



**Ichabod Crane School District  
2019-2020 Marking Period 2  
Data Report**

# RIDERS' PATHWAY TO SUCCESS

## Riders' Pathway to Success

### Quarter 2, 2019-2020

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1. **Table 1:** This table is designed to track Target #1, Project 95. The 2019-20 target has been adjusted as a result of having attained last school year the original goal of a *95% graduation rate by 2024*. The graduation rate for 2018-2019 was 94.9%. The new target aims to maintain a minimum of 95% graduation rate each year moving forward.
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. For 2019-20, an overall reduction in course failures is targeted as opposed to a specific percentage as this is mathematically not sustainable. 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:** This table is designed to track Target #3 which aims to increase the mastery level on High School Regents exams. No specific percentage of increase is identified as the goal is to maximize the number of students at mastery level. Targets for all Regents exams are derived from baseline mastery level data on the 2018-2019 Regents exams. District common assessments are being utilized and data analyzed as a predictor for meeting the target increase in mastery level.
4. **Table 3b:** This table is also designed to track Target #3 which aims to increase the proficiency rate by 5% on NY State Assessments in Grades 3-8. Targets for ELA and Math are derived from baseline proficiency rate data from the 2018-2019 NY State Assessment results in grade 3-8. Targets represent a 5% increase from the prior year's results. District common assessments are being utilized and data analyzed as a predictor for meeting the target increase in proficiency level.
5. **Table 4:** These tables are designed to track Target #4 which aims for a 90% rate of proficiency in ELA and Math for students in K-2<sup>nd</sup> grade. District common assessments are being utilized and data analyzed to track progress on this goal.

\* Note all new targets for 2019-2020 referenced above were developed collaboratively through the K-6 and 7-12 Riders' Pathway Teams which meet three times per year.

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**Table 1:**

<b>Riders' Pathway to Success</b> <b>Target #1: Project 95</b> <b>95% or Above Graduation Rate</b>						
Cohort	2014 Baseline	2015	2016	2017	2018	2019
Grade Level in 2019-20			Seniors	Juniors	Sophomores	Freshmen
Total District Cohort Size	153	147	139	123	150	126
Total Ichabod Crane High School Cohort Size	145	137	129	118	141	122
High School Graduates	124	130	3	0	0	0
High School Drop Outs	12	5	0	0	0	0
High School Behind Grade Level	4	2	1	3	3	0
High School Transferred to GED	2	0	0	0	0	0
2017-18 High School Grad Rate	<b>85.5%</b>					
2018-19 High School Projected Grad Rate	<b>2014 Cohort Target 90.5%</b>	<b>94.9%</b>				
2019-20 % On-Track to Graduate		<b>2015 Cohort Target 91.5%</b>	<b>99.2%</b>			
2020-21 % On-Track to Graduate			<b>2016 Cohort Target 95%</b>	<b>97.5%</b>		
2021-22 % On-Track to Graduate				<b>2017 Cohort Target 95%</b>	<b>97.9%</b>	
2022-2023 % On-track to Graduate					<b>2018 Cohort Target 95%</b>	<b>100.00%</b>
						<b>2019 Cohort Target 95%</b>
Updated 1/31/2020 MM	Source:SIRS 201 Cohort Report/SIRS 105 HS Accountability					

The graduating class of 2020 is currently on track to exceed our target of 95%. It is important to note that reporting on graduation data lags one year behind. Therefore 18-19 graduation data will be reflected on our 2019- 2020 NYS Report Card.

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**Table 2a:**

**Riders' Pathway to Success**  
Target #2a: Reduction in High School Course Failures in 2019-2020  
2nd Quarter

<b>Departments</b>	<b>BASELINE (2018-2019) 2nd Quarter Failures</b> <small>Number of Students</small>	<b>BASELINE (2018-2019) 2nd Quarter Failures</b> <small>Percent of Students</small>	<b>2019-2020 2nd Quarter Failures</b> <small>Number of Students</small>	<b>2019-2020 2nd Quarter Failures</b> <small>Percent of Students</small>	<b>Target Reached Y or N</b>
<b>English</b>	19	3.53%	18	3.35%	Y
<b>Mathematics</b>	30	6.09%	28	6.03%	Y
<b>Science</b>	28	5.75%	23	4.66%	Y
<b>Social Studies</b>	32	5.88%	45	8.57%	N
<b>Health</b>	3	4.11%	8	11.59%	N
<b>Art</b>	4	2.19%	1	0.56%	Y
<b>Technology</b>	4	2.50%	9	5.03%	N
<b>Music</b>	1	0.89%	0	0.00%	Y
<b>LOTE</b>	8	3.92%	13	6.16%	N
<b>Physical Education</b>	10	1.89%	8	1.57%	Y
<b>Total Q2 Failures</b>	139	3.76%	153	4.66%	N

The target reduction was met in six out of ten subject areas with the exception of Social Studies, Health and Technology. The highest increases were noted in Health and Social Studies. Of the 8 Health Q2 failures, half of the students passed the full course. The Social Studies department is currently digging deeper into their Q2 failures and developing a plan of action. Overall Total Q2 Failures increased by less than 1% over the baseline data obtained from Quarter 2 during the 2018-2019 school year. It should also be noted that baseline data on Total Q2 Failures (153) represents a significant decrease in Total Q2 Failures from the 2017 -2018 course failures (225).

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**Table 2b:**

<b>Riders' Pathway to Success</b> <b>Target #2b: Reduction in Middle School (Grades 6-8) Course Failures in 2019-2020</b> <b>2nd Quarter</b>					
Departments	BASELINE 2018-2019 2nd Quarter Failures Number of Students	BASELINE 2018-2019 2nd Quarter Failures Percent of Students	2019-2020 2nd Quarter Failures Number of Students	2019-2020 2nd Quarter Failures Percent of Students	Target Reached Y or N
English	9	2.17%	11	2.56%	N
Mathematics	30	7.09%	22	5.18%	Y
Science	4	0.97%	7	1.67%	N
Social Studies	12	2.86%	10	2.36%	Y
Health	1	0.81%	3	2.08%	N
Art	0	0.00%	0	0.00%	Y
Technology	0	0.00%	0	0.00%	Y
Music	0	0.00%	0	0.00%	Y
LOTE	11	4.56%	18	4.58%	N
Physical Education	2	0.47%	1	0.23%	Y
<b>Total Quarter 2 Failures</b>	69	2.24%	72	2.19%	N

Overall course failures stayed relatively flat at 2%. Mathematics saw the greatest decrease in course failures. Several new supports for struggling Middle School students were put into place for 2019-2020 including additional summer school offerings, targeted homeroom, enhanced parent-teacher communication and academic lunch. It should be noted that although raw course failure data from LOTE went from 11 to 18, the percentage of students actually remained relatively flat. This is due to the total number of students enrolled in foreign language increasing this year with the inclusion of 20 weeks of foreign language instruction for all grade 6 students.

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**Table 2c:**

<b>Riders' Pathway to Success</b> <b>Target #2c: Reduction in Grade Level Failures for 2019-20 MS/HS</b> <b>2nd Quarter</b>						
Grade Level	Baseline 18-19 2nd Quarter Failures Number of Students	Baseline 18-19 2nd Quarter Failures Percent of Students	19-20 2nd Quarter Failures Number of Students	19-20 2nd Quarter Failures Percent of Students	Target Reached? Y or N	Notes: School Tool Class Roster Total as of 1/08/2020
6	5	3.11%	7	5.34%	N	131
7	21	15.22%	22	13.84%	N	159
8	17	13.28%	18	12.77%	N	141
9	21	15.22%	28	21.88%	N	128
10	19	15.83%	24	16.90%	N	142
11	21	15.91%	19	16.24%	Y	117
12	24	17.65%	13	10.24%	Y	127
<b>Total Quarter 2 Failures</b>	128	13.43%	131	13.86%	N	945

Five out of seven grade levels had a reduction in course failures over baseline data from 2018-2019. Data analysis from 2018-19 and 2019-20 supported a need to enhance our transition process for students entering the High School from the Middle School. A HS committee was developed in the Fall and is currently working on enhancing the transition process for students while also increasing consistency in student expectations from 8<sup>th</sup> to 9<sup>th</sup> grade. In addition, administration, teachers and students are working together closely to keep our at-risk population on-track. Finally, this year explicit instruction in organizational and study skills for students was programmed into our Freshman Seminar curriculum.

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**Table 3a:**

Riders' Pathway to Success Target #3a: Increase % of Students Achieving Regents Mastery (85% and Above) Progress Tracking							
Course	Common Assessment 1 Mastery	Common Assessment 2 Mastery	Common Assessment 3 Mastery	Common Assessment 4 Mastery	BASELINE 2018-19 Building-Level Mastery	Target Reached Y or N	Notes:
Algebra I	26%	15%			38%		
Algebra II Trig	46%	37%			24%		
ELA	48%	42%			48%		
Geometry	39%	20%			29%		
Global History	30%	23%			49%		
Living Environment	62%	42%			55%		
Chemistry	33%	26%			21%		
Earth Science	15%	47%			53%		
Physics	36%	55%			29%		
US History	45%	37%			59%		

Baseline data is obtained from mastery level on all Regents exams administered in 2018-19. District common assessments are being utilized as a predictor towards meeting the target increase in mastery level on all Regents exams. Developing and utilizing common assessments as an indicator of success on Regents exams is still a new process for all subject areas. As such 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 inform instruction and refine common assessments through data analysis.

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**Table 3b:**

Riders' Pathway to Success Target #3b: Increase the number of 3-8 Students Achieving Proficiency Progress Tracking							
Grade Level	ELA 2019-2020 Common Assessment 1 % Proficient	ELA 2019-2020 Common Assessment 2 % Proficient	ELA 2019-2020 Common Assessment 3 % Proficient	ELA 2019-2020 Common Assessment 4 % Proficient	Target: (Reflects a 5% Increase over 18-19 Proficiency Rates)	Target Reached Y or N	Notes:
3	22%	39%	54%	Not Applicable	70%		
4	41%	23%			61%		
5	39%	67%			39%		
6	74%	67%			52%		
7	86%	73%			43%		
8	67%	95%			59%		

  

Grade Levels	2019-2020 Math Common Assessment 1 % Proficient	2019-2020 Math Common Assessment 2 % Proficient	2019-2020 Math Common Assessment 3 % Proficient	2019-2020 Math Common Assessment 4 % Proficient	Target: (Reflects a 5% Increase over 18-19 Proficiency Rates)	Target Reached Y or N	Notes:
3	51%	68%		Not Applicable	67%		
4	88%	54%			60%		
5	88%	66%			40%		
6	41%	74%			38%		
7	45%	63%			47%		
8	56%	17%			45%		

Targets are set based on a 5% increase in proficiency levels on the 3-8 NYS ELA and Math assessments from 2018-19. Developing and utilizing common assessments as an indicator of success on the NYS 3-8 exams is still a new process for all grade levels. As such 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 inform instruction and to refine common assessments through data analysis. Questar curriculum specialists have also been engaged to review and provide feedback on common assessments for grades 4-8.



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**Table 4:**

Riders' Pathway to Success						
Target #4: Achieve 90% Proficiency Rate for K-2 Students <i>Approaching, At, or Above</i> Grade Level in Reading, Writing, and Math						
Grade Level	Reading 2019-2020 Common Assessment 1 % Proficient	Reading 2019-2020 Common Assessment 2 % Proficient	Reading 2019-2020 Common Assessment 3 % Proficient	Reading 2019-2020 Common Assessment 4 % Proficient	Target:	Notes:
K	86 %	90%			90%	*Kindergarten at the beginning of the year do not have an expected instructional level.
1	72%	75%			90%	
2	57 %	66%			90%	

  

Grade Level	Math 2019-2020 Common Assessment 1 % Proficient	Math 2019-2020 Common Assessment 2 % Proficient	Math 2019-2020 Common Assessment 3 % Proficient	Math 2019-2020 Common Assessment 4 % Proficient	Target:	Notes:
K	93 %	98%			90%	
1	99%	86%			90%	
2	67 %	81%			90%	

A 90% proficiency rate for ELA and Math has been established as the target for all students in kindergarten through second grade. District common assessments are being utilized to monitor this goal. No baseline data is available as common assessments in both ELA and Math are continuing to change and evolve from prior years in order to better reflect expectations of the Next Generation Standards.