

# ***SANDUSKY CITY SCHOOLS***

## **State of the Schools Report**

Monday, January 28, 2008  
11:30 a.m.

William Pahl, Superintendent

Board of Education Members:

- Tom Patterson, President
- Faith Denslow, Vice President
- King Baer
- Jeff Krabill
- Tracy Shoemo

# *Sandusky City Schools*

## State of the Schools Report

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# State of the Schools

January 28, 2008

Office of the Superintendent  
*William F. Pahl*

## Report to the Board of Education

(Introduction)

The Sandusky City School District (SCS) provides a quality education for all youth. Diversity characterizes the school district and a dedicated and caring staff serves the needs of all students with varied capabilities. For the academically talented students there are college prep, honors and eight advanced placement (AP) courses offered. Classes and opportunities for academically and physically challenged students with special needs abound. The Sandusky City School District is second to none in this part of the state in technology.

Sandusky High School (SHS) is a comprehensive school where students can choose to follow a rigorous academic program and also take elective career/technical classes. Co-curricular offerings are plentiful in the fine arts including art, music (vocal, instrumental and orchestra) and drama. Additionally, the high school offers twenty (20) inter-scholastic sports teams for both boys and girls along with club sports and intramural activities. During the SHS Achievement Awards Program hundreds of thousands of dollars are awarded annually to deserving students by the generous Sandusky community.

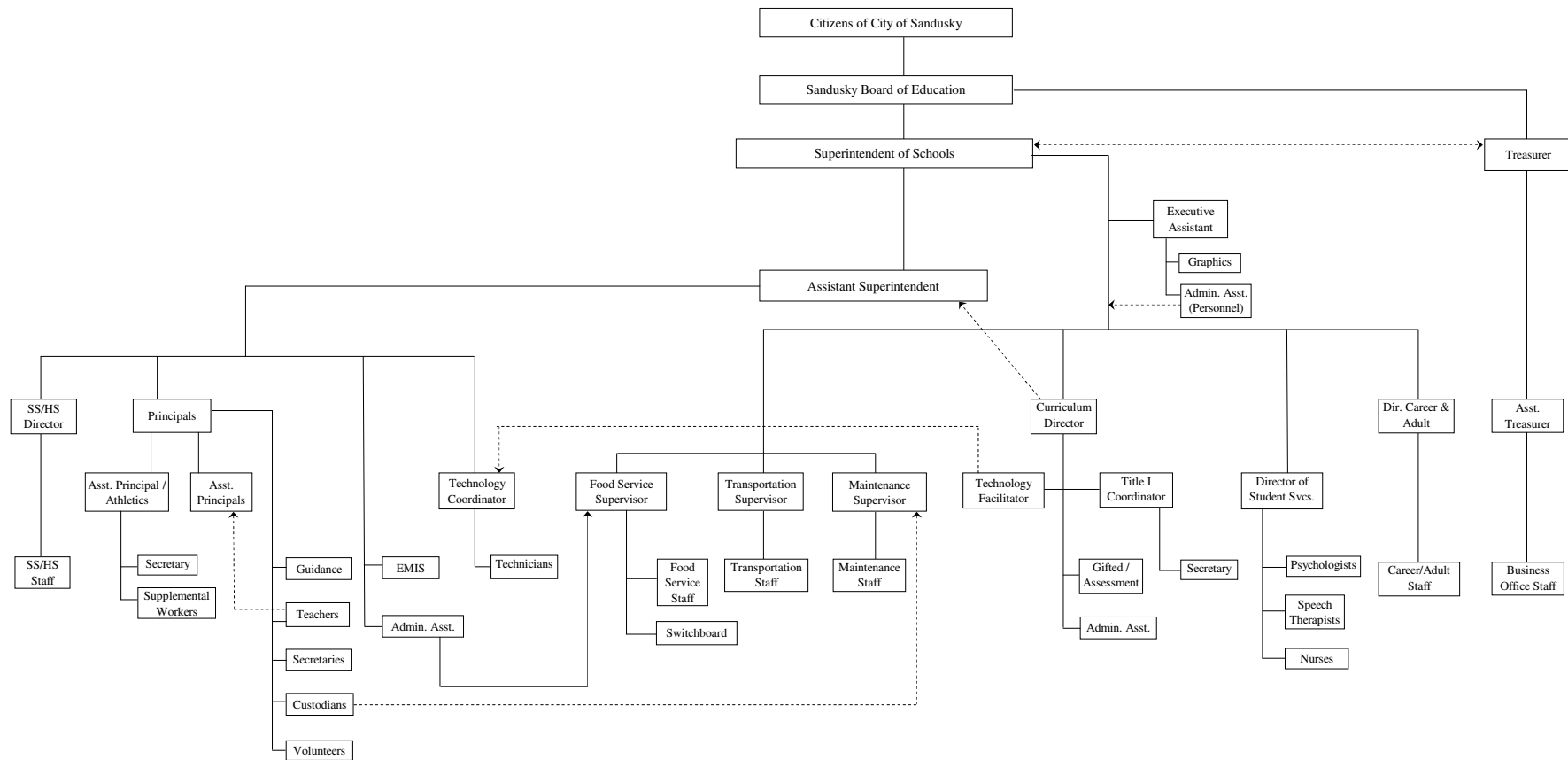
Twenty percent (20%) of SCS students (1 out of every 5) are on an IEP (individualized education plan) or 504 Plan to address their specific individual educational/health needs. In many instances special needs students require a team of several professionals to provide appropriate services. Many kindergarten children arrive to school the first day without sufficient skills to be successful students. It takes several years to get them to the point where they can achieve at their grade level. The Sandusky City School District is very proud of the effort that the staff exhibits daily meeting the challenges presented by their students who are eager to learn.

The Sandusky City School District is in the third year of a Reading First federal grant that addresses deficient reading in grades K-3. Great progress has resulted from this initiative. Additionally, the school district was awarded a Safe Schools/Healthy Students federal grant three years ago which impacts the entire community in many positive and proactive ways. Over the past five years the school district has improved from Academic Emergency to Academic Watch and is now rated in Continuous Improvement on the local state report card. Sandusky High and Ontario Elementary schools are rated Effective by the state.

The school district employs 564 full and part time people. The certificated staff totals 360 employees with 30 administrators. There are 11 full-time adult education instructors and 175 full and part-time non-teaching employees (CAFR). A comprehensive plan for cost reductions is in place to address the long-term needs of the school district. Every effort has been made to be proactive with the financial condition of the school district. Over the past four years 2 elementary school buildings have been closed and Barker Alternative School has been moved to the high school building. Also, sixty (60) district-wide jobs have been reduced during that time period. Employee salaries make up over eighty percent of our general fund budget. As a result of the cost reduction actions taken there has been virtually zero percentage increase in employee salaries over the past two years.

# ORGANIZATIONAL CHART

File: CCA



Adoption Date: November 19, 2001

Revised Date: January 8, 2007

CROSS REF.: CCB, Staff Relations and Lines of Authority

Sandusky City School District, Sandusky, Ohio

## **Elementary Buildings**

### **Hancock Elementary School** (Mrs. Kathy Pace-Sanders, Principal)

There were several activities this past year that impacted Hancock Elementary School. First was the start of the After School Program on Oct. 1<sup>st</sup>. Students in grades K-6 are seeing evidence of increased achievement because of the extra assistance. As an example, 72% of the 3rd graders scored proficient or higher on the fall 3<sup>rd</sup> Grade Reading Achievement Test. The designated math coaches, Eric Johnston and Sherri Barr, assist students in grades 4-6 and they have been very beneficial. Quarterly math assessments given to those students have shown evidence of increased scores on their tests and in their classroom work. This should prove to be helpful with the upcoming OAT assessments in the spring.

The implementation of the Pre-Kindergarten program at Hancock is very exciting. Although the program is just beginning (January, 2008), it will set the foundation for the district in reaching those preschool-aged students and help to prepare them for entrance into kindergarten.

### **Madison Elementary School** (Mr. William Biehl, Principal)

The Madison 4th grade Math Blast Team won 1st place in the January, 2007 competition.

The EETT Grant funds have provided many technology upgrades for all Madison classrooms as well as funding after school **math** instruction for students in grades 3, 4 and 5 (Also grade 6 during the 2006-07 school year.)

Title I funds have provided after school tutoring in **reading** for the 07-08 school year. After school sessions are now 4 days per week.

Summer School was held at Madison in July, 2007

The school-wide theme for 2007-2008 is studying the 50 states. A culminating student musical program will be presented on May 16, 2008.

### **Mills Elementary School** (Mr. Jude Andres, Principal)

The Mills staff and administration is on a continued endeavor to raise the academic standards of both the students and school building. They believe that building school/self pride and establishing better communication between home and school are important building blocks that will assist in developing academic success.

K-3 students have been working hard with the Reading First program. The 3rd graders scored well on the first round of the Ohio Achievement Test in Reading. 56% of the third graders passed the first test given in October. Many different grade level reading incentives have been established to promote a positive approach to building reading skills.

Grades 4-6 continue to show growth in the areas of reading and math. The 4th graders continue to plan lessons that are aligned to the state standards in Ohio. The teachers work on differentiating the curriculum to reach the diverse group of learners in the 4th grade.

The 5th & 6th grade teachers work as a team of four. Each teacher is responsible for a subject area. Teams are departmentalized with the intent of focusing in on the areas of their teaching expertise and highly qualified status. They feel that their students will be better prepared to adapt to junior high and high school by experiencing several teachers with differing teaching styles and personalities.

All students and staff have technology resources that are used in the classroom on a daily basis. All teaching staff members are proficient in their use of the SmartBoard. SmartBoards are in all of the classrooms at Mills and the students are actively involved in daily lessons involving SmartBoards.

Lastly, the after school tutoring program has been successful. An average 60 to 70 students (K-6) stay after school on Tuesdays and Thursdays. The primary focus of these tutoring sessions is in the areas of Math and Reading.

### **Ontario Elementary School** (Mrs. Jill Wasiniack, Principal)

Reading First is really making a difference in both the instruction and therefore the learning that is taking place at Ontario. One of the newest components of the program has been the extra 30 minutes of intervention time provided across the board to all primary students. The Title staff is working with the grade level teams to provide intervention instruction for every student from high risk to the gifted students. The data indicates that this practice is working well to insure growth across the reading continuum for all students. The Reading First teachers as well as the OAT teachers are getting into the business of studying data to determine the students needs for both instruction and intervention.

Two (2) coaches in the building work with the SS/HS Bully Program. Students are spending time learning about bullying with both Mrs. Bush and with their homeroom teachers. They are beginning to understand the importance of this information.

Students are motivated to use the Accelerated Reading (AR) program for individual reading. Grade levels are using various forms of motivation to keep the students engaged in this program. The program promotes reading outside of the classroom and the more time students spend reading the better readers they will become.

The student council is continuing to work to keep their peers engaged in learning and valuing their experiences at Ontario School. Recently they had a canned food drive for *Victory Kitchen*. They collected over 1,300 items to donate to this worthy cause in our community. The council also takes care of year-book sales and is working to earn money through their school store to defer the cost of yearbooks for all students. Their goal is to pay \$2.00 of the cost of every yearbook that they sell.

Community Builders is another program for 5th and 6th grade students. The students work within the school community to help other students and the teachers. They are aides for teachers before and after school and sometimes during their recesses. The group collected new mittens, hats and socks at Christmas time. The items were wrapped and marked for a boy or a girl and then packaged and sent to *Victory Kitchen* to be handed out during the Christmas Season. You may also see these students working on bulletin boards, doing the morning sign-in, guiding parents, working in the cafeteria, taking down the flag or helping in a classroom or the computer lab. They work hard to earn hours that admit them to community celebrations throughout the school year.

The PTO is working hard to increase the playground experience at Ontario. There is new playground equipment and they are working on getting new basketball hoops, more balls, and jump ropes for outside.

## **Osborne Elementary School** (Mrs. Rebecca Muratori, Principal)

### **K-3<sup>rd</sup> Grade Intervention – Reading**

Staff used DIBELS and STAR Testing to monitor progress. Teachers changed the interventions for the afternoon to include more comprehension practice. Old Achievement tests were used. Some students also used the ODE Success site. The afternoon interventions included additional phonics and fluency work.

### **4<sup>th</sup>-6<sup>th</sup> Grade Intervention- Reading**

These three grade levels used end-of-the-week assessments from the Harcourt materials. They also separated the achievement tests and had students take specified portions at a time. They developed a spread sheet (skills trace sheet) that was easy to read and show teachers the items students were missing. This was like an item analysis. In addition, teachers worked on learning how to do DIBELS using paper/pencil to analyze the process. The afternoon tutoring program began with the start of the second semester and was held twice a week.

### **K-3<sup>rd</sup> Grade Intervention – Math**

The second quarter the third grade had a pre/post test to monitor progress of certain areas that the students were working on. For the first quarter the third grade teachers used self-made achievement tests that followed the guidelines of the original test. Collecting the data from these tests needs to be compiled into an easy to read item analysis.

### **4<sup>th</sup>-6<sup>th</sup> Grade Intervention- Math**

Teachers broke down the old pre/post tests and cycled through the problems that gave students the most trouble. Mrs. Van Nort was extremely helpful with the teachers. She worked with one class to get them back on track. It was determined that the type of calculator being used by the 6<sup>th</sup> graders versus those used other schools was different. Teachers developed a system for using the ODE Success page. They also notified parents about its potential.

## **Venice Heights Elementary School** (Ms. Donna Brown, Principal)

Jan. 17-23 Venice Heights students and staff participated in Jump Rope For Heart

Feb. 23 During the Black History Month program all grades participated and City Commissionaire Brett Fuqua special guest speaker about the importance of education.

March 1 Fifth and sixth grade parental involvement event (Topic: signs of depression Safe Schools/ Healthy Students Presentation, Staff Topics: Reading, Test Taking Skills, and Tips)

April 17 Opera of Health visited the building and discussed the importance of making good food choices and staying healthy.

April 27 Top fund-raiser students earned a limo ride and pizza party.

Third Grade Ohio Achievement Test Pep Rally ( SHS cheerleaders and SHS boys basketball team) Coach Keller and basketball team members talked to students about the importance of eating a well-balance breakfast, getting rest, and taking the test serious.

April 30-May 3 OAT Testing.

***Venice Heights Elementary Continuous Improvement 2006/2007***

Met 4/12 State Indicators

87 Performance Index Score

Met Adequate Yearly Progress

May 18 Second Grade Author's Tea (parents attended)

September 20 Venice Students and Staff participated in the Homecoming Parade and won one of the Spirit Awards.

Oct 1-5 **Third Grade Fall Reading OAT Results**

School Average 399

District Average 403

State Average 408

October 25 Family Math Fun Night

November 9 Family Movie Night

November 30 Donuts with Dads

January 6<sup>th</sup> grade Chess club begins

January 29 6<sup>th</sup> Grade Science Fair

**2007/2008 Venice Heights Elementary School Goals**

**Increase student achievement**

- a. After school tutoring
- b. Classroom grouping
- c. Intervention & Remediation
- d. Individualized instruction
- e. Teacher professional development
- f. High student expectations
- g. Encouraging students to attend school

**Increase parental involvement**

- a. Each grade levels sponsors a parent involvement event
- b. Invite parents to volunteer in the building
- c. Monthly building newsletters every grade submits information to be included in the newsletter
- d. Parent Council events

**Increase appropriate student behaviors**

- a. Consistent discipline
- b. Parent notification
- c. Effective classroom management

## **Secondary Buildings/Adult Education**

### **Adams Junior High** (Mr. Robert Toney, Principal)

#### 1. Year Long Reading Instruction:

The reduction in force last year resulted in a change in the master schedule. The reading class increased from a semester class to a year-long class. The past two years Adams missed reaching the standard on the 7th grade OAT Reading test. Every student is now receiving 90 minutes of Language Arts instruction daily (45 minutes of Reading, and 45 minutes of English). An additional change in the reading program was made by assigning students to a reading class based on their performance the previous year in the sixth grade. Mrs. Stout provides a more advanced reading curriculum for those students who met the standard as sixth graders. Ms. Keegan teaches students who did not meet the standard in sixth grade and provides more rededication and skill instruction.

#### 2. Teaming Change:

For the past 10 years there have been three teams at Adams Junior High. Each team member had a team planning period and an individual planning period. The reduction in force reduced one team with two teams remaining in place this year. Although teachers no longer have a common team planning period, they do share the same set of students.

#### 3. Academic Department Weekly Meeting:

Although the teams no longer have a planning time they have created a schedule that allows academic departments to meet on a weekly schedule. The meetings are held during the 9th period and they are used to coordinate activities between regular education teachers and special education teachers, share ideas, develop curriculum activities, and discuss methods of improvement. The social studies department meets on Monday, the math department on Tuesday, the language arts department on Wednesday, and the science department on Thursday.

#### 4. Club Ophelia:

Mrs. Capucini (guidance) and Mrs. Scheel (HPE) attended a national conference in July, 2008 dealing with relational aggression among females. Club Ophelia was created as a result of the conference. It is a series of 12 interactive, hands on activities that promote positive relationships between girls while reducing aggressive behaviors. Students are provided this instruction during their health classes.

### **Jackson Junior High** (Mr. Scott Matheny, Principal)

The following changes have taken place at Jackson this school year:

#### Personnel:

##### New Hires

Alison Ziehm-Adams/ Jackson (Replaced Lee Bach to Full time Jackson)  
Amanda Lizzi-IEP History (Replaced Kathy Fulkerson to Ontario)  
Marilyn Graham-IEP Math (Replaced Susan George to North Carolina)

## Transfers

Wendy Hayberger –from Elementary (Replaced Scott Nave to RIF)  
Lee Bach-from Adams/Jackson (Replaced Cosetta Adkins to Venice)  
David Lozier-from Adams/Jackson (Replaced Heather Loomis to RIF)  
Ron Albert-from SHS to SHS/Jackson Choir  
Ken McFarland-from SHS to SHS/Jackson Band  
Sally Williamsen-from Elementary Gifted to Elem/Jackson  
Chris Gildenmeister-from Adams English to Jackson Computer (Replaced Carol Morschhauser to Retirement).

## Tutors

Retained the service of Alicia Good for 3<sup>rd</sup> year due to School Improvement Grant money. Alicia has served as the math tutor since December of 2005.

Beginning in January of 2008, will use the SIG money to hire a writing coach to work with science and social studies honor classes on writing efficient and effective extended response and short answer questions.

Two former students have volunteered their time to assist Jackson students. Brandy Kluding (education major at Firelands) is working with the history department 3 days a week. Justin Haymen (English major at Firelands) is working with Renee Scott tutoring English students.

## Programs:

Team Teaching was eliminated this year due to the reductions in force. All teachers now teach 6 periods a day rather than 5 and the team meetings were eliminated. Students are still scheduled into a team format to assist with the layout of the school and the limitations imposed by it.

A new bell schedule was initiated to facilitate the class changes. Over the years the use of bells at Jackson were eliminated by staff consensus. However, last year a huge surge in class tardies emerged and the decision to reinstitute bells.

A nearly full inclusion model with our IEP students was started a year ago, but with some difficulty maintaining it throughout the year. This year a much more successful rollout of the inclusion plan was put in place.

A Building Improvement Team, based on departments, was formed to structure a plan of Continuous Improvement for Instructional Techniques. The departments meet once per month and brainstorm ideas, share materials and ideas and plan strategies.

Changes in Reading classes were made due in large part to the RIF that made it necessary to reduce from 3 to 2 teams. Brent Graffin, and Julie VanVlerah are now attached to a team and reading has become a full-year class. They have inclusion help from Amanda Lizzi (VanVlerah) and Beth Werling (Graffin). Through the assistance of Julie McDonald, a full-time advanced reading class is offered for gifted readers. This is in place of the German program that was offered the last several years.

The computer technology class that was offered for high school credit was cut this year due to the loss of funding for the second computer lab teacher. Grant money through the Kurzweil grant was used to employ a teacher to work with the lowest level readers on not only their computer skills, but also on bolstering their reading across the curriculum through the use of scanned text books and the Kurzweil software. All students now have computer class as part of their rotation which also includes 9 weeks of art, industrial technology and general music. All of those programs were previously 12 week classes with the exception of Computers which was a semester class.

**Sandusky High School**- (Mr. Dan Poggiali, Principal)

\*Successful implementation of the Campus Wear Uniform Policy with the start of the school year. Data indicates a reduction of discipline referrals and an overall improvement in the school environment as a result.

\*The introduction of SmartBoard technology in all SHS science classrooms along with ongoing professional development opportunities for staff. SmartBoards are now in place in all math and some foreign language and social studies classrooms. The remaining core classrooms will receive this technology within the next two years paid for with grant funds.

\*Ongoing professional development opportunities to improve core curriculum alignment with the junior high faculty to better prepare incoming freshmen for transition to the high school. The administrative staff is also working to improve the scheduling process to properly place students in the appropriate academic program.

\*The Pacesetters program, begun last year, has been incorporated into the Life Skills curriculum. The program is designed to prepare students to take the SAT and ACT exams and to assist them with the process of moving on to post-secondary education.

\*The addition of a social worker/therapist through Safe Schools/ Healthy Students to work with our Behavior Intervention Program to reach out to at-risk students.

\*The Closing the Achievement Gap Grant was awarded to SHS due to the efforts of assistant principal Vicki Slaughter and a committee of individuals. The grant will support interventions designed to assist 9th grade male students with tutoring, mentoring, life skills, family relationships, community involvement, and career opportunities. The goal is to help students stay on track as they begin high school and progress toward graduation and beyond.

\*Continued implementation of inclusion classes and professional development designed to meet the needs of SHS students served by Individual Education Plans.

\*Installation of a security system which makes it possible to lock all outside entrances in order to screen and monitor visitors who are entering the building in an effort to improve security.

\*Revision of the SHS security plan designed to improve overall security.

## **Barker Alternative Unit**- (Mrs. Linda Wohl, Director)

This year a ½ time Title I teacher was added to work with the Barker students.

CPI training was provided for all Barker staff members.

SmartBoards were installed in every room and airliners are being purchased for each classroom.

One-on-one aides have been secured to work with autistic students.

All staff members have been trained in Steps to Respect (bullying).

There has been an increase in the number of students involved in extra-curricular activities such as the step team, football, wrestling and in elementary sports activities.

## **Career Technical and Adult Education**- (Mrs. Viki Kaszonyi, Director)

Significant Happenings in 2007 in the world of Career Technical and Adult Education:

- Increased the number of Tech Prep programs from two to four in partnership with BGSU/Firelands. The new programs are Health Careers Tech Prep (formally Diversified Health Occupations) and Teacher Academy (a senior year option for Early Childhood Education students).
- Began the Broadcasting Electrical Engineering Technology program for juniors and seniors. Electricity/Robotics is the foundation course for this program.
- Began the Web Design elective course within the Business department.
- Began the Sew Easy elective course within Family and Consumer Sciences department.
- Hired Ron Schweinfurth as the Diversified Industrial Training Coordinator on a part time basis. He has begun working with the City Commissioners, City Manager, and union representatives, as well as Erie County Job and Family Services to build a partnership in economic development to assist in making the current area businesses and industries globally competitive. Additionally, the goal is to attract new businesses and industry to this area.
- Hired a part-time Adult Guidance Counselor (John Van Meter) to assist in helping students enter into post-secondary education and complete our programs.
- Adult Education is now under the Ohio Board of Regents to better serve adult students in going from a “G.E.D. to a PhD.” We continue to work on aligning the curriculum to area colleges and formalizing articulation plans so that students receive college credit for high school coursework when they enroll in a degree program.
- Worked with area police chiefs to hire a new Police Academy Commander (Sgt. Ken Rankins), who has completely reorganized and strengthened the Police Academy.
- Delphi discontinued the ABLE/GED site that was operated there by SCS. Sharon Feyedelem reorganized her entire budget and staffing requirements to accommodate this change.
- Began a partnership with Terra Community College to articulate many of the C&T secondary and adult program curriculums with their degree programs.
- Began a Post-Secondary Educational Option (PSEO) course, taught by Terra faculty on the SHS campus, as a pilot course to see if it successful. Thirteen students are currently enrolled in PSY 1210, General Psychology.

## **District Services**

### **Transportation**- (Mr. Ted Peters, Supervisor)

The Ohio Highway State Patrol (OHSP) annual summer fleet inspection went very well again this year. The mechanics (Butch and Scott) along with the summer cleaning crew did an excellent job getting the vehicles ready for the inspection. Twenty-five (25) DVR camera systems were installed on the buses this past year. This was done through the generous support of Marlene Boas and the SS/HS grant. The number of disciplinary incidents have not decreased, but more culprits have been caught as a result of the cameras. Drivers and aides have been re-certified in CPI training. Safety is continually stressed during service training along with discussing ways of working with the media and public awareness. Drivers are reminded that they are driving a moving bulletin board and must be on their "A" game at all times.

The transportation department was a key component in implementing the Pre-K program at Hancock School this January. One school bus was retrofitted for pre-K students. Students were logistically placed in either the a.m. or p.m. session to streamline their ride time and maximize the efficiency of routes.

### **Food Service**- (Mr. Tom Freitas, Supervisor)

Dining Services finished the 2006-2007 school year strongly. The 2006-2007 school year started \$225,000 in the red, but the fiscal year finished with only an \$11,000 deficit. The state did not have the funds to reimburse the district for the May breakfast claims prior to the close of the fiscal year. If they had, food service would have ended the year \$22,000 in the black. As of January, 2008, the food service department has continued to increase revenue and reduce expenses.

Three workers retired at mid-year ( Marianne Knepper, Alexine Hicks, and Diane Karns). The retirements also helped to reduce some labor costs by cutting the hours of their replacements. The 6 hour positions at Mills and Osborne were converted to 4 hour positions. Kelly Boissoneault, Linda Staph and Sharon Grieves have been hired to fill the vacancies.

The high school won the Governor's Best Healthy School Silver Award. Breakfast sales have remained steady and in some cases they have improved. We have continued to reduce the sale of french fries (that are still fried) at the high school. A loaded baked potato has been added to the menu and baked chips are offered in all kitchens in the district.

We have begun to explore the options for finger print technology and we are also looking into redesigning the Mills and Ontario kitchens to improve efficiency.

With the increase in sales of Type A lunches at the high school, the sale of milk has increased. Due to the increase in milk sales we have chosen to do away with the un-carbonated fountain drink sales, which have significantly decreased at the high school.

Meals have been added to the Pre-K classes.

### **Maintenance**- (Mr. Kevin Toms, Supervisor)

#### **Significant Expenditures:**

All Weather Track     \$224,850.00

Scoreboard Wiring	\$27,195.00 (in conjunction w/ new scoreboard (\$90K)
Hancock Roof	\$85,960.00

### **Academic Impact Project:**

Installation of 156 SmartBoards

\* See Appendix A (P.I. Projects)

## **Central Office Departments**

### **Student Services**- (Mrs. Karen Clemons, Director)

- Reviewed and created procedures for transition from early intervention services (Part C Medicaid) to pre-school special needs (Part B Medicaid).
- Held a meeting (1/8) with teachers and specialists to gather data and information in order to choose a reading intervention program that would be appropriate for students needing significant intervention (Tier III). This would include about 5% of the student population and would target students who are not learning to read despite multiple instructional techniques and interventions. This will be followed up with a meeting on 1/29/2008).
- Created school forms for students entering pre-school which are now located on the District web page.
- Ran teacher in-service trainings for school buildings on the topic of Intervention and provided each teacher with a printed procedure to follow.
- Held 2 days of in-service trainings for special education teachers in early October to review ODE standards for students with disabilities and alternate assessment procedures.
- Worked with *Help Me Grow*, *Wrap-around* (Erie Co. Juvenile Court), *Family and Children First and Firelands* to coordinate services and communicate student needs and progress for Sandusky's most involved students.
- Provide assistance in structuring the new pre-kindergarten class at Hancock including attending state and regional meetings, providing information and sharing experiences regarding licensing compliance, rules and practices.
- Provide assistance with school improvement including attending regional and state meetings, developing schedules for professional growth and creating processes in order to increase effectiveness in improving educational opportunities for at-risk students. (Focused Monitoring).
- Oversee the records of over 883 special education students in the District. Insure the integrity of those records through EMIS reporting and regular review by staff.
- Act as the District Representative on the following committees:
  - Family and Children First (Early Childhood Committee and the Clinical Committee).

- Early Childhood Task Force (SERRC)
  - Early Childhood Task Force (Erie Co, MR/DD)
  - Special Education Network (SERRC)
- Act as Chairperson on Manifestation Determination Hearings for the District.
  - Participate in IEP meetings when requested by administrators and teachers.
  - Review Evaluation Team Reports with School Psychologists weekly (Thursdays).
  - Visit individual schools and classrooms to observe students, meet and consult with teachers and administrators.

**Gifted Services-** (Mrs. Julie McDonald, Coordinator)

December 2006 – April 2007: ~Year 2 of Javits Grant providing 15 professional development sessions to K-3 teachers and interested parents (all grade levels).

January – June 2007: ~Year 2 of Special Identification Project through Ohio Department of Education yields new practices in the district, including rolling referral system, referral form, grade 2 testing, and greater quality of service to students. Julie McDonald and Alaina Mehling submitted a presentation to the national Conference for Exceptional Children conference based on this 2 year endeavor and have been accepted to present in April 2008.

Spring 2007: ~Staff piloted Hands-On Algebra with elementary students. This was also extended to Junior High Math teachers with the help of Ann Van Nort for use in 2007-2008.

January 2007: ~7<sup>th</sup> Annual Independent Study Fair for grades 5-8  
~Staff volunteers for ABC activities – Math Blast

February 2007: ~6<sup>th</sup> graders participate in Mind Strategies Day through EHOESC at Firelands College  
~Staff volunteers for ABC activities – Social Studies Challenge

March 2007: ~3<sup>rd</sup> graders participate in Science Challenge Day through EHOESC at Firelands College  
~Academic Challenge for grades 5-8 held at Firelands College and supervised by Rosanne Poeschl

April 2007: ~2<sup>nd</sup> Annual Night of the Notables for grades 3 and 4  
~Staff volunteers for ABC activities – Spelling Bee  
~Staff attended PD hosted by RSIT on how to better align gifted curriculum with state standards.

May 2007: ~Department organized district event for all students grades 4-6 at the Cultural Center.

- Spring 2007: ~Ohio Department of Education was featured in *Gifted Child Today*, the nation's leading resource for nurturing gifted and talented children. The article describe the multiple projects ODE is doing and which SCS is apart of.
- August 2007: ~Julie McDonald presented at the 17<sup>th</sup> Biennial Conference for World Council for Gifted and Talented Children at the University of Warwick, Coventry, England.  
~New service added at Jackson for gifted/high achieving readers: Advanced Reading taught by Sally Williamsen.
- September 2007: ~Students (K-6) visit the Cultural Center for Chinese Papercuts exhibit to kick off this year's curriculum for language arts.  
~Julie McDonald becomes Region 2 representative to the Coordinators' Division of the Ohio Association for Gifted Children
- October 2007: ~Eighth grade students attend program at Lorain County Community College featuring Daniel Tammet, a savant.
- November 2007: ~Julie McDonald presents at the annual National Association for Gifted Children Conference.
- Copyright Year 2008: ~Julie (Lenner) McDonald and SCS are featured in chapter 15 of *Special Education for Today's Teachers: An Introdcion*. The opening narrative of the chapter chronicles a typical day for a teacher of the gifted.
- January 2008: ~Year 3 of Javits grant begins

### **Reading First and Title I**- (Mrs. Joy Kear, Coordinator)

Audits of both the Title I and Reading First programs indicated fiscal compliance. U.S. Department of Education visit and compliance review on October 17, 2007, with a "walk-through" during the 90 minute sustained reading block at Hancock School, resulted in an excellent rating and compliance of the Reading First initiative.

Both programs supported five in-district professional development activities for K-6 staff during the school year, to date, on Phonics, Literacy, Differentiated Instruction, Writing, and Behavior Management. Title I will co-sponsor an Author's visit in the spring, in partnership with the Academic Boosters association.

Four elementary buildings have School Improvement Coaches this year to assist teachers to help students gain achievement in math and reading on the Ohio Achievement Tests in the spring.

Adams & Jackson have one additional teacher each to reduce class size in reading and/or math due to participation in the Title II-A program. Adams has acquired one additional Title I teacher to supplement in-class instruction in reading and math, working specifically with students at risk of passing the OAT.

A Math Coach (Ann VanNort ) has been added to the district supported by Title I funds.

District Data Manager (Bob Bruni) explains and interprets data for our staff and contributes suggestions on use of data to drive instruction.

\* See Appendix B: **Reading First** (Building Monitoring Reports)

## **Technology Hardware**- (Mr. Brett Kluiber, Coordinator)

The Following is work that has been done or is in the process of being completed during this school year:

- New data backup system software put in place.
- Over 700 helpdesk tickets handled (this school year between Brad and I).
- Installed updated helpdesk system.
- Moved the food service POS (point of sale) system to new hardware for faster processing during the serving periods.
- In the process of transportation (school bus) software upgrade (VersaTrans).
- Email retention system selection and installation (in process).
- Installed over 50 Air Liners (Smartboard accessory).

The following items have been completed over the past calendar year:

- Server room consolidation.
- Network software upgrades and updates.
- New desktop images created.
- Upgraded voice mail system.
- Upgraded Phone system.
- Improved the call routing for 911 calls to provide fail over in the event of emergency.
- Managed the eRate process.
- Installation of over 150 SmartBoard software installs.
- New hardware imaging software installed.
- Upgraded Medisoft software in 3 labs (over 250 man hours).
- Over 1200 Helpdesk tickets handled over the calendar year.
- New lab installed at the high school.
- Summer computer maintenance and reconfiguration.
- Cost Lab upgrades and re-configuration.
- Re-cabled Jackson computer lab.
- Re-cabled and reconfigured Ontario computer lab.
- Toner recycling program (Ongoing).

## **Technology Programming**- (Mrs. Chris Zess, Facilitator)

- SMART Boards procured through grants and installed in every:
  1. Preschool Handicapped classroom (4)
  2. K-6 classroom across the district
  3. K-8 Special Education classroom
  4. K-12 SBH classrooms at Barker
  5. 7-12 math classroom
  6. 7-12 science classroom
  7. Foreign languages classrooms (2)
  8. Social Studies classrooms (3)
- Airliner graphic tablets obtained with grant funds and installed in every:
  1. K-6 classroom at Madison

- 2. K-8 Special Education classroom
  - 3. 7-12 math classroom
  - 4. 7-12 science classroom
- Professional Development for Smart Boards
    - 1. Session 1: Introduction to Smart Board – held at each building
    - 2. Session 2: Introduction to Galleries – held at each building
    - 3. Session 3: Online lessons – 4 sessions at the BOE
    - 4. Session 4: Creating SB Lessons – 4 sessions at the BOE
- Other Professional Development Given
    - 1. Ohio Online Assessment Reporting System
    - 2. Value Added
    - 3. Grade Level and Department Meetings (continuous)
    - 4. Progress Book Updates
- SMART Board Lesson Development
    - 1. Interactive lessons have been developed for 50% of the stories in the K-6 Trophies Reading series. The remainder will be completed by May 2008.
    - 2. K-2 math lessons are also in development.
    - 3. These lessons are shared district wide and have been a real boost to the integration of technology into every K-6 classroom
- Updated the district website to include a new banner, infrastructure enhancements and electronic survey capability.
- Created and maintained an online professional development web site which allows staff to register online, check CEU credit and print certificates of participation.
- Assist with the management of 6 online classrooms for junior high and high school teachers using Moodle open-source software. .
- Wrote and managed:
    - 1. Five EETT Grants valued at more than \$500,000
    - 2. eTech Emerging Technologies Grant for SHS valued at \$20,000
    - 3. eTech Grant valued at approximately \$3,000
    - 4. Sandusky Erie County Community Foundation Grant for \$68,000
- Submitted an eTech Portfolio Grant for SHS's science department. Awardees will be notified in mid-January.
- Made formal presentations at:
    - 1. eTech Ohio Conference, February 2007
    - 2. NWOET Conference, October 2007
    - 3. EETT PD Workshop, November 2007

## Curriculum- (Dr. Sally Roth, Director)

- Professional Development for all SCS teachers continued by department, by grade level, and by program throughout 2007, coordinated with the Technology Department. A team of professionals in-house works with staff to bring best practices and state-of-the-art technology know-how to our staff: Marian Ralph-Abrams and the Literacy Specialists and Data Managers from Reading First; Bob Bruni, District Data Manager; Ann Van Nort, Math Coach; Joy Kear, Coordinator of Reading First and Federal Programs; Chris Zess, Educational Technology Facilitator (and the Technology Dept. headed by Brett Kluiber); Karen Clemons, Director of Special Services; and Dr. Sally Roth, Director of Curriculum and Instruction.
- Pre Kindergarten Study and Proposed Program, January through May, 2007.
- Establishment of Pre Kindergarten Classes for 3 and 4 year old students at SCS, through ODE's ECE Grant (2 sessions, 20 children in each). One teacher, one instructional paraprofessional, 2 bus drivers and 2 bus aides. Grant accepted in August, 2007 with classes planned for Jan. 2008.
- Updated copyrighted math workbooks for Math in grades K-2.
- Reading First Grant renewed for 2007-2008, due to sufficient progress having been made in reading improvement for grades K, 1, 2, and 3. Literacy Specialists and Data Manager/Resource Coordinators and Program Coordinator retained. Professional development amended as required through Reading First to contain more site-based time in buildings.
- Math Short Cycle Benchmark Assessments refined so mimic pattern and format of OAT-M; math assessments given 3x per year, with results given to teachers in grades 3-8 for formative assessment use, intervention, and planning.
- Reading Short Cycle Benchmark Assessments refined from Trophies materials grades 4-8; reading assessments given 3x per year, with results used to design intervention.
- Math Coach, Ann Van Nort, joined the curriculum team to coach teachers K-12 and to assist with professional development related to math.
- School Improvement Coaches funded by School Improvement monies in Hancock, Mills, Madison and Osborne. These coaches work with math or reading or both, and work primarily to coach and assist teachers, though sometimes work with students. Mrs. Joy Kear, Federal Programs Coordinator, oversees these instructional coaches.
- Teams of teachers built SMART Board lessons from reading and math text materials for use by classrooms at each grade level; this work coordinated by Chris Zess, Instructional Tech Facilitator.
- Dr. Roth and Chris Zess visited 6 schools in China and observed use of technology and other best practices there; they also attended various ODE-sponsored discussions about the possible future teaching of Mandarin in our schools.
- Curriculum Maps were revised, as needed, or created anew.

- Data from State Report Card and OAT/OGT testing has been analyzed and distributed to buildings and staff. Each building principal K-8 met with Dr. Roth in August to discuss teacher intervention and ways to establish instructional focus in their classrooms. Principals are reporting to Dr. Roth progress in assisting their teachers this year.
- District Improvement Plan (Partnership Agreement with ODE) established and executed for 2006-2007.
- Value-Added training accomplished by Dr. Roth and Chris Zess. In 2008, Value-Added training will be augmented by Robert Bruni, Donna Brown, and Robert Toney. Dr. Douglas Clay, Cleveland State University, and Sharon Rybeck, State Support Team consultant for Region 2, will also assist. All teachers will be trained in interpretation of Value Added.
- Dr. Cathy Hamilton worked with SCS teachers and administrators with “Leadership” and “Diversity” information and helped them to examine how to make changes in relationships that bring about greater student achievement.
- Textbooks were not ordered last year due to failure of the levy. Only replacement or additional enrollment texts were ordered. Textbooks in math were piloted in fall 2007 in four elementary classrooms. In 2008, math textbooks will be ordered based on the pilot and on a study co-chaired by Dr. Roth and Mrs. Van Nort.

\* See Appendix C (Professional Development)

### **Assistant Superintendent** (Mr. John Kaszonyi)

Successfully assigned all students to classrooms while implementing staff reductions. Resulted in fewer over-sized class stipends being paid out to staff.

School choice was a challenge and still keep respectable class sizes in all elementary buildings.

Developed a new data base for students that integrates with central office, building, and bus garage.

Currently facilitating the employment of certified Mental Health Professionals to be placed in our schools.

Developed and implemented an updated district-wide safety training.

Had administrators trained in NIMS incident command safety training.

Facilitated and obtained up-to-date cameras on all of our school buses with Safe School/Healthy Students grant dollars.

Upgraded cameras at Sandusky High School and pursued locking door cameras for all buildings.

Worked closely with the Safe Schools/Healthy Student employees to assure all of the elements of the grant have been enacted and achieved.

Work with Erie County Juvenile Drug Court

Advised CTA Director in developing and implementing a Career Technical Future Educators Class.

## Safe Schools/Healthy Students (Dr. Marlene Boas, Director)



During 2007 SS/HS continued to implement the many programs that have been established over the past 3 years. In October, SS/HS started the fourth no cost extension year. In addition to the regular programming: **The Incredible Years, Strengthening Families, Virtual Learning Academy, ALL Stars, PAT, Youth Summit** and many others listed on the attached table, there were some real highlights and new additions:

- ▶ Security cameras installed on bus fleet
- ▶ Developed **Camp Ophelia** – for relational aggression in girls
- ▶ Implemented **Steps to Respect** in all Elementary Building (anti – bullying program in all 4-6th classrooms)
- ▶ **Blue Streak Pledge** implemented district wide and 1,000 uniform shirts distributed.
- ▶ Collaboration with Erie County Master Gardeners for first **Junior Master Gardener**.
- ▶ **CPI** training for bus driver, administrators and teachers.
- ▶ **Preschool Skillbuilders** monthly parent child workshop
- ▶ **Pacesetters** in the high school curriculum

Six core elements comprise all SS/HS grants:

- a) Safe school environment
- b) Violence, alcohol and other drug prevention and early intervention
- c) School and community mental health preventative and treatment intervention services
- d) Early childhood psychosocial and emotional development services
- e) Educational reform
- f) Safe school policies

\* See Appendix D (SS/HS Elements List)

## Financial (CAFR)

The local economy has been in a gradual decline for several years. A number of businesses have closed or left Sandusky, taking with them a significant number of manufacturing jobs. The city's unemployment rate in 2006 was 6.6%, compared with state and national unemployment rates of 5.5% and 4.6% respectively. A further blow to the community would be the closing of one or both of the automobile component plants in the area. The additional loss of jobs would have an additional negative impact upon the City.

According to the U.S. Census Bureau, the median family income in the City was \$37,749 in the year 2000, compared with \$40,956 and \$41,994 state and national averages, respectfully. Additionally, the median home value in Sandusky in 2000 was \$75,400, compared with \$103,700 and \$119,600 median home values in the state and nation, respectfully.

The District uses the five-year financial forecast to provide a basis for making financial decisions, including the construction of the annual budget, adjustments to staffing levels, collective bargaining and the placement of tax levies on the ballot. Specific examples of recent decisions that have resulted in improvements in the District's financial condition include the approval of a 5.4 mill operating levy in 2007, the elimination of 75 staff positions over a six-year period along with the closing of two elementary buildings and the relocation of an alternative school to another already occupied building.

The District implemented a cost reduction plan at the end of the 2006-2007 school year, following the defeat of a school operating levy in the May election. The restructuring plan resulted in the elimination of twelve staff positions and is expected to save the District more than \$1 million per year. In November, 2007, a 5.4 mill tax levy was approved by the District electorate. The tax levy will generate an additional \$2.7 million annually for school operations.

This information has been compiled at least in part by the **COMPREHENSIVE ANNUAL FINANCIAL REPORT** (CAFR) that was developed by the business office with the assistance of *Julian & Grubb, Inc., Consultants* in a separate document that was submitted and approved by the Board on Monday, January 7, 2008.

\* CAFR prepared by the Treasurer's Office with the assistance of *Julian & Grubb, Inc.*, consultants.

\* See Appendix E

**5-Year Forecast** (Mr. Troy Bouts, Treasurer)  
**Sandusky's Residential Property Tax Rate**

## Operating Levy (November, 2007)

In November, 2007, the voters of Sandusky passed a 5.4 mill operating levy (\$2.7 million annually) after a narrow defeat at the polls in May, 2007. With the passage of the levy the school district will be able to continue the excellent programming for which the district has been accustomed. We are indebted to our loyal community members for their continued financial support.

## **Concluding Statement**

This report has been compiled with input from the administrative team. The State of the School District is positive today because the staff has worked very hard to address our academic standing on the state report card and they are to be commended for all of their hard work. The support staff (maintenance/custodial, food service, technical personnel, transportation and clerical people) do a terrific job with all of the skills that they bring to the school district. Our buildings are old, but well maintained and extensively utilized.

The people of Sandusky can be very proud of their public school system. Over the years the socio-economic make-up of the community has changed drastically. The student population has diminished in size, but the programming in the school district has flourished.

The elementary buildings are in the third year of a Reading First federal grant that addresses deficient reading in grades K-3 and great progress has resulted from this initiative. A pre-kindergarten grant has been received to address the 3-4 year old population. Additionally, the school district was awarded a Safe Schools/Healthy Students federal grant which impacts the entire community in many positive and proactive ways. Millions of dollars have been received through competitive grants that have made many opportunities available to children that otherwise would not have been possible.

Sandusky High School is a comprehensive school where students can choose to follow a rigorous academic program, a vocational schedule or elect to take both academic and career/technical classes together. Co-curricular offerings in the fine arts which include art, music (vocal, instrumental and orchestra) and drama are available. Additionally, the high school offers twenty (20) inter-scholastic sports teams for both boys and girls, along with club sports and intramural activities. It is proven that students involved in extra-curricular activities perform better in school. Also, colleges and universities look for those students who are actively involved in co-curricular activities for entrance into their schools.

The Sandusky City School District is a proud district, rich in tradition with the goal of reaching out and meeting the needs of all students. Our voters have always gone above and beyond in supporting our children. We are a diverse city and in transition. The percentage of rental units continues to increase in the city as the number of single-family, owner-occupied, houses is decreasing. We are a very transient community with families moving within the city multiple times during the school year. Many of our children come to school their first day in kindergarten without the necessary skills to be successful in their classrooms.

We are encouraged with recent testing results. Our scores are improving and in many instances they are improving dramatically. The children are learning and the gaps are narrowing in Sandusky. Our community demands that their children attend safe schools that provide a caring and nurturing staff that will provide positive opportunities for their children to learn. As I travel throughout the school district I am very pleased with the education and learning that takes place daily in a very orderly fashion in our buildings. With the institution of uniforms in grades 7-12 this year we find a new found pride in the students and staff. It has been a positive initiative and will be expanded to grades K-6 with the start of the 2008-09 school year.

Our support groups (booster organizations and parent groups) have been very generous in their efforts to support the students and the schools. We are indebted to the hard work that so many adults contribute to the growth and development of our youth in Sandusky. Additionally, the current city administration is diligently trying to bring growth and development to our community. Together, the schools and the city can make Sandusky a better place in which to live.