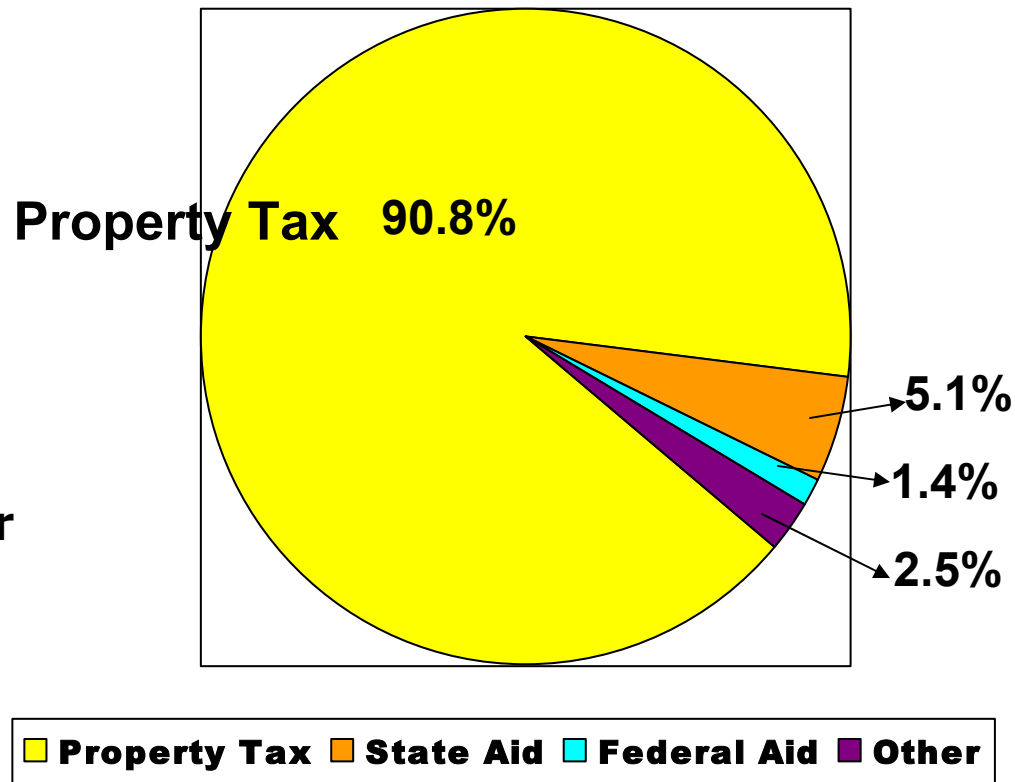


Real estate taxes are the major source of revenue for our school budget, but what determines the amount of our real estate taxes?

- *The tax base*—the value of all of the property within the school district
- *The assessment practices*—percentage of market value applied to the property taxed
- *The tax levy*—the amount of money needed by the school district to fund its program

Property taxes continue to be our major source of funding

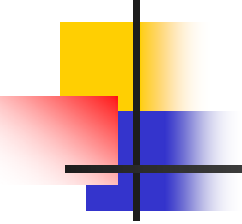
**2008-09
Fiscal Year**





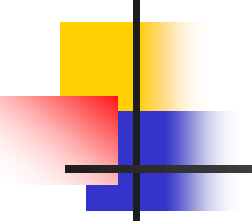
Why is the property tax used as the main source of a tax base for school districts?

- Reliability—real property value usually has a very stable affect, it does not change dramatically from year to year.
- Measure of the wealth—it is a reasonable measure of the wealth of the residents of a community.
- Operates as a direct tax on individuals owning property.
- Difficult for anyone to avoid.
- Highly productive tax and is not volatile.
- Highly visible—provides direct linkage between services provided and the cost of services.



What type and what amount of assistance does our district receive from the NY State Government?

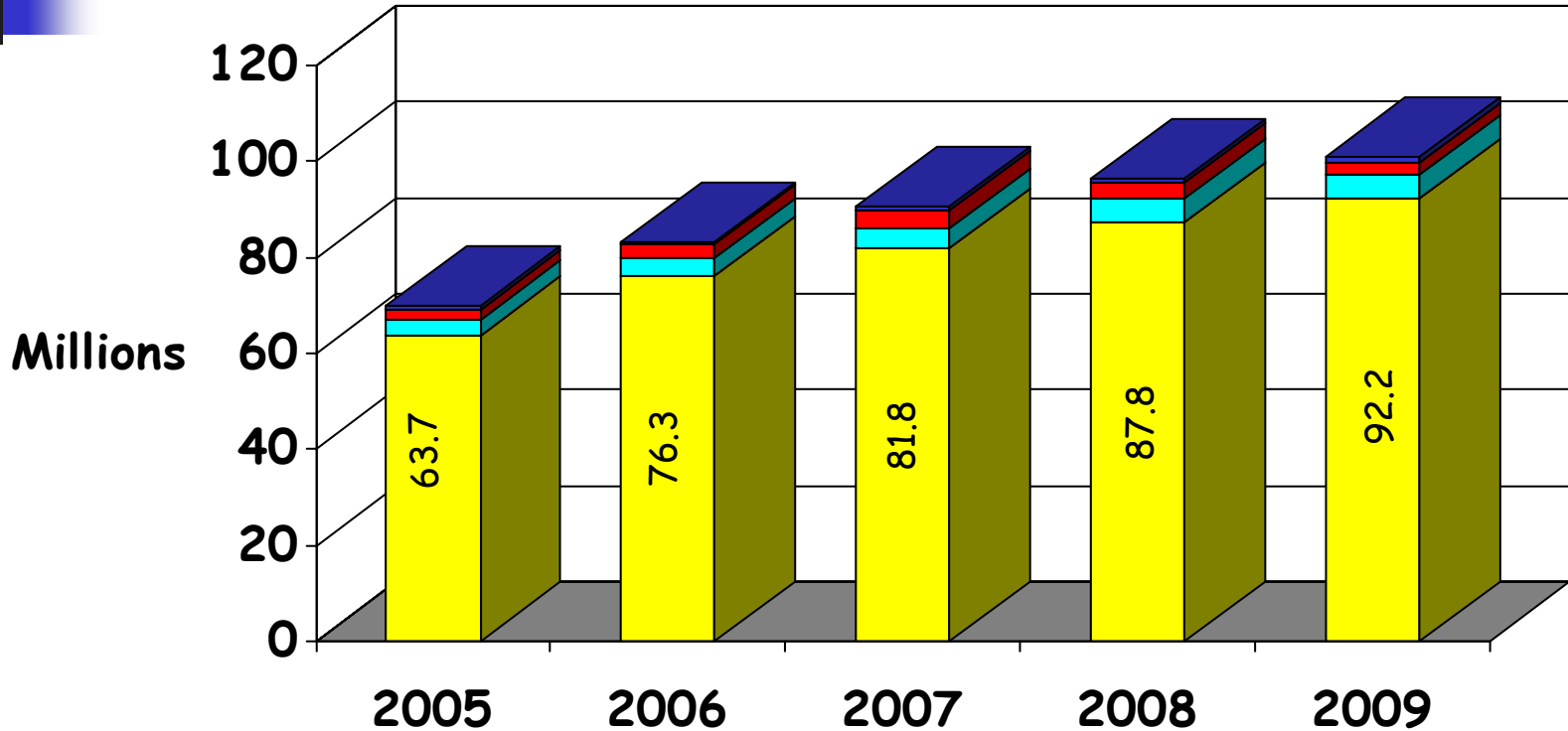
- In each of the past five years the amount of State Aid received by the Jericho District was approximately 4.5M.
- Thus, the percentage of support from New York State has **declined from 5.5% of total revenue in 2005 to 5% in 2009.**
- If our State Aid had kept pace with our budget growth we would have received approximately **\$5 million** more in aid over the past 4 years.



What type and what amount of assistance does the Jericho District receive from the Federal Government?

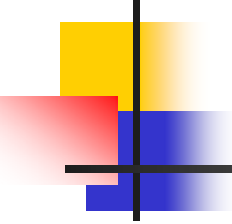
- For the past five years the amount of Federal Aid has increased from \$1 million to almost \$1.5 million.
- These additional funds are due to growth in our programs for special needs and an increase in academic support.
- During the 2009-10 the district will receive approximately \$425,000 in additional funds from the stimulus money.
- Federal support for our programs is only **1.4%** of our total expenditures.

Total Revenue for Jericho School District



Property Tax State Aid Other Local Federal Aid

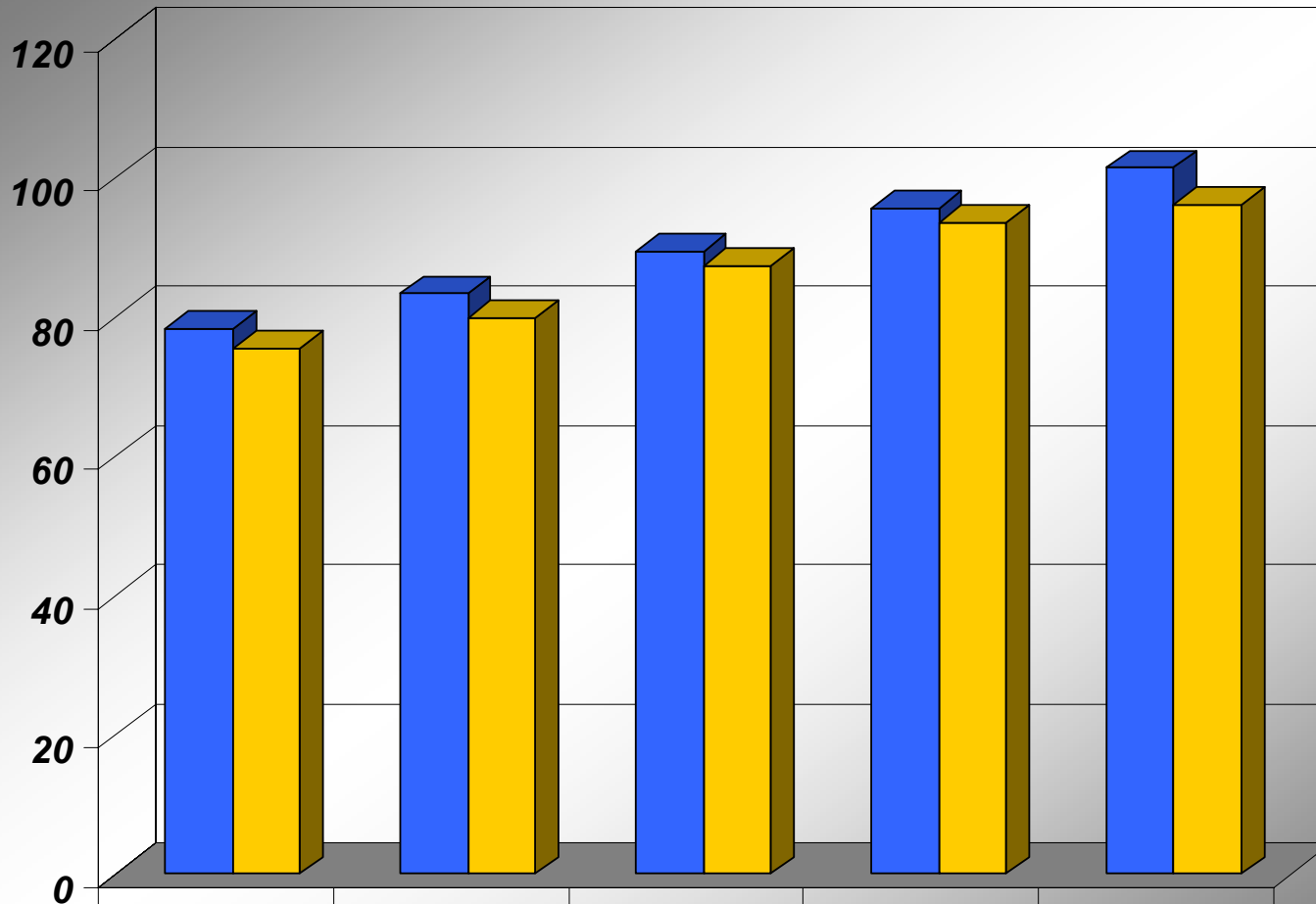
Actual Revenues based on June 30 Audit Reports



What expenditures have had the largest impact on the school district's total expenditures for the past five years?

- Enrollment Growth—Additional Staffing
- Programs for Children with Special Needs
- Demographic Diversity
- Academic Support Services
- Increases in Retirement Systems
- Increases in Health Insurance
- Bond Issues and Capital Improvements

5 Year History Of Budget and Expenditures



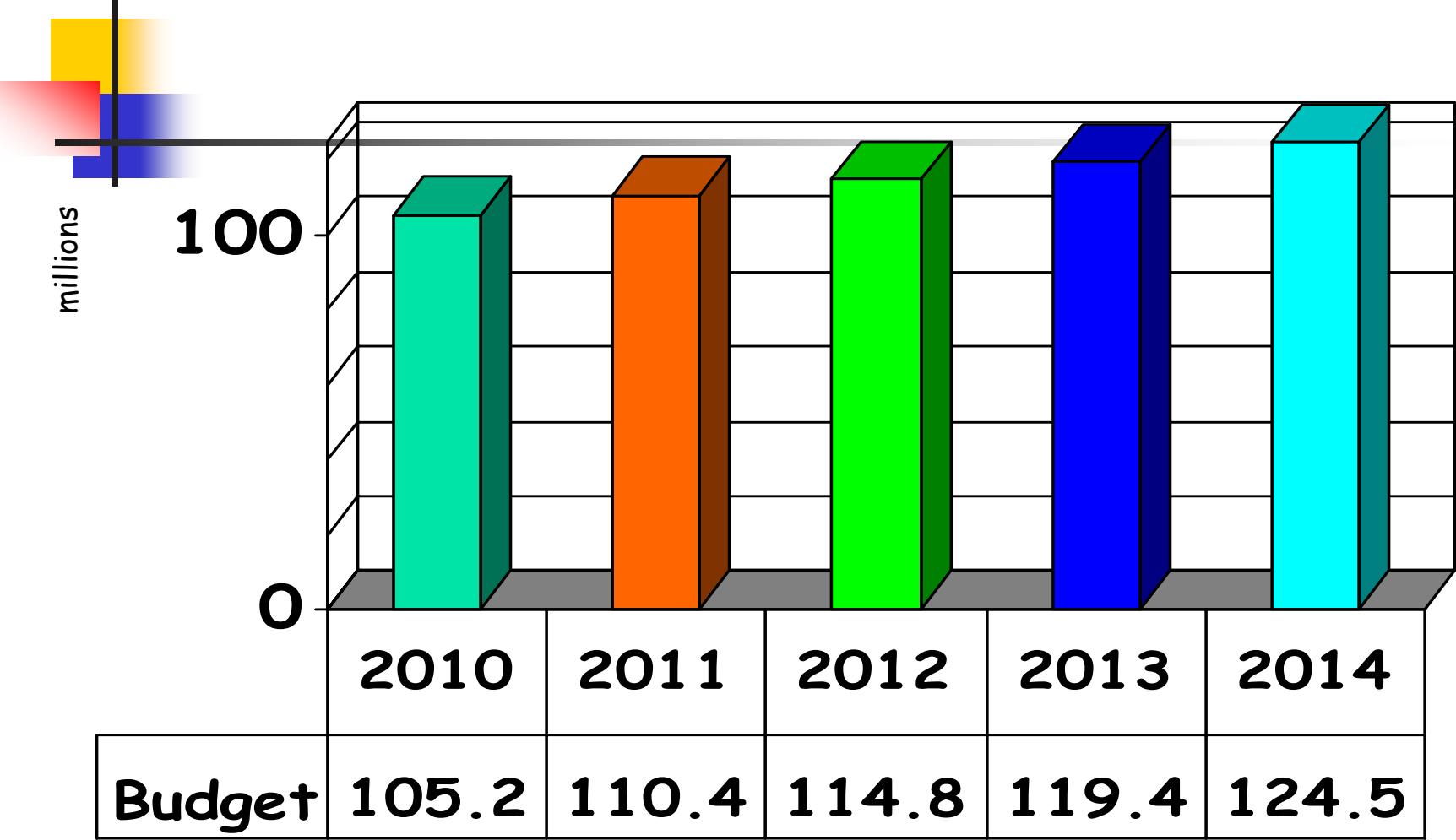
	2004-05	2005-06	2006-07	2007-08	2008-09
Budget	78.322	83.334	89.505	95.683	101.409
Actual	75.525	79.962	87.284	93.580	96.200



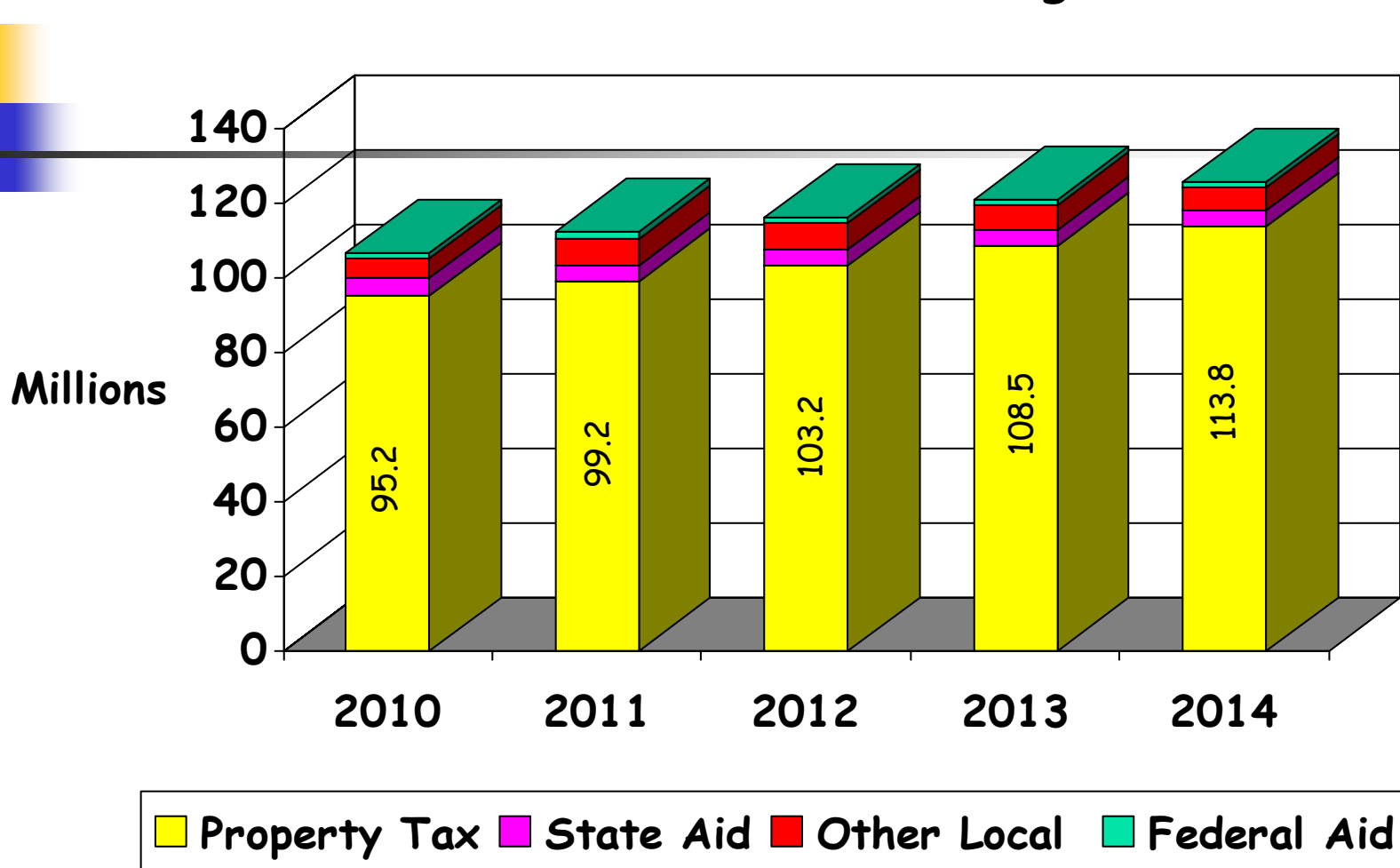
What do we know about district finances for the next 3 to 5 years?

- The growth in enrollment that started in the late 1990's continues to impact our secondary enrollment until 2009-10 school year, but will decline in small increments in subsequent years. Middle School enrollment will decline for the next several years. Elementary enrollment will remain somewhat steady for the next 4 years.
- Our major employee contracts extend until June 2012.
- State aid will most likely remain flat or decrease especially in 2010-11 and 2011-12.
- State Aid for 2009-10 may have a mid-year cut.
- Expenditures for Academic Support Services and Programs for Children with Special Needs will increase in order to meet the needs of our students.
- Heating and Fuel Oil costs will most likely increase.
- Benefit payments to the state for health insurance and retirement benefits will continue to increase.

Projected Expenditures 4-5 % Per Year



Revenue Needed for Current Programs

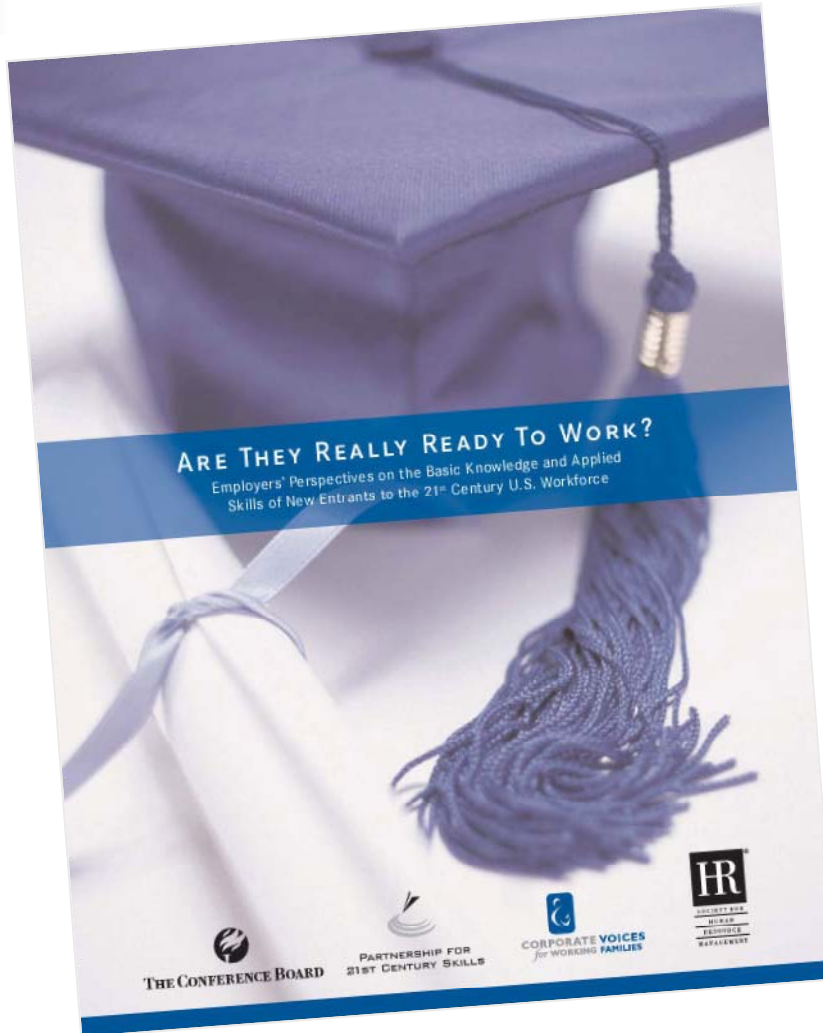


Real Property Tax Revenue in 2009-10 is \$95.2 million

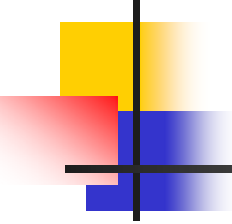
Assumes that Federal and State Aid remain flat or decrease.

Local Funds increase by application of reserve balances and use of fund balance in 2011, 2012.

Why are 21st century skills so important?



The requirements of the workforce are changing.



What skills and content areas will be growing in importance in the next five years?

Critical Thinking

Information Technology

Health & Wellness

Collaboration

Innovation

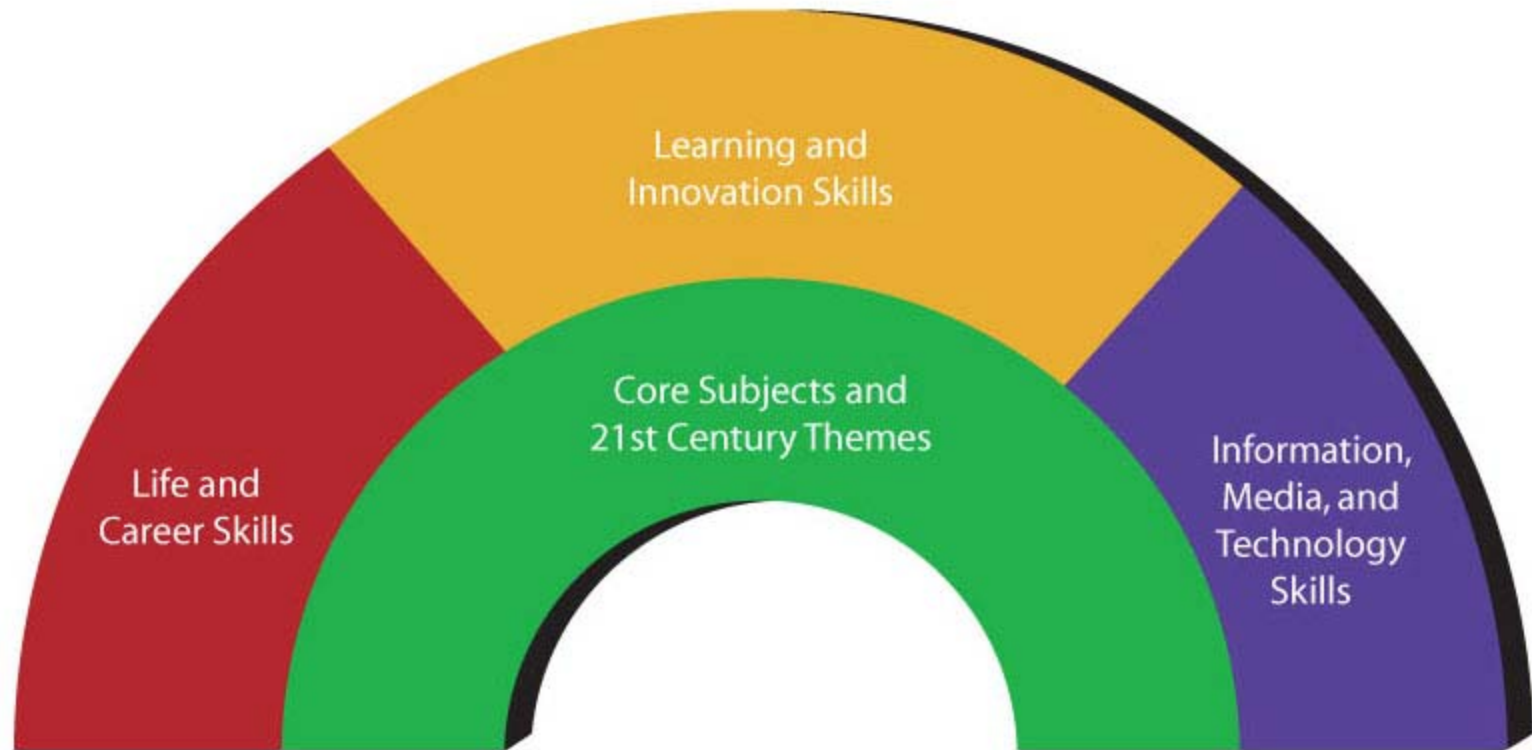
Personal Financial Responsibility

20th Century Education Model





21st Century Skills Framework





New Context

Skills Required

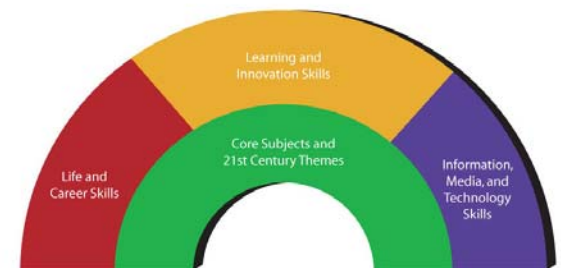
Global Competition:	<ul style="list-style-type: none">• Global Awareness• Self-Direction
Global Cooperation:	<ul style="list-style-type: none">• Global Awareness• Collaboration• Information & Communication• Technology (ICT) Literacy
Information Growth:	<ul style="list-style-type: none">• Information Literacy• Critical Thinking• Problem Solving
More Jobs & Careers:	<ul style="list-style-type: none">• Critical Thinking & Problem Solving• Innovation & Improvement• Flexibility & Adaptability
Growing Service Economy:	<ul style="list-style-type: none">• Communication Skills• Life and Career Awareness Skills



21st Century Skills Framework

Core Subjects

- Economics
- English
- Government
- Arts
- History
- Geography
- Reading or Language
- Arts
- Mathematics
- Science
- World Languages
- Civics





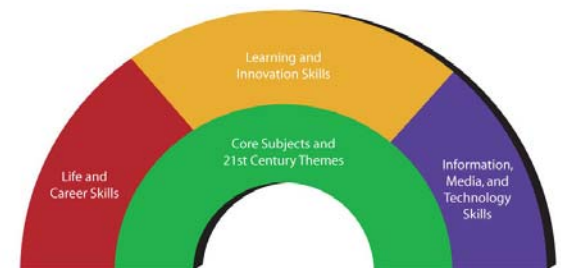
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21st Century Themes

- Global Awareness
- Financial, Economic, Business & Entrepreneurship Literacy
- Civic Literacy
- Health Literacy





Next steps

World Café

- Purpose
- Format
- Groups



Next steps

Follow Up

- Development of Goals
- Discussion - Revisions
- Board of Education Adoption