

## District Newsletter

# SIDNEY

[www.sidneycsd.org](http://www.sidneycsd.org)

Central Schools



November 2014

Volume 17, Issue 3

### Sidney gets Strong Marks in State Audit

The Sidney Central School District was recognized by the State Comptroller's Office for taking a cost-effective approach to controlling expenditures and improving student achievement.

The Comptroller's Office conducted an audit based on the period of July 1, 2012-February 20, 2014.

"We're very pleased with the findings of this audit," Sidney Superintendent Bill Christensen said. "We appreciate that this report shows the significant steps we have made for academic improvement in the past four years. We will continue to improve and get stronger as we move forward."

The report notes the Comptroller's Office examined Sidney's technology and special education expenditures, cost savings analyses, real property taxes and test scores.

The report commends the District for taking steps to increase educational productivity and reduce costs associated with instructional materials and program delivery. It was noted during the 2011-12 fiscal year, expenditures were controlled by utilizing technology and bringing most special education programs in-house.

Noting that officials took action in March 2011 to raise test scores through teaching and learning technologies, the report showed test scores increased by nearly 43% from 2010-2013. The District's combined grades 3-8 scores in 2010 ranked 21 out of 26 school districts for passing scores on the standardized tests. For 2013, Sidney ranked 12th out of the same districts.

During this time, the district also lowered its real property tax levy by nearly 7% over a four-year period. Sidney also found ways to control expenditures as it raised test scores. As an example, the Comptroller's report showed how officials reduced the general fund expenditures by more than \$613,000 annually and, at the same time, obtained more than \$1.6 million in new computer equipment with no net increase on the general fund.

Sidney officials have also determined that replacing printed textbooks with e-books will save the District approximately \$139,000 over a 10-year period, but will also help increase scores by giving students the most current information available.

The full report can be viewed on the school's website, [www.sidneycsd.org](http://www.sidneycsd.org), and was presented to the public at the September 16 Board of Education meeting.

### Fitness Center



The Sidney Central School District Fitness Center is now open to the community. We have opened up the fitness center from 6:00-7:30 a.m. and from 6:00-8:00 p.m., Monday through Friday, when school is in session. Shelley Stillman, a certified trainer, is supervising the fitness room during these times. Shelley has an Associate's Degree in Advanced Health and Fitness and Exercise Science, as well as other certifications. She also has a nutrition background. Shelley will be able to show community members interested in joining how to use the equipment in the fitness room properly with proper technique. She is also available to sign people up for personal training along with the nutrition aspect by appointment.

The fitness room is equipped with two treadmills, an elliptical and a stationary bike for the cardio portion. It also has free weights as well as Cybex stations. The cost for joining is inserted in this newsletter. There is something for every individual's needs. Stop by and see Shelley for a tour and to discuss your fitness needs.

## Superintendent's Message

As the first quarter comes to a close we are very pleased with the start of the school year. We continue to see a trend of substantial academic improvement and are very proud of the work our students are doing. The free college classes, regional STEM Academy, summer enrichment, and numerous other offerings are helping our students become well-rounded while at the same time improving their academic skills. I thank the teachers for their hard work understanding the *changes* that the Common Core Curriculum has brought to the classrooms and commend them for recognizing that equally important is ensuring students develop skills that will lead to future successes. Additionally, I want to thank our support staff for what they do on a daily basis. Our District is a very busy place and I really appreciate how staff have stepped up to expand our programs, volunteer to help, and most importantly, place our students and community first.

This was a very busy summer with all the construction going on and are pleased that we are wrapping it up in time for the first snowfall. If you have not had an opportunity yet to see the athletic fields or the new auditorium I encourage you to do so. We are very proud of the outcome and strongly believe we have the best facility in the area to host sporting events, theatre, music and arts programs.

In closing, thank you for your continued support of the district and hope as you read through this newsletter you recognize the vast number of programs we have added to our district. We will continue to improve and look forward to continuing to have you as a partner.

— William H. Christensen, Ed.D,  
Superintendent of Schools

## State Assessment Data 2010-2014

NYS Exam		2010-2011	2011-2012	2012-2013	2013-2014
ELA	Passing	91.1%	86.5%	92.4%	88.3%
	Mastery	49%	42.3%	44.6%	39.6%
Algebra I	Passing	50.8%	76.8%	80%	78.3%
	Mastery	7.8%	16%	11.8%	25.3%
Geometry	Passing	58.6%	87.9%	92%	80.4%
	Mastery	6.7%	22.9%	27.6%	16.3%
Algebra II	Passing	35.4%	46.2%	27.2%	47.9%
	Mastery	9.7%	1.5%	12.7%	15.5%
Global History	Passing	78.1%	80.5%	75.9%	73.5%
	Mastery	21%	32.7%	31.7%	44.1%
US History	Passing	83.6%	88.2%	91.8%	91.8%
	Mastery	36.7%	44.7%	60%	49.4%
Earth Science	Passing	65.9%	—	87.8%	90.7%
	Mastery	13.4%	—	43.2%	55.7%
Living Environment	Passing	93.2%	95%	83.3%	79.5%
	Mastery	40.4%	49.2%	33.3%	33.7%
Chemistry	Passing	64.5%	76.6%	77.6%	65.2%
	Mastery	6.2%	8.3%	10.3%	4.3%
Physics	Passing	77%	100%	83.3%	96%
	Mastery	26%	16.7%	25%	36%

Continued on next page

## State Assessment Data 2010-2014 Continued

4 Year Graduation Rate			
2010-2011 2007 Cohort	2011-2012 2008 Cohort	2012-2013 2009 Cohort	2013-2014 2010 Cohort
87%	83%	82%	86.6%

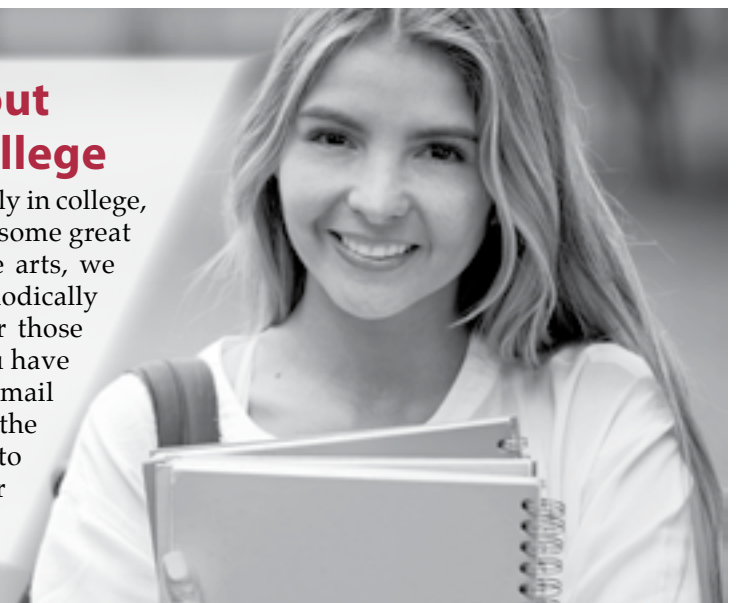


\*In 2012 the standards from which exams are derived changed; confounding long term comparisons

Proficiency in Grade 3-8 Exams*		
ELA	2012-2013	2013-2014
3	19.5%	25.6%
4	25.8%	30.3%
5	24%	29.3%
6	24.3%	36.1%
7	33.8%	23.6%
8	30.6%	34.2%
<b>DISTRICT AVERAGE</b>	<b>26.3%</b>	<b>29.9%</b>
<b>STATE AVERAGE</b>	<b>30%</b>	<b>30%</b>
Math	2012-2013	2013-2014
3	31.3%	41.6%
4	50.9%	44%
5	35%	44.4%
6	37%	40%
7	22.7%	33.8%
8	9.4%	19%
<b>DISTRICT AVERAGE</b>	<b>29.9%</b>	<b>37.5%</b>
<b>STATE AVERAGE</b>	<b>30%</b>	<b>31%</b>

## Seeking News About Former Students in College

If you are a graduate of Sidney and currently in college, we would love to hear if you have achieved some great things. Whether athletics, academics or the arts, we would like to keep tabs on graduates and periodically have an update on our website. This is for those who are current college students only. If you have information about you or your child, please email Sheri Kinsella at [skinsella@sidneycsd.org](mailto:skinsella@sidneycsd.org) with the information. Photos are accepted and links to college sites with information about your child are encouraged.





## Board Message

The first quarter is quickly coming to a close and students are gearing up for final exams. We are very pleased about the start to the school year and the many improvements we have made to our facilities and to our continued academic growth. Our district has significantly improved its academic standings and has continued to provide a significant increase in summer programs, college courses, improved facilities, and student/community programs, all while maintaining negative tax levies for the past four years. These programs and successes are a direct result of the teaching staff, support staff, and administration working collaboratively for one common goal.

We also realize that our district must continue to improve. Staff have been very busy understanding the Common Core standards, reflecting on prior teaching strategies, and looking to improve overall student achievement. We recognize our state test scores have significantly improved, but we also know that test scores alone are not a true indication of student future success. As a result, this year we have started to measure Lexile reading levels and Quantile math levels. This universal screening method allows our staff to recognize weaknesses in curriculum and allows for staff to make the necessary adjustments. We also know that the upcoming changes to the SAT and ACT will dictate students not only do well on state Regents exams, but must also be improve their reading skills. This focus on national indicators of reading and math levels will tremendously help us monitor the continued improvement of our district. We know these terms and expectations can be cumbersome to understand. As a result, we are hosting a series of Family Engagement Nights that are designed for parents and community members to come to "class" and see specific strategies, gain ideas, and better understand what our children are learning. We encourage you to take part in these.

In addition, we are eager to hear from you and have setup an email address that goes directly to the Board of Education. Many times misinformation is given out and we all wonder on how the information is communicated. This communication vehicle ([boardquestions@sidneycsd.org](mailto:boardquestions@sidneycsd.org)) will provide anyone with the opportunity to ask questions, leave comments, or just clarify something they have heard. We will ensure that every email is answered and if it is not directly related to our function as a Board of Education, then we will direct it to the Superintendent to

address. Also, the district continues to update the district webpage ([www.sidneycsd.org](http://www.sidneycsd.org)) and the district Facebook page (<https://www.facebook.com/pages/Sidney-Central-School-District>).

As always, your children's success in a strong public education system is our primary goal. We welcome your input and hope to continue to have you as an educational partner that places preparing our children for the future as its primary goal.

— Sidney Central School District Board of Education



### Charging Meals

Dear Parents,

The Board of Education recognizes that on occasion, students may forget to bring meal money to school. To ensure that students do not go hungry, but also to promote responsible student behavior and minimize the fiscal burden to the District, the Board will allow students who may forget meal money to *charge* the cost of meals to be paid back at a later date subject to the terms established in District policy. Charging a meal is a courtesy extended to students only in the event they forget or lose their lunch money.

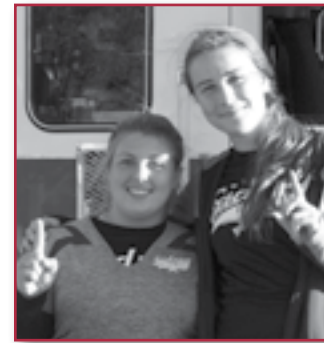
To comply with State guidelines and maintain a system for accounting for charged meals, only regular meals (meaning what is on the menu, excluding extras and snacks) are allowed to be charged. Students are only allowed to charge up to five (5) meals or 10 dollars (\$10).

#### The following process will be used to collect food service debt:

- Phone call home.
- A 2nd phone call home and letter to suspend all charges for snack and ala carte.
- Will be given an alternative lunch.
- If not paid, District will use all means possible to collect unpaid debt.

Sincerely,  
William H. Christensen, Ed.D  
Superintendent of Schools

## Two Girls' Tennis Players Win Section IV Championship



On Thursday, October 9, the Sidney varsity girls' tennis team competed in Section IV, Class C/D championships. Senior **Mallorie Hoag** and junior **Jillian Hornbeck** were crowned doubles champions by defeating three opponents. Going into the tournament seeded second, the Sidney duo faced Hancock in the first round. Showing great teamwork and net play, the two beat Hancock, 6-0, 6-0.

Next up for the team was a steady team from Elmira Notre Dame. After winning a close tie-breaker, 7-5, the team got back to dominating and won the second set, 6-0. In the finals, Jillian and Mallorie faced the top seeded team, also from Elmira Notre Dame. Leaving a slow start behind, the pair won 4-6, 6-4, 6-0.

Mallorie and Jillian competed in the State Qualifier for tennis on October 24 at the Binghamton Tennis Center. Even though the sectional champions did not advance in the qualifier, they played a strong, excellent tournament and represented Class C/D honorably. Congratulations to Mallorie and Jillian on a solid tournament.

## Community Aquatic & Fitness Programs

Sessions: Fall 9/8-12/19, Winter 1/5-3/27, Spring 4/6-6/19

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lap Swim</b> 6:00-7:30 a.m.	<b>Lap Swim</b> 6:00-7:30 a.m.	<b>Lap Swim</b> 6:00-7:30 a.m.	<b>Lap Swim</b> 6:00-7:30 a.m.	<b>Lap Swim</b> 6:00-7:30 a.m.
<b>Swim Team</b> 4:00-6:00 p.m.	<b>Faculty Swim</b> 3:10-4:00 p.m. <b>Swim Team</b> 4:00-6:00 p.m.	<b>Swim Team</b> 4:00-6:00 p.m.	<b>Faculty Swim</b> 3:10-4:00 p.m. <b>Swim Team</b> 4:00-6:00 p.m.	<b>Swim Team</b> 4:00-6:00 p.m.
<b>Fitness Room</b> 6:00-7:30 a.m. 6:00-8:00 p.m.	<b>Fitness Room</b> 6:00-7:30 a.m. 6:00-8:00 p.m.	<b>Fitness Room</b> 6:00-7:30 a.m. 6:00-8:00 p.m.	<b>Fitness Room</b> 6:00-7:30 a.m. 6:00-8:00 p.m.	<b>Fitness Room</b> 6:00-7:30 a.m. 6:00-8:00 p.m.
<b>Community Swim</b> 6:00-8:00 p.m.	<b>Adult Lap Swim</b> 6:00-7:30 p.m.	<b>Community Swim</b> 6:00-8:00 p.m.	<b>Adult Lap Swim</b> 6:00-7:30 p.m.	<b>Community Swim</b> 6:00-8:00 p.m.

### Pool Use and Fitness Room Fees

There are two options for the community use of the Sidney Central School District Aquatic Center and Fitness Room. You may pay on a per-use basis or you may purchase a session pass valid for all community swim times. The fees are as follows:

Pool/Fitness Room Use	Session Pass Fee	Individual Use Fee
<b>Youth (K-12, Pool)</b>	\$20	\$1
<b>Youth (9-12, Fitness)</b>	\$30	\$3
<b>Adult</b>	\$30/\$40	\$2/\$5
<b>Family*</b>	\$50/\$60	\$5/\$10
<b>Senior Citizen</b>	\$20/\$30	\$1/\$3

\*Family refers to two adults and children residing in a household. A session pass can be purchased during any community swim period or when Fitness Room is open. There are three sessions: Fall, winter, Spring—see flyer for dates.

### Program Guidelines

All pool and fitness rules will be strictly enforced during the times the pool and fitness room is open.

Swimmers are to provide their own towel and appropriate swim suits.

Sidney Central School District will not be held responsible for items left in the locker rooms.

Additionally, during community swim times, children under the age of 14 years MUST be accompanied by a responsible adult who is at least 18 years of age. For the safety of everyone, parents are not to drop off children and leave them at the pool. Students must be in grade 9 and up to use fitness room during morning or evening hours.

The community aquatic program and the fitness room will follow the school calendar and schedule. Therefore, the pool and fitness room will not be open when students have a scheduled day off, school has been closed, or after school activities have been cancelled.

## Right to Withhold Certain Information

Dear Parent or Eligible Student:

Pursuant to the No Child Left Behind Act, the School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of high school students. The district must also notify parents of their right and the right of their child to request that the district not release such information without prior written parental consent.

Parents (or students 18 years of age or older) wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and/or institutions of higher learning must sign and return the attached form to the Building Principal within 10 business days.

*Return form to Building Principal by within 10 business days.*

### Reservation of Consent for the Release of Certain Student Information under the No Child Left Behind Act

- Please do not release the name, address and telephone number of

\_\_\_\_\_ to  
*(Name of Student)*

- Armed Forces and Military Recruiters, or Military Schools.

- Colleges, universities, or companies seeking employees.

\_\_\_\_\_  
*(Parent/Guardian or Eligible Student Signature)*

\_\_\_\_\_  
*(Date)*

## Nondiscrimination Notification

The Sidney Central School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

**Corey Green,**  
**Title IX Coordinator**  
95 West Main St.  
Sidney, NY 13838  
(607) 561-7700, opt. 3

**Carrie Steinbauer,**  
**Section 504 Coordinator**  
95 West Main St.  
Sidney, NY 13838  
(607) 561-7714

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

Additionally, the Board of Education, its officers and employees shall not discriminate against students on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression).

## Request for Teacher Qualifications

Dear Parents and Guardians:

In accordance with the federal No Child Left Behind Act of 2001, parents and guardians have the right to request specific information about the professional qualifications of their children's classroom teachers. As a parent/guardian of a student in the Sidney Central School District, you have the right to request the following information:

- If the teacher has met New York State qualifications and licensing criteria for the grade levels and subject areas he or she teaches;
- Whether the teacher is teaching under emergency or other provisional status through which the state qualification or licensing criteria have been waived;
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- If your child is provided services by any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Additionally, under Education Law §3012-c parents or guardians can request the APPR (annual professional performance review) rating of their child's current teacher and or principal. This information is not to be shared with others once received.

Requests for information about the qualifications (and APPR scores) of your child's teacher(s) can be directed to Eben M. Bullock, Jr./Sr. High School Principal, at 561-7703 or Robert A. Hansen, Elementary School Principal, at 561-7701. All requests will be honored in a timely manner. Thank you for your continued support and interest in your child's education.

Sincerely,  
*William H. Christensen, Ed.D*  
Superintendent of Schools

## Pesticide Application Notice

Dear Parent, Guardian, and School Staff:

The Sidney Central School District is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notice of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

- Anti-microbial products
- Nonvolatile rodenticides in tamper-resistant bait stations in areas inaccessible to children
- Nonvolatile insecticidal baits in tamper-resistant bait stations in areas inaccessible to children
- Silica gel and other nonvolatile ready-to-use pastes, foams, or gels in areas inaccessible to children
- Boric acid and disodium octaborate tetrahydrate
- The application of EPA-designated biopesticides
- The application of EPA-designated exempt materials under 40 CFR §152.25
- The use of aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps, and hornets

In addition, there will be no written notice of such application when a school remains unoccupied for a continuous 72 hours following an application.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good-faith effort will be made to supply written notification to those on the 48-hour prior notification list. If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to the Sidney Central School District pesticide representative, Donald Alger at: 95 West Main Street, Sidney, NY 13838, 561-7715, [dalger@sidneycsd.org](mailto:dalger@sidneycsd.org), fax 563-2386.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to the Sidney Central School District pesticide representative, Donald Alger at: 95 West Main Street, Sidney, NY 13838, 561-7715, [dalger@sidneycsd.org](mailto:dalger@sidneycsd.org), fax 563-2386.

Sincerely,  
*William H. Christensen, Ed.D*  
Superintendent of Schools

### Sidney Central School District Request for Pesticide Application Notification

\_\_\_\_\_  
*School Building Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Address*

\_\_\_\_\_  
*Town, State, Zip*

\_\_\_\_\_  
*Day Phone*

\_\_\_\_\_  
*Evening Phone*

\_\_\_\_\_  
*Email Address*

Please feel free to contact the Sidney Central School District for further information on these requirements.

## 5-2-1-0 Survey

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time\*
- 1** hour or more of physical activity
- 0** sugary drinks, more water & low fat milk

\*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

Sidney Central School has agreed to participate in a survey being done at area schools by Bassett Healthcare Network Research Institute to measure the current levels of the 5-2-1-0 behaviors in our region. Students in the 4th and 8th grades at SCS will be asked to complete a short survey about some of their eating habits and physical activities. Children will not be graded. Names or other identifying information will not be included.

### If you have any questions please contact:

- Bill Christensen, Superintendent.....561-7700
- David Strogatz, 5-2-1-0 Director.....547-3676



## Family Educational Rights and Privacy Act (FERPA) Notice Regarding Access to Student Records and Student Information

Dear Parent or Eligible Student:

This is to advise you of your rights with respect to student records pursuant to the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law designed to protect the privacy of student records. The law gives parents and students over 18 years of age (referred to in the law as *eligible students*) the following rights:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the Building Principal a written request that identifies the records they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading or otherwise in violation of the student's privacy under FERPA. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading by writing the Principal, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the district discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The exceptions, which permit disclosure without consent, include disclosure to school officials with legitimate educational interests or an authorized representative. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance

committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

An authorized representative is any individual or entity designated by a State or local educational authority or a Federal agency headed by the Secretary, the Comptroller General or the Attorney General to carry out audits, evaluations, or enforcement or compliance activities relating to educational programs.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

For a complete list of exceptions to FERPA's prior consent requirements see regulation 5500-R, Section 5.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

### Staff Development Day



## Notification of Directory Information Designations

In addition to the rights outlined above, FERPA also gives the school district the option of designating certain categories of student information as *directory information*. Directory information includes the following and it will disclose only this information without prior content.

- Name
- Address
- Telephone number
- Date and place of birth
- Major course of study
- Participation in school activities or sports
- Weight and height if a member of an athletic team
- Dates of attendance
- Degrees and awards received
- Most recent school attended
- Grade level
- Photograph
- Email address

You may object to the release of any or all of this *directory information*. However, you must do so in writing within 10 business days of receiving this notice. If we do not receive a written objection, we will be authorized to release this information without your consent. For your convenience, you may note your objections to the release of directory information on the enclosed form and return it to the Building Principal.

— Eben M. Bullock, Jr./Sr. High School Principal  
— Robert A. Hansen, Elementary School Principal

### Directory Information Opt-Out Form

## Notes from School Health Services

### Health Appraisals

The district's School Health Services program supports your student's academic success by promoting health in the school setting. One way that we provide care for your student is by performing the health screenings as mandated by the State of New York.

During this school year, the following screenings will be required or completed at school:

#### Vision

- Distance acuity for all newly entering students and students in kindergarten, grades 1, 2, 3, 5, 7 and 10.
- Near vision and color perception screening for all newly entering students.

#### Hearing

- Hearing screening for all newly entering students and students in grades 1, 3, 5, 7 and 10.

#### Scoliosis

- Scoliosis (spinal curvature) screening for all students in grades 5 – 9.

Dear Parent or Eligible Student:

The school district has designated certain categories of student information as *directory information*. Directory information includes a student's name, address, telephone number, date and place of birth, major course of study, participation in school activities or sports, weight and height if a member of an athletic team, degrees and awards received, most recent school attended, class schedule, photograph, and email address.

If you object to the release of any or all of the directory information listed above, you must do so in writing within 10 business days of receiving this notice. For your convenience, you may note your objections to the release of directory information on this form and return it to the Building Principal.

**Please do not release directory  
information without my prior consent.**

\_\_\_\_\_  
*Parent/Guardian or Eligible Student Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Print Name of Student*

Contact	Grades	Phone
Susan Smith, School Nurse	UPK-4th	561-7705
Susann Hoskins, Health Aide	5th-8th	561-7706
Ruth Boyce, School Nurse	9th-12th	561-7707

Find us on  
**Facebook**

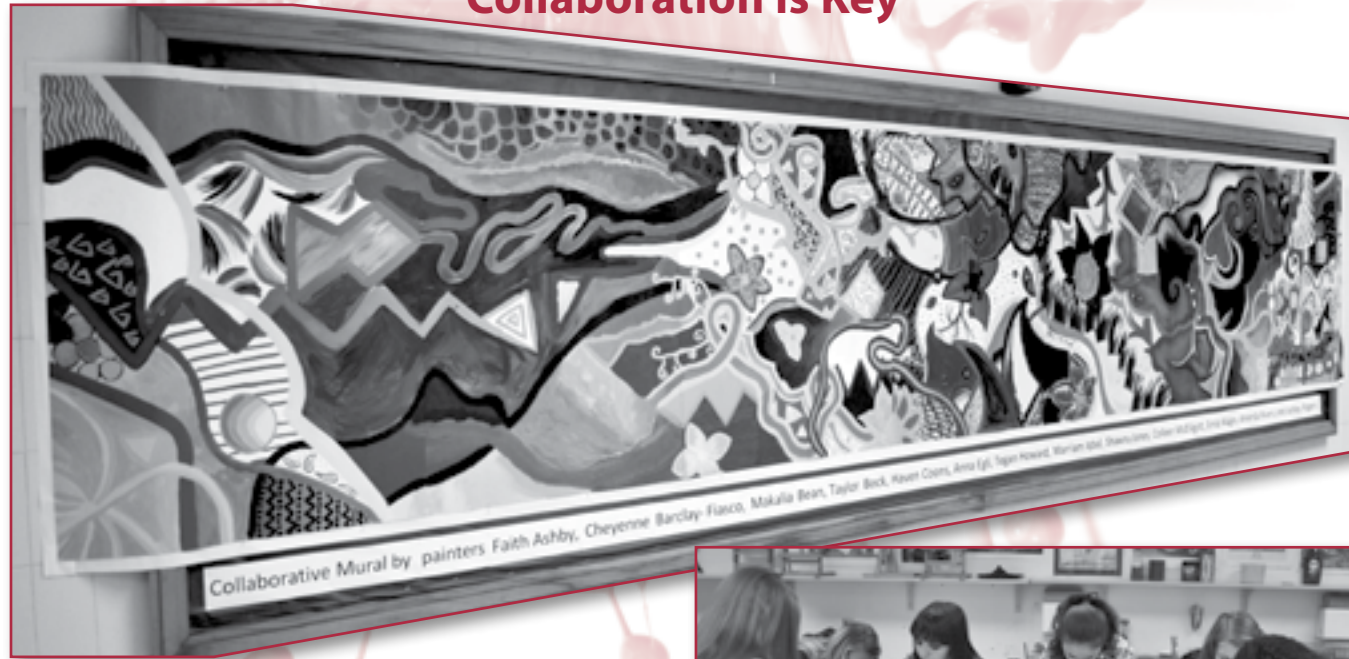


# FALL SPORTS





## Collaboration is Key



It all started quite innocently, with students being asked to work in pairs and use the primary colors to paint any kind of line they wanted running completely across their oversized paper. Lines turned into patterns. Patterns and repeated colors created unity. Collaborative creative energy was set in motion.

On the following day, these students from Chris Lissandrello's Studio in Painting class hung their partially done pieces in the hallway for a *formative* group critique. Students identified The Principles of Design evident in the work and began to see commonalities and connections between paintings. Students worked as a team to rearrange the sequence of the paintings to create flow, rhythm and movement. Pairs of painters partnered with adjacent pairs and on day three duos worked side by side to form quartets. After another group critique quartets became sextets, six painters working in tandem side by side. By week end the art room was rearranged to accommodate seven panels stretching 17 feet long. After numerous efforts to seamlessly connect each panel to the next with color, line, shape and form, students began to scan across the entire mural to further develop unity throughout. Students suggested that the panels be adhered together on a hallway bulletin board so that they could work together standing side by side. The end result is a striking multifaceted wall mural adorning the main hall of the high school and 14 young painters who understand the power of collaboration. You can see the Collaboration Mural in full color just past the main office in the high school.

— Chris Lissandrello, SHS Art



## STEM Academy off to Strong Start



The STEM Academy, hosted by Sidney Central School and in conjunction with DCMO BOCES, is off to a strong start.

With students from several area districts attending, the program is building nicely and pushing toward the future as area eighth and ninth graders have the chance to expand their education in a different setting.

The program is preliminarily designed as a four-year half-day program. Students have the ability to decide on participation each year, but the most academic benefit will come to those who start as accelerated 8th or 9th graders. Students will still participate in other activities in their home school, but will take the highly rigorous, college-prep engineering-based classes along with their state-mandated math and English courses with other students from area districts at Sidney High School.

Sidney is a leader in STEM education in the area with programs starting in elementary school and going through high school. Students in Sidney start the program in second grade. The base has allowed Sidney to bring students from other districts in and help start this program.

Students take math, science and engineering courses. Those courses include algebra and geometry in math; living environment and earth science in science; and Intro. to Engineering and Design in Engineering. Because of the schedule, visiting students also take physical education at Sidney.

"The kids who have elected to come here from another school want to take everything," said Christine Race, a technology teacher at Sidney. "There's a lot of excitement by the kids who are here."

The dynamics of having students of different grade levels and from different districts is proving to be beneficial for students.

"We are taking people from all walks of life and brainstorming," Race said. "We have students from Unatego and Franklin and different grades all together. It's a great cross-section of young adults. The solutions of problems are more vast, not just solutions to Sidney problems. It's more young adult problems."

This collaboration between Sidney and DCMO BOCES allows students access to a leading-edge lab with the newest technology tools, software and project-ready facilities. The program also gives students the chance to earn college credits, which are transferable to Rochester Institute of Technology, and all SUNY colleges.

"I feel STEM has helped my experience because, of course, any education experience must be well-rounded," said Franklin ninth-grader Felix Bridel, who is part of the Academy. "The lessons taught, both normal and psychological, are very helpful in any school experience."

This program helps students see things in a different light, Race said. It makes them learn by using lessons and applying them, rather than just recalling the information that has been taught to them.

"If you can apply it, that's Level 4 learning," Race said. That's not just seeing it. It's seeing it, learning and doing. And that stays with them."

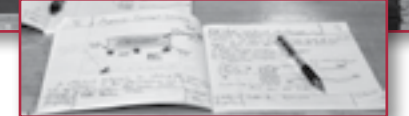
Many of the STEM-based classes are electives, so Race said she has to rely on applying things more than traditional studying.

"My students are candid that they don't study as much (as in core classes)," Race said. "So to get the results, I have to rely on a higher level of thinking, not recall."

The STEM classes force thinking beyond doing something in a basic way. For example, consider a traditional shop class where a student might build something like a birdhouse. In a scenario like that, the idea and instructions would already usually be in place.

But take an engineering class such as Race's classroom. They utilize tools of the trade and apply math and scientific concepts to build this house. Say it's a birdhouse for a certain bird. The class will go through the six steps of Engineering (identify the problem, generate concepts, develop a solution, construct a test, evaluate a solution and present a solution) to come up with a birdhouse that might be made toward a specific bird. The students would do that by identifying said bird, its size, what the house might need and anything else besides just following printed instructions.

"I'm excited because I believe in what I am doing," Race said. "I believed in Project Lead the Way. I have been doing the best I can for Sidney students and now I get to do what's best for regional students."





## Sixth Graders Help Robot Read to Kindergartners



The group experienced that Tuesday with Elwood.

After returning from Mrs. Lyon's class, the students had to look at their program work, as well as react to the robot demonstrating behavior they hadn't seen before. They came back to the class, regrouped, rebooted and retried and found success, all in about five minutes.

"These students are steadily gaining strength as problem solvers," Vaughan said. "(Tuesday's) demonstration didn't go as students had anticipated. It was supposed to be a nice walk to Mrs. Lyon's class, a fabulous presentation in which the students in Kindergarten were

amazed, and the sixth grade students experienced the thrill of a job well done.

"Instead, they were embarrassed by unanticipated problems," she continued. "However, the amazing part kicked in when they returned to this classroom and pulled it back together. That is the strength of these students. They will not quit until the job is done, and they are gaining the ability to work through some pretty tough problems."

For a video from the event, please visit: <http://www.sidneycsd.org/RobotReading.aspx>

For a gallery of photos, please visit: <http://www.sidneycsd.org/NAORobotreads.aspx>.

Visit our website, at:  
<http://www.sidneycsd.org>

## Library News



Sixth graders **Landon Bowie** (left) and **Ian Fogarty** (right) share a book brought to their classroom by Librarian Erin Collins, from the Sidney Memorial Public Library. Mrs. Collins presented a variety of books to the sixth graders during an ASE period in October to encourage reading and a love for books!

## Sidney Showcases New Field During Homecoming

Say goodbye to the mud bowls, Sidney.

With the near completion of a \$7.7 million capital project, Sidney's athletic complex got a full makeover, including turf fields for outdoor sports. The baseball and softball fields will each have turf infields, and the all-purpose football field will be home to field hockey and soccer as well. That field also features a new video scoreboard.

In the past, rain has turned the fields into mud pits. That's no longer the case as the state-of-the-art turf fields will make it possible for games to be held when there's different weather and make it so players and coaches don't have to worry about sinking or slipping in sloppy mud.

It also means that, come spring, baseball and softball games won't have to be immediately called when it rains in the mornings because the full infields are turf. Only the outfields will be natural grass.

The main athletic field got a full workout for Homecoming 2014. A full slate of activities took place on the field throughout the day. All varsity teams—field hockey, boys' and girls' soccer, and football—played games at home that day.

Sidney field hockey coach Christine Race said her team was excited for their first home game on the turf.

"The ability to practice and prepare on a field that is level and constant has allowed for greater skill development and the ability to practice at game speed more frequently," Race said.

Other parts of the capital project are also nearing a finish. New boilers are in

place and a 60-year-old boiler in the Middle School was eliminated.

The auditorium also received a major upgrade with new seating, stage rigging, sound system, and is now air conditioned.

The lighting in the gym was also upgraded, as well as the floor being refinished.

The project is coming in under budget. It's anticipated the project will be fully completed by the end of November.

"We're extremely excited about the completion of this project," Sidney Superintendent Bill Christensen said. "I especially want to thank the community for their overwhelming support of this project."

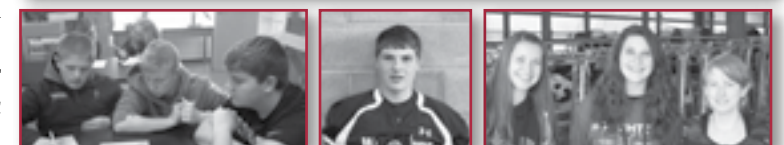
The facilities will be used by many groups, not just those involved with the school. Christensen said the school is already starting to lease space.



Sidney Assistant Superintendent Corey Green, Superintendent Bill Christensen and Athletic Director Chris Haynes stand at the 50-yard-line of Sidney's new all-turf field.

## FFA Members' Attend SUNY Cobleskill's Agriculture and Natural Resources HS Days

On Friday, September 19, 44 FFA members traveled to SUNY Cobleskill to participate in a variety of contests ranging from animal, plant, food and mechanical sciences. The highlights of the day included 18 FFA members demonstrating their skills in Natural Resource and Wildlife Identification, eight competed in Light Equipment and Hydrologic Operation, 10 in Food Sciences and Culinary presentation, and several others tested their skills through the 23 additional contests offered by the college. **Edward Rajner** was recognized by the college for placing 2nd in Light Equipment and Hydrologic Operation with a plaque at the awards ceremony.





## Sidney Summer Camps have Successful Season



The 4th Annual Summer Camp Program at the Sidney Central School District had a strong outing this year.

The five-week program drew 606 registrations for 84 camps. A total of 282 kids attended the camps, with many children attending more than one camp.

Camps ran Monday through Thursday, with field trips available on Fridays. Breakfast and lunch were also included each day and the camps

were available to any area child in a variety of age groups.

Those participating also received a t-shirt from each camp.

The program, which offers camps in robotics, Legos, culinary, sports, arts, dance and more, completed its fourth year.



## 2014-15 Goals/Statement of Priority Focus Area

### K-1 Reading Goal

By June 2015, 85% of all students K-1 will achieve within one level of the target reading level as identified by the Fountas and Pinnell Literacy Benchmark Assessment System (reading level gradient of A-Z).

### 2-11 Reading Goal

By June 2015, 85% of all 2<sup>nd</sup>-11<sup>th</sup> grade students will achieve the target reading proficiency level as identified by Scholastic Reading Inventory (SRI) Assessment System. See table, below.

Grade	SRI Lexile Range
2	420L-650L
3	520L-820L
4	740L-940L
5	830L-1010L
6	925L-1070L
7	970L-1120L
8	1010L-1185L
9	1050L-1260L
10	1080L-1335L
11	1185L-1385L

### K-11 Math Goal

85% of all students K-11 will achieve the target mathematical proficiency level as identified by the Scholastic Math Inventory (SMI) Assessment System by the end of the year (Level 100Q-1400Q)

Grade	SMI Target Range
K	10Q to 175Q
1	260Q to 450Q
2	405Q to 600Q
3	625Q to 850Q
4	715Q to 950Q
5	820Q to 1020Q
6	870Q to 1125Q
7	950Q to 1175Q
8	1030Q to 1255Q
9	1140Q to 1325Q
10	1220Q to 1375Q
11	1350Q to 1425Q

**3-8 Grade Level Goals:** For each grade level, in ELA and math, the first bulleted goal is a year-to-year proficiency goal, not considering the cohort. The second bulleted goal is a cohort goal.

### Grade 3

#### ELA

- Total Student Population (TSP) will increase proficiency from 25.6% to 31%.
- 82% of students (69/84) will achieve at least a level 2 (this includes 15/30 students who achieved a level 1 on 2013-2014 local assessments).

#### Math

- TSP will increase proficiency from 41.6% to 52%.
- 92% of students (78/84) will achieve at least a level 2 (this includes 6/11 students who achieved a level 1 on the 2013-2014 local assessments).

### Grade 4

#### ELA

- TSP will increase proficiency from 30.3% to 35%.

- 77% of students (62/80) will achieve at least a level 2 (this includes 19/37 students who achieved a level 1 on 2013-2014 state assessment).

#### Math

- TSP will increase proficiency from 44% to 54%.
- 91% of students (70/77) will achieve at least a level 2 (this includes 7/14 students who achieved a level 1 on 2013-2014 state assessment).

### Grade 5

#### ELA

- TSP will increase proficiency from 36.1% to 41%.
- 68% of students (52/76) will achieve at least a level 2 (this includes 6/30 students who achieved a level 1 on 2013-2014 state assessment).

#### Math

- TSP will increase proficiency from 40% to 50%.
- 84% of students (64/76) will achieve at least a level 2 (this includes 7/19 students who achieved a level 1 on 2013-2014 state assessment).

### Grade 6

#### ELA

- TSP will increase proficiency from 29.3% to 34%.
- 74% of students (43/58) will achieve at least a level 2 (this includes 8/23 students who achieved a level 1 on 2013-2014 state assessment).

#### Math

- TSP will increase proficiency from 44.4% to 54%.
- 91% of students (53/58) will achieve at least a level 2 (this includes 5/10 students who achieved a level 1 on 2013-2014 state assessment).

### Junior High Grade 7

#### ELA

- TSP will increase proficiency from 23.6% to 29%.
- 83% of students (60/72) will achieve at least a level 2 (this includes 6/18 students who achieved a level 1 on 2013-2014 state assessment).

#### Math

- TSP will increase proficiency from 33.8% to 44%.
- 86% of students (60/70) will achieve at least a level 2 (this includes 4/14 students who achieved a level 1 on 2013-2014 state assessment).

### Grade 8

#### ELA

- TSP will increase proficiency from 34.2% to 39%.
- 79% of students (57/72) will achieve at least a level 2 (this includes 14/29 students who achieved a level 1 on 2013-2014 state assessment).

#### Math

- TSP will increase proficiency from 19% to 29%.
- 86% of students (61/71) will achieve at least a level 2 (this includes 6/16 students

who achieved a level 1 on 2013-2014 state assessment).

**Students with disabilities**  
30% of grades 3-8 students with disabilities will achieve a level 2 or higher on the NYS ELA and math exams (currently, 19% ELA, 20% Math).

### High School Goals Social Studies

#### U.S. History

- 95% passing; 70% C&CR; 50% mastery on the Regents exam.

#### English Language Arts (CC)

- 85% passing; 50% C&CR; 40% mastery on the Regents exam.

#### Global

- 85% passing; 50% C&CR; 40% mastery on the Regents exam.

#### Math

#### Integrated Algebra (CC)

- 75% passing; 50% C&CR; 20% Mastery on the Regents exam.

#### Integrated Geometry

- 90% passing; 50% C&CR; 30% mastery on the Regents exam.

#### Algebra II/Trigonometry

- 75% passing; 30% C&CR; 25% mastery on the Regents exam.

#### Science

#### Living Environment

- 95% passing; 60% C&CR; 45% mastery on the Regents exam.

#### Earth Science

- 90% passing; 60% C&CR; 45% mastery on the Regents exam.

#### Chemistry

- 80% passing; 35% C&CR, 20% mastery on the Regents exam.

#### Physics

- 85% passing; 50% C&CR; 30% mastery on the Regents exam.

Increase the percentage of our total student population completing HS within 4 years (from 86.6% for the 2010 cohort to 90% for the 2011 cohort).

Increase the percentage of our total student population graduating with an advanced Regents diploma (from 17% for the 2010 cohort to 30% for the 2011 cohort).

#### Other measures of C&CR

For the 2012 cohort, the average SAT scores will increase to:

- 490 (it is currently 482) for reading;
- 485 (it is currently 478) for math;
- 460 (it is currently 453) for writing.

### District Goals

- Increase the number of students achieving proficiency on state and local assessments across all grade levels and in all content areas.
- Increase the number of students achieving college and career readiness.

### District Mission Statement

To challenge students to achieve their greatest potential.



# SIDNEY CENTRAL SCHOOL DISTRICT INSTRUCTIONAL CALENDAR 2014-2015

**JULY 2014**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**AUGUST 2014**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**SEPTEMBER 2014 (20+1)**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**OCTOBER 2014 (21+1)**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**NOVEMBER 2014 (15+1)**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**DECEMBER 2014 (15)**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Key**
- No School — Vacation Day
  - No School — Offices Closed
  - No School — Conference Day
  - No School — UPK-6, Parent/Teacher Conferences
  - 1/2 Day of School
  - Last Day of School for Staff
  - Regents Day/State Testing
  - Contingent Holiday

Jr./Sr. HS Instruction Days		Elementary Instruction Days	
89 Semester 1	92 Semester 2	89 Semester 1	91 Semester 2
5 Conf. Days	1 Work Day	5 Conf. Days	1 P/T Conf. Day
187 Total Days	187 Total Days	187 Total Days	187 Total Days

- JULY 2014**
- 4 Independence Day
- SEPTEMBER 2014**
- 1 Labor Day
  - 2 Staff Development Day — Mandatory
  - 3 First Day for Students
- OCTOBER 2014**
- 13 Columbus Day
  - 24 Staff Development Day
- NOVEMBER 2014**
- 6 1/2 Day — Parent/Teacher Conferences (Grades UPK-6)
  - 7 Staff Development Day — Mandatory
  - 11 Veterans' Day
  - 13 1/2 Day — Parent/Teacher Conferences (Grades UPK-6)
  - 26-28 Thanksgiving Recess
- DECEMBER 2014**
- 22-31 Christmas Recess
- JANUARY 2015**
- 1-2 New Year's Day
  - 19 Martin Luther King, Jr. Day
  - 26-29 Regents Exams
  - 30 Staff Development Day — Mandatory
- FEBRUARY 2015**
- 16-20 Presidents' Day Recess
- MARCH 2015**
- 13 Staff Development Day
  - 30-31 Spring Recess
- APRIL 2015**
- 1-2 Spring Recess
  - 3 Good Friday
  - 14-16 ELA Testing (Grades 3-8)
  - 22-24 Math Testing (Grades 3-8)
- MAY 2015**
- 15 Parent/Teacher Conferences (Grades UPK-6)
  - 22 Contingent Holiday
  - 25 Memorial Day
- JUNE 2015**
- 1 Science Written Testing (Grades 4 & 8)
  - 2 Regents (ELA & Geometry Common Core)
  - 16-25 Regents Exams/Rating Day
  - 26 Last Day for Instructors
  - 27 Graduation

**JANUARY 2015 (18+1)**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**FEBRUARY 2015 (15)**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**MARCH 2015 (19+1)**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**APRIL 2015 (19)**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**MAY 2015 (20/19+1)**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**JUNE 2015 (19)**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## Sidney Hosts Successful Family Engagement Night

Twenty-five families and nearly 100 people took part in Sidney Central School's first Family Engagement Night on October 29, taking advantage of a night planned for K-8 grades.

The goal of the evening was to increase communication, collaboration and provide informative sessions for parents in the district to better support their children, and that goal was met, said Robert Hansen, Elementary School Principal.

"We were delighted so many families came out and got something out of it," Hansen said. "Our goal is to continue to engage families and make sure our kids keep improving."

Child care was provided for the night, allowing parents to take part in different sessions. Dinner was also provided, and if families wanted them, a family portrait was also taken.

The informational sessions were conducted by teachers and administrators. The administrative team held a session focusing on different aspects of the school, including items such as unfamiliar terms students may be using.

The main sessions also included ones in math and ELA, with parents able to select two sessions to attend. Eleven sessions were offered and lasted 25 minutes each.

"I think it was really good and it was well organized," said Leeta Crowley, who has two children in the Sidney Elementary School, one in kindergarten and the other second grade. "Having the daycare was good as it let the parents focus . . . We could check and



get all information to help our kids for school and in the future."

Following the sessions, parents were asked to fill out surveys. The results were overwhelmingly positive. Some of the suggestions included having longer sessions, more time for questions, including non-core classes and the STEM program.

Surveys also noted people would like more time for the dinner and the pictures. There was a lot of praise about the details and work that went into planning the night.

Besides filling out questions about individual aspects, those in attendance had the chance to rate, on a scale of 1-5, the overall experience. The mass majority of the surveys came back with 4s and 5s. The questions included asking if the information was helpful in understanding what their child was working on in school and how to help at home; if they would attend an event like this in the future; if they were pleased they attended the event; overall feeling about the event; and if they would recommend it to other parents.

"We want to improve communication with the community and continue to improve student achievement," Hansen said. "I enjoyed that people who came got something out of it."

Hansen, who noted the planning of this event was a collaborative effort between administrators, instructional coaches, guidance counselors and teachers, said the school is planning a second Family Engagement Night for later in the school year.





**Sidney Central School District**  
95 West Main Street  
Sidney, New York 13838

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## Area All-State

On November 21-22, students from the High School will attend the NYSSMA Zone 8 Area All-State Music Festival, which will be held at SUNY Oneonta. Groups performing include Women's Chorus, Concert Band, Mixed Chorus and Orchestra. The weekend will be capped off with a performance on Saturday afternoon, beginning at 3:00 p.m., in the Hunt Student Union.

Sidney is one of 37 schools represented, from over a five-county area. Students are selected to perform based on their previous spring NYSSMA solo scores. Performing in the Women's Chorus will be **Susan Chen, Madeline Hitchcock, Victoria Prouty and Hope VanBuren**. Performing in the Mixed Chorus will be **Seth Arnold and Rachel Gibbs**. Representing Sidney in the Concert Band will be **Rachel Maxwell** on trumpet and **Kortnee Gilmore** on euphonium. Congratulations to all, for being selected to participate in this prestigious event!

