

RIDERS' PATHWAY TO SUCCESS



**Ichabod Crane School District**  
**2018-19 Marking Period 2**  
**Data Report**

# RIDERS' PATHWAY TO SUCCESS

## Riders' Pathway to Success

### Quarter 2, 2018-2019

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1. **Table 1:** This table is designed to track Target #1, Project 95, which aims to increase the graduation rate by 1% each year over the next five years. Baseline data is captured from the 16-17 school year and targets reflect the 1% annual increase through 2022.
2. **Table 2a, Table 2b & Table 2c:** These three tables are designed to track Target #2 which aims to reduce course failures in grade 6-12 by 5%. Table 2a tracks course failures by subject area in the High School while Table 2b tracks course failures by subject in the Middle School. Table 2c tracks course failures by grade level as opposed to subject area for grades 6-12.
3. **Table 3a (Part 1 & 2):** These two tables are designed to track Target #3 which aims to increase the Mastery Level on High School Regents exams by 5%. Table 3a, part 1, compares baseline Mastery level data from the 2017-2018 Regents results and establishes a target for each Regents exam based on a 5% increase over baseline data. Table 3a, part 2, is designed to track progress on district developed common assessments as a predictor for meeting the target increase of students at the Mastery level.
4. **Table 3b (Part 1 & 2):** These two sets of tables are designed to also track Target #3 which aims to increase the proficiency rate by 5% on State Assessments in Grades 3-8. Tables 3b, part 1, compare baseline proficiency rate data from the 2017-2018 State Assessment results in grade 3-8 and establish targets for Reading, Writing and Math for each grade level based on a 5% increase over baseline data. Tables 3b, part 2, are designed to track progress on district common assessments in reading, writing and math as a predictor for meeting the target increase of students at the proficiency rate.
5. **Table 4 (Part 1 & Part 2):** These tables are designed to track Target #4 which aims to increase the number of K-2<sup>nd</sup> grade students performing at or above grade level by 5% in Reading, Writing and Math. In Table 4, part1, baseline data is established from the 2017-2018 school year utilizing district adopted common assessment results. Targets reflect a 5% increase over baseline data. It should be noted that baseline data is unavailable for grade 1 & 2 in writing. Table 4a, part 2, is designed to track progress on district common assessments as a predictor for meeting the target increase of students in K-2<sup>nd</sup> grade at or above grade level in Reading, Writing and Math.

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**Table 1:**

Project 95 1% Annual Increase in Graduation Rate						
Cohort	2013 Baseline	2014	2015	2016	2017	2018
Grade Level in 2018-19			Seniors	Juniors	Sophomores	Freshmen
Total District Cohort Size	155	153	147	139	122	142
Total Ichabod Crane High School Cohort Size	152	146	139	134	119	137
High School Graduates	136	124	1	0	0	0
High School Drop Outs	5	12	5	0	0	0
High School Behind Grade Level	7	4	3	2	1	0
High School Transferred to GED	1	2	0	0	0	0
2016-17 High School Grad Rate	89.5%					
2017-18 High School Grad Rate		84.9%				
2018-19 High School Projected Grad Rate		2014 Cohort Target 90.5%	94.2%			
2019-20 % On-Track to Graduate			2015 Cohort Target 91.5%	98.5%		
2020-21 % On-Track to Graduate				2016 Cohort Target 92.5%	99.2%	
2021-22 % On-Track to Graduate					2017 Cohort Target 93.5%	100.0%
						2018 Cohort Target 94.5%
Updated 3-1-2019 SG	Source: SIRS 201 Cohort Report					

The graduating class of 2019 is currently on track to exceed our target of 91.5%. It is important to note that reporting on graduation data lags one year behind. Therefore 17-18 graduation data will be reflected on our 2018- 2019 NYS Report Card. Although we will not meet the targeted 1% increase on the 2018-2019 NYS Report Card, we are on track with the current graduating class. There was a slight change to the projected graduation rate for the 2019 graduating class primarily due to students transferring in and out of district.

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**Table 2a.**

5% Reduction in High School Course Failures in 2018-19 2nd Quarter							
Department	17-18 2nd Quarter Failures Number of Students	17-18 2nd Quarter Failures Percent of Students	18-19 2nd Quarter Failures Number of Students	18-19 2nd Quarter Failures Percent of Students	Target Number (5% Decrease)	Target Percent (5% Decrease)	On Target Y or N
English	25	4.61%	19	3.53%	23.8	4.38%	Y
Mathematics	44	9.09%	30	6.09%	41.8	8.64%	Y
Science	34	6.83%	28	5.75%	32.3	6.49%	Y
Science Lab	15	3.99%	11	2.97%	14.3	3.79%	Y
Social Studies	58	10.19%	32	5.88%	55.1	9.68%	Y
Health	7	8.64%	3	4.11%	6.7	8.21%	Y
Art	10	5.56%	4	2.19%	9.5	5.28%	Y
Technology	4	2.63%	4	2.50%	3.8	2.50%	N
Music	1	1.01%	1	0.89%	1.0	0.96%	N
LOTE	9	5.11%	8	3.92%	8.6	4.86%	Y
Physical Education	33	6.06%	10	1.89%	31.4	5.75%	Y
Total Q2 Failures	240	6.48%	150	4.06%	228.0	6.16%	Y
Updated 2/19/2019 MM	Source: School Tool						

The target reduction was met in all subject areas with the exception of Technology and Music, which remained flat each with a very small course failure total number. **The reduction in course failures was significant from 2017-2018 to 2018-2019 dropping from 240 to 150.** Interventions for HS students now also includes a brand-new program, Connections, which targets at risk students by pairing staff members who volunteer to specific students to help them establish a sense of belonging and work to help them become more academically and socially on target.

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**Table 2b:**

5% Reduction in Middle School (Grades 6-8) Course Failures in 2018-19 2nd Quarter							
Department	17-18 2nd Quarter Failures Number of Students	17-18 2nd Quarter Failures Percent of Students	18-19 2nd Quarter Failures Number of Students	18-19 2nd Quarter Failures Percent of Students	Target Number (5% Decrease)	Target Percent (5% Decrease)	Target Reached Y or N
English	8	2.04%	9	2.17%	7.6	1.94%	N
Mathematics	5	1.28%	30	7.09%	4.8	1.21%	N
Science	9	2.33%	4	0.97%	8.6	2.21%	Y
Social Studies	3	0.76%	12	2.86%	2.9	0.72%	N
Health	2	1.63%	1	0.81%	1.9	1.54%	Y
Art	1	0.93%	0	0.00%	1.0	0.88%	Y
Technology	0	0.00%	0	0.00%	0.0	0.00%	Y
Music	0	0.00%	0	0.00%	0.0	0.00%	Y
LOTE	14	6.17%	11	4.56%	13.3	5.86%	Y
Physical Education	0	0.00%	2	0.47%	0.0	0.00%	N
Total Quarter 2 Failures	42	1.43%	69	2.24%	39.9	1.36%	N
Updated 2/19/2019 MM Source: School Tool							

Four out of ten subject areas met the targeted reduction for Q2. Math continues to have the greatest increase in course failures. Additional training on the newly adopted math series is scheduled for March 15th. Math Curriculum specialist through Questar have been scheduled to help support new math teachers. Academic Probation has been fully implemented as of the end of the first quarter which requires students to meet weekly with the AP and/or guidance counselor to discuss teacher progress reports. Triple A Data Meetings are now occurring twice a month focused specifically on reducing student results and course failures.

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**Table 2c:**

Reduction in Grade Level Failures by 5% for 2018-19 MS/HS 2nd Quarter							
Grade Level	17-18 2nd Quarter Failures Number of Students	17-18 2nd Quarter Failures Percent of Students	18-19 2nd Quarter Failures Number of Students	18-19 2nd Quarter Failures Percent of Students	Target Number (5% Decrease)	Target Percent (5% Decrease)	On Target Y or N
6	1	0.72%	5	3.11%	0.95	0.69%	N
7	17	13.82%	21	15.22%	16.15	13.13%	N
8	9	6.77%	17	13.28%	8.55	6.43%	N
9	21	17.95%	21	15.22%	19.95	17.05%	N
10	32	21.92%	19	15.83%	30.40	20.82%	Y
11	37	25.17%	21	15.91%	35.15	23.91%	Y
12	20	15.75%	24	17.65%	19.00	14.96%	N
<b>Total Quarter 2 Failures</b>	<b>137</b>	<b>14.72%</b>	<b>128</b>	<b>13.43%</b>	<b>130.15</b>	<b>13.98%</b>	<b>Y</b>
Updated 2/19/2019 MM	Source: School Tool						

Quarter 2 total course failures by grade level decreased from 137 to 128 meeting the identified target. Grade level teams and/or departments are conducting data analysis by subject area through Triple A meetings to address those specific areas that demonstrated an increase in course failures. More systemic intervention strategies are being explored at the Middle School level to address the increased failure rate in grades 6-8.

The High School has identified the students failing in each grade level, with a specific focus on Grade 9 and Grade 12. Mr. Shull and Mr. Marturano will meet with each student in these grade levels to help students identify a plan for success. These students will also be considered for the Connections program as well as additional interventions such as Tiered Study Hall and after school Homework Center.

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**Table 3a- Part 1:**

Increase Regents Mastery by 5%					
Regents Exam	2017-18 District-Level Mastery	2017-2018 Building-Level Mastery	2018-19 Building-Level Mastery	Target: Increase Percent of Students at Building-Level Mastery by 5%	Target Reached Y or N
Algebra I	28%	29%		34%	
Algebra II Trig	36%	36%		41%	
ELA	46%	47%		52%	
Geometry	24%	24%		29%	
Global History	41%	41%		46%	
Living Environment	49%	49%		54%	
Chemistry	12%	13%		18%	
Earth Science	53%	53%		58%	
Physics	38%	38%		43%	
US History	50%	51%		56%	
Updated 12/18/2018 MM	Source: NERIC Performance Level Comparison Reports	Source: ASAP Rank List by Building Reports			

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**Table 3a – Part 2**

Increase Regents Mastery by 5% Progress Tracking					
Course	Common Assessment 1 Mastery	Common Assessment 2 Mastery	Common Assessment 3 Mastery	Target: Increase Percent of Students at Mastery by 5%	On Track to Reach Target Y or N
Algebra I	40%	31%		34%	N
Algebra II Trig	48%	31%		41%	N
ELA	20%	27%		52%	N
Geometry	46%	22%		29%	N
Global History	51%	27%		46%	N
Living Environment	45%	27%		54%	N
Chemistry	37%	22%		18%	Y
Earth Science	30%	60%		58%	Y
Physics	31%	48%		43%	Y
US History	39%	38%		56%	N

District common assessments are being utilized as a predictor towards meeting the 5% target increase. Developing and utilizing common assessments is a new process for many grade levels/subjects. Therefore, this continues to be a work in progress with an implementation gap in establishing valid data that is predictive in nature. Ongoing discussion and reflection is occurring to refine this process. A digital platform for data analysis, DataMate, was also implemented in fall of 2018.



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## Tables 3b - Part 1:

Increase Number of 3-8 Students Performing at or Above Grade Level by 5% in Reading, Writing and Math

NYS 3-8 ELA	2017-18 % at or Above Grade Level	2018-19 % at or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	Target Reached Y or N
3	54%		59%	
4	54%		59%	
5	42%		47%	
6	39%		44%	
7	52%		57%	
8	65%		70%	
Updated 9/2018 MM	Source: NERIC Subscore Analysis Report			

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**Tables 3b - Part 1 (continued):**

NYS 3-8 Writing Subscore	2017-18 % at or Above Grade Level	2018-19 % at or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	Target Reached Y or N
3	38%		43%	
4	31%		36%	
5	49%		54%	
6	38%		43%	
7	63%		68%	
8	65%		70%	
Updated 9/2018 MM	Source: NERIC Subscore Analysis Report			
NYS 3-8 Math	2017-18 % at or Above Grade Level	2018-19 % at or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	Target Reached Y or N
3	54%		59%	
4	37%		42%	
5	44%		49%	
6	28%		33%	
7	51%		56%	
8	39%		44%	
Updated 9/2018 MM	Source: NERIC Subscore Analysis Report			

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Baseline data is captured from the 2017-2018 New York State Assessments for grades 3-8. Participation is a consideration in data analysis although demographics of students tested parallels the overall school population. In ELA, 57% of students participated (19% increase) while 53% participated in Math (17% increase). This is significantly lower than the average participation rate across NYS which was 82%. A steady increase since 2014-2015 in district participation is noted.

## Tables 3b - Part 2:

Increase 3-8 Proficiency Rate by 5% Progress Tracking							
Grade Level	Reading Beginning of Year Assessment % At or Above Grade Level	Reading Common Benchmark 2 % At or Above Grade Level	Reading Common Benchmark 3 % At or Above Grade Level	Reading Common Benchmark 4 % At or Above Grade Level	Reading Common EOY % At or Above Grade Level	Target: Increase Percent of Students Proficient by	On Track to Reach Target Y or N
3	47%	42%	51%			59%	N
Grade Level	ELA Common Assessment 1 % Proficient	ELA Common Assessment 2 % Proficient	ELA Common Assessment 3 % Proficient	Target: Increase Percent of Students Proficient by 5%		On Track to Reach Target Y or N	
4	99%	99%		59%		Y	
5	72%	71%		47%		Y	
6	60%	78%		44%		Y	
7	98%	77%		57%		Y	
8	95%	94%		70%		Y	

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Grade Level	F&P 2017-2018 Spring - % At or Above Grade Level	F&P Fall % At or Above Grade Level	F&P Winter % At or Above Grade Level	F&P Spring % At or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	On Track to Reach Target Y or N
3	76%	68%	62%		81%	N
4	61%	66%	65%		66%	N
5	50%	57%	71%		55%	Y

  

Grade Level	Writing Common Week 1 % At or Above Grade Level	Writing Common Week 7 % At or Above Grade Level	Writing Common Week 19 % At or Above Grade Level	Writing Common Week 21 % At or Above Grade Level	Writing Common Week 34 % At or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	On Track to Reach Target Y or N
3	N/A	40%	35%			43%	N

Grade 3 data collection is distinct from grades 4-8 due to different ELA programs and types of assessments utilized. Grade 3 baseline data assesses foundational skills at the start of the school year utilizing the Reading Street ELA Program. In grades 4-8, a common assessment by quarter is being utilized from the Journeys ELA Program. Ongoing discussion and reflection is occurring around the data generated specific to whether the results are a good indication of the students' mastery of grade level content. Collaborative work is taking place to determine the strongest and most informative progress monitoring tools. Training on the resources and assessment options available through the new math program is also ongoing for all K-8 staff.

Fountas and Pinnell's (F & P) Benchmark System is utilized in grades 3-5 to identify a student's reading level and determine if they are at proficiency levels. A target increase of 5% of students at or above grade level as determined by the F & P is being tracked. Note: A new edition of F & P was utilized beginning in the fall of 2018 which set new more rigorous expectations for all grade levels.

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	Math BOY % At or Above Grade Level	Math MOY % At or Above Grade Level	Math EOY % At or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	On Track to Reach Target Y or N
3	8%	54%		59%	N
	Math Common Assessment 1 % At or Above Grade Level	Math Common Assessment 2 % At or Above Grade Level	Math Common Assessment 3 % At or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	On Track to Reach Target Y or N
4	89%	93%		42%	Y
5	94%	83%		49%	Y
6	90%	79%		33%	Y
7	51%	25%		56%	N
8	77%	62%		44%	Y

A new math series was adopted for grades K-8 in fall of 2018. Grade 3 utilized a beginning of the year benchmark that assesses knowledge and skills not yet taught to specifically measure student growth in grade level content. Grades 4-8 data reflects common assessment results at designated intervals during the course of the year. Ongoing discussion and reflection are occurring to develop consistency in assessments and determine the most informative progress monitoring tools. Consideration is specifically being given to identifying assessments that are strong predictors of students' mastery of grade level content.

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**Table 4 - Part 1:**

Increase Number of K-2 Students Performing at or Above Grade Level by 5% in Reading, Writing and Math				
F&P	2017-18 Spring % at or Above Grade Level	2018-19 Spring % at or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	Target Reached Y or N
K	55%		60%	
1	72%		77%	
2	79%		84%	

  

Math Final Exam	2017-18 End of Year % at or Above Grade Level	2018-19 End of Year % at or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	Target Reached Y or N
K	92%		97%	
1	83%		88%	
2	78%		83%	

A new K-2 math program was adopted and implemented in fall of 2018. Thus baseline data and the resulting target was taken from results from the end of year assessment from the prior math program.

Note: Kindergarten through Grade 2 was unable to generate baseline data from 2017-2018 in writing.

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**Table 4 - Part 2:**

Increase Number of K-2 Students Performing at or Above Grade Level by 5% in Reading, Writing and Math Progress Tracking

Grade Level	F&P Fall % At or Above Grade Level	F&P Winter % At or Above Grade Level	F&P Spring % At or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	On Track to Reach Target Y or N
K	9%	56%		60%	N
1	63%	60%		77%	N
2	61%	63%		84%	N

Fountas and Pinnell's (F & P) Benchmark System is also utilized in K-2 to determine a student's individual reading level. Targets reflect a 5% increase over 2017-2018 end of year data. The utilization of the new edition of F & P has raised expectations for K-2 students to meet proficiency levels. Often primary age students make the biggest gains in the second half of the school year.

Grade Level	Writing Common Assessment #1 % At or Above Grade Level	Writing Common Assessment #2 % At or Above Grade Level	Writing Common Assessment #3 % At or Above Grade Level
K	2%	24%	
1	53%	59%	

Grade Level	Writing Common Assessment #1 (Week 7) % At or Above Grade Level	Writing Common Assessment #2 (Week 15) % At or Above Grade Level	Writing Common Assessment #3 (Week 22) % At or Above Grade Level	Writing Common Assessment #4 (Week 32) % At or Above Grade Level	Writing Common Assessment #5 (Week 40) % At or Above Grade Level
2	19%	29%			

Progress monitoring in K-2 is occurring in writing through common writing tasks. Ongoing professional development and grade level collaboration is occurring to establish common writing prompts, student rubrics and teacher rubrics to ensure consistency in expectations of a proficient writer at each grade level. This is a work in progress.

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**Table 4 Part 2 (continued):**

Grade Level	My Math Benchmark (BOY) Common Assessment % At or Above Grade Level	My Math Mid-Year Common Assessment % At or Above Grade Level	My Math End-of-Year Common Assessment % At or Above Grade Level	Target: Increase Percent of Students Proficient by 5%	On Track to Reach Target Y or N
K	N/A	71%		97%	N
1	5%	92%		88%	Y
2	7%	60%		83%	N

Grade Level	AIMS WEB Probes Oral counting/Number ID September	AIMS WEB Probes Oral counting/Number ID End of January	AIMS WEB Probes Oral counting/Number ID End of Year	Target: Increase Percent of Students Proficient by 5%	On Track to Reach Target Y or N
K Oral Counting	54%	48%		97%	N
K Number ID	66%	55%		97%	N

A beginning of the year assessment in grades 1 & 2, assessed students' current level of understanding of the grade level skills yet to be taught. Thus there was only a small percentage in each grade at or above proficiency levels. The mid-year assessment was based on skills taught to date.

Kindergarten does not administer a beginning of the year math assessment. The mid-year assessment for kindergarten is also based on skills taught year to date. Math readiness skills are also assessed three times per year individually in oral counting and number identification utilizing AIMS Web. The target increase is based on a 5% increase over the 2017-2018 end of year final assessment.