



ICHABOD CRANE CENTRAL SCHOOL DISTRICT

CHATHAM • GHENT • NASSAU • KINDERHOOK • STUYVESANT • SCHODACK • STOCKPORT

End of Year Secondary Academic Report 2022

August 16, 2022

Riders' Pathway to Success

Rider Goals 2022

Goal #1 - Student Achievement:

The Ichabod Crane Central School District is committed to all students reaching their maximum potential by focusing on the graduation rate through enhanced educational opportunities, and ensuring college, career and life readiness.

- Target #1 - Project 95 - The district will strive to maintain a 95% or better graduation rate.
- Target #2 - Maintain or reduce the number of course failures in grades 6-12 utilizing the 2018-2019 school year as the baseline data.
- Target #3 - Maintain or increase Mastery Level on Regents Exams, and maintain or increase Proficiency Rates on 3-8 Exams
- Target #4 - Tracking student performance in the iReady platform during the first year of implementation.
- Target #5 - A District landscape assessment will be completed to analyze the implementation of the K-12 Career Development and Occupational Studies (CDOS) standards.



Target 1a: 95% Graduation Rate

Riders' Pathway to Success								
Target #1: Project 95								
95% or Above Graduation Rate								
Cohort	2014 Baseline	2015	2016	2017	2018	2019	2020	2021
Grade Level in 2020-21	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Seniors	Juniors	Sophomores	Freshmen
Total District Cohort Size	153	147	137	121	143	125	141	167
Total Ichabod Crane High School Cohort Size	145	137	128	117	135	121	137	159
High School Graduates	124	130	125	112	2	0	0	0
*High School Drop Outs	12	5	0	1	0	0	0	0
**High School Behind Grade Level/Still Enrolled	4	2	3	4	3	5	4	0
High School Transferred to GED	2	0	0	0	0	0	0	0
2017-18 High School Grad Rate	85.5%							
2018-19 High School Grad Rate		94.9%						
2019-20 High School Grad Rate			97.7%					
2020-21 % On-Track to Graduate				95.7%				
2021-22 % On-Track to Graduate					97.8%			
2022-23 % On-Track to Graduate						95.87%		
2023-24 % On-Track to Graduate							97.08%	
2024-25 % On-Track to Graduate								100.00%



Target 2a: Reduction in High School Course Failures

Riders' Pathway to Success Target #2a: Reduction in High School Course Failures Final Average					
Departments	*BASELINE 2018-19 Course Failures Number of Students	*BASELINE 2018-19 Course Failures Percent of Students	2021-22 Course Failures Number of Students	2021-22 Course Failures Percent of Students	Target Reached Y or N
English	17	2.41%	14	2.43%	Y
Mathematics	22	3.59%	31	5.34%	N
Science	21	4.09%	16	3.19%	Y
Social Studies	31	5.56%	22	4.04%	Y
Health	2	1.56%	4	5.97%	N
Art	3	0.89%	8	3.43%	N
Technology	1	0.28%	3	1.75%	N
Music	1	0.90%	1	0.81%	Y
LOTE	8	3.90%	8	3.85%	Y
Physical Education	17	1.60%	8	1.46%	Y
Totals	123	2.68%	115	3.24%	Y



Target 2b: Reduction in Middle School Course Failures

Riders' Pathway to Success Target #2b: Reduction in Middle School (Grades 6-8) Course Failures Final Averages					
Department	*BASELINE 2018-19 Course Failures Number of Students	*BASELINE 2018-19 Course Failures Percent of Students	2021-22 Course Failures Number of Students	2021-22 Course Failures Percent of Students	Target Reached Y or N
English	4	0.98%	2	0.53%	Y
Mathematics	21	5.01%	7	1.85%	Y
Science	2	0.48%	1	0.26%	Y
Social Studies	12	2.88%	5	1.32%	Y
Health	3	2.42%	1	0.61%	Y
Art	1	0.94%	0	0.00%	Y
Technology	0	0.00%	0	0.00%	Y
Music	1	0.26%	2	0.53%	N
LOTE	9	3.80%	7	1.85%	N
Physical Education	0	0.00%	0	0.00%	Y
Totals	53	1.74%	25	0.74%	Y



Target 2c: Reduction in Course Failures

Riders' Pathway to Success Target #2c: Reduction in Grade Level Failures Final Averages

Grade Level	*BASELINE 2018-19 Course Failures <small>Number of Students</small>	*BASELINE 2018-19 Course Failures <small>Percent of Students</small>	2020-21 Course Failures <small>Number of Students</small>	2020-21 Course Failures <small>Percent of Students</small>	2021-22 Course Failures <small>Number of Students</small>	2021-22 Course Failures <small>Percent of Students</small>	Target Reached Y or N
6	9	5.70%	16	13.33%	5	4.31%	Y
7	21	15.11%	27	20.61%	5	4.07%	Y
8	5	4.00%	35	21.74%	3	2.14%	Y
9	15	10.64%	40	28.37%	21	13.04%	N
10	8	6.72%	24	19.83%	16	11.85%	N
11	13	10.08%	24	17.78%	18	15.38%	N
12	8	5.93%	20	16.39%	2	1.50%	Y
Total	79	8.35%	186	19.98%	70	7.57%	Y



Target 3a: Increase Regents Mastery

Riders' Pathway to Success Target #3a: Meet or Exceed % 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
Algebra I	21%	25%	20%	13%	38%	N
Algebra II Trig	48%	63%	59%	41%	24%	Y
ELA	32%	56%	30%	42%	48%	N
Geometry	27%	27%	24%	15%	29%	N
Global History	47%	31%	38%	27%	49%	N
Living Environment	41%	25%	23%	31%	55%	N
Chemistry	28%	34%	23%	11%	21%	N
Earth Science	40%	42%	33%	36%	53%	N
Physics	48%	47%	14%	24%	29%	N
US History	39%	36%	61%	42%	59%	N



Target 3b: Increase 3-8 Proficiency

Riders' Pathway to Success				
Target #3b: Meet or Exceed Number of 3-8 Students at the Proficiency Level in ELA and Math				
NYS 3-8 ELA	*BASELINE 2018-19 % Proficient	Target: Meet or Exceed proficiency levels	2021-22 % Proficient	Target Reached Y or N
3	65%	65%		
4	56%	56%		
5	34%	34%		
6	47%	47%		
7	38%	38%		
8	54%	54%		
NYS 3-8 Math	*BASELINE 2018-19 % Proficient	Target: Meet or Exceed proficiency levels	2021-22 % Proficient	Target Reached Y or N
3	62%	62%		
4	55%	55%		
5	35%	35%		
6	33%	33%		
7	42%	42%		
8	40%	40%		

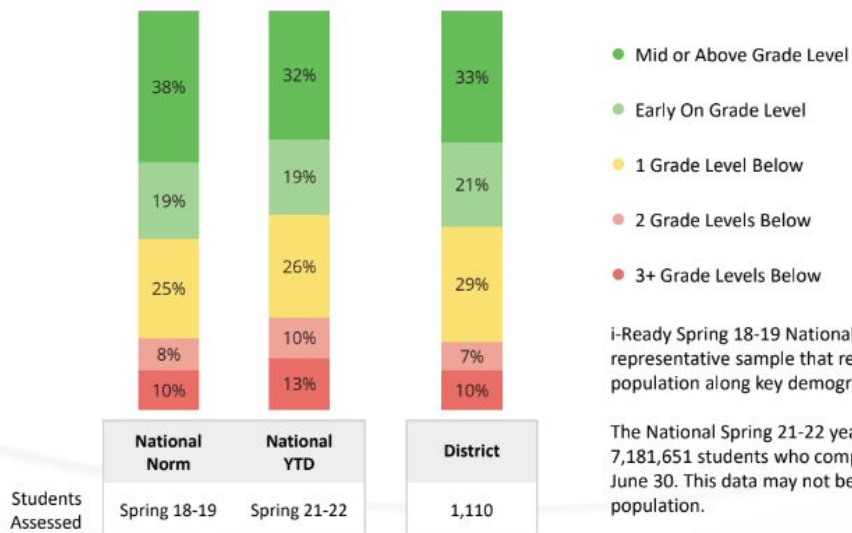


Target 4: iReady

Reading

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



i-Ready Spring 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The National Spring 21-22 year-to-date population includes 7,181,651 students who completed a Diagnostic from March 2 to June 30. This data may not be representative of the student population.

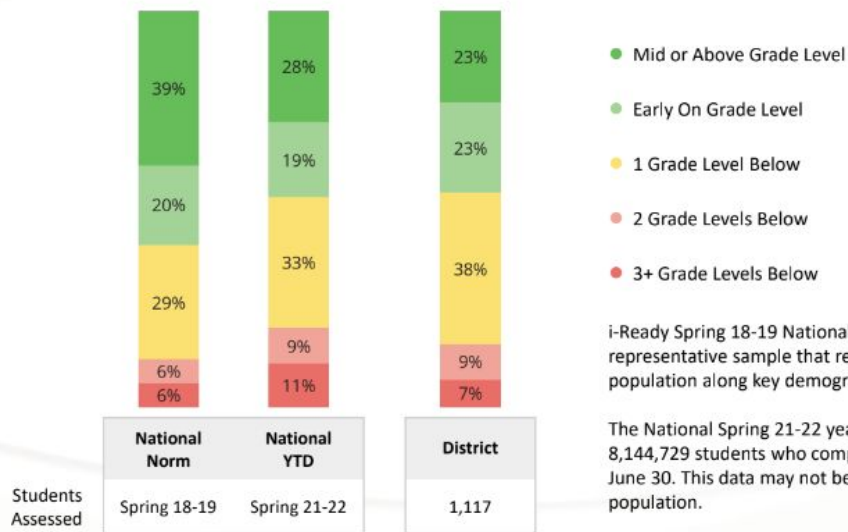


Target 4: iReady

Mathematics

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



i-Ready Spring 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The National Spring 21-22 year-to-date population includes 8,144,729 students who completed a Diagnostic from March 2 to June 30. This data may not be representative of the student population.



Actions in Response

- **Mental health focus**
 - **Reorganization of counseling team coordination**
 - **Additional school psychologist**
 - **Intensive teacher training provided by CASDA**
 - **Ongoing conversations at the building level**
- **Targeted support for struggling students**
 - **Additional school counselor**
 - **Expansion of AIS tools**
 - **Organizational supports**
 - **Behavioral management and Executive Functioning**
 - **Tutoring**



Target 5: CDOS Landscape Assessment

- Professional development provided to instructional staff
- Teacher leaders worked with teams to begin identification of how each department addresses the standards in curriculum and program
- Data collection is in process
- Analysis of gaps and missing components will occur in the fall
- Training and support for instructional staff during the 22-23 school year



Target 5: CDOS Landscape Assessment

Integrated Learning									
<p>Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</p>									
<p>Students:</p>									
<p>apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities.</p>									
<p>solve problems that call for applying academic knowledge and skills.</p>									
<p>use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology).</p>									
<p>Examples: matching an inventory of academic knowledge and technical skills to specific careers in which they would be useful, preparing job descriptions with emphasis on language arts and mathematic requirements, working in teams to complete a promotional campaign, applying the principles of various disciplines (e.g., art, music, language arts and languages other than English), etc.</p>									
How do we meet this standard?					What gaps do we need to fill?				
4TH GRADE									
Science Units - Roles for each job, the importance of each role									
Social Studies - Jobs of Natives, Settlers, Now									
Math - Problem of the day, Real world problems,									



Questions



ICHABOD CRANE CENTRAL SCHOOL DISTRICT