



**Ichabod Crane School District**  
**2022-2023 Marking Period 2**  
**Data Report**

# RIDERS' PATHWAY TO SUCCESS

## Riders' Pathway to Success

### Quarter 2, 2022-2023

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1. **Table 1:** This table tracks Target #1, Project 95. The target through 2024 is to maintain a minimum of 95% graduation rate. After the first year of the Pathway initiative, the graduation rate has held steady at or above the 95% threshold.
2. **Table 2a, Table 2b & Table 2c:** These three tables track Target #2 which aims to reduce course failures in grades 6-12. The baseline year has been set as the 21-22 school year. 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 in grades 6-12.
3. **Table 3:** This table tracks proficiency rates and progress toward the iReady improvement goal for Kindergarten through second grade as identified in Target #3. This is the second year of our implementation of the iReady platform and as such the baselines have been identified as the spring diagnostic cycle from the 21-22 school year.
4. **Table 4:** This table tracks Target #4 which aims to increase proficiency rates on NY State Assessments in Grades 3-8. Targets for ELA and Math are set based on data from the 2020-2021 NY State Assessment results in grade 3-8 and have been set based on regional comparisons. District common assessments are being utilized as a predictor for meeting the target increase in proficiency level in grades 7 and 8. In place of common assessments, a combination of iReady metrics is being used to track progress for grades 3 through 6.
5. **Table 5:** This table tracks progress toward Target #5 which aims to increase mastery rates on High School Regents exams using 2021-2022 as the benchmark. District common assessments are being utilized and data analyzed as a predictor for meeting the target increase.

\* Note all new targets for 2022-2023 referenced above were developed collaboratively through the Riders' Pathway Teams.

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**Table 1:**

| Cohort  | 2014<br>Baseline | 2015          | 2016          | 2017          | 2018          | 2019    | 2020    | 2021       | 2022     |
|---|------------------|---------------|---------------|---------------|---------------|---------|---------|------------|----------|
| Grade Level in 2020-21                          | Class of 2018    | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 | Seniors | Juniors | Sophomores | Freshmen |
| Total District Cohort Size                      | 153              | 147           | 137           | 121           | 144           | 125     | 141     | 167        | 143      |
| Total Ichabod Crane High School Cohort Size     | 145              | 137           | 128           | 117           | 136           | 121     | 137     | 159        | 140      |
| High School Graduates                           | 124              | 130           | 125           | 112           | 135           | 0       | 0       | 0          | 0        |
| *High School Drop Outs                          | 12               | 5             | 0             | 1             | 0             | 0       | 0       | 0          | 0        |
| **High School Behind Grade Level/Still Enrolled | 4                | 2             | 3             | 4             | 1             | 5       | 4       | 0          | 0        |
| High School Transferred to GED                  | 2                | 0             | 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                  |                  |               |               |               | 99.3%         |         |         |            |          |
| 2022-23 % On-Track to Graduate                  |                  |               |               |               |               | 95.87%  |         |            |          |
| 2023-24 % On-Track to Graduate                  |                  |               |               |               |               |         | 97.08%  |            |          |
| 2024-25 % On-Track to Graduate                  |                  |               |               |               |               |         |         | 100.00%    |          |
| 2025-26 % On-Track to Graduate                  |                  |               |               |               |               |         |         |            | 100.00%  |

The graduating class of 2023 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 2021-2022 graduation data is reflected on our 2022-2023 NYS Report Card. Also of note is the difference between the official NYS graduation number of 96% and our local number of 99.3%. The NYS number includes all students in the 2018 cohort, regardless of whether or not they are enrolled at Ichabod Crane High School. Our local number includes only those students enrolled locally in our building.

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**Table 2a:**

| Riders' Pathway to Success<br>Target #2a: Reduction in High School Course Failures<br>2nd Quarter |  |   |   |  |   |                             |
|---|--|---|---|--|---|-----------------------------|
| Departments   | BASELINE<br>2021-22<br>2nd Quarter<br>Failures<br>Number of Students | BASELINE<br>2021-22<br>2nd Quarter<br>Failures<br>Percent of Students | 2022-23<br>1st Quarter<br>Failures<br>Percent of Students | 2022-23<br>2nd Quarter<br>Failures<br>Number of Students | 2022-23<br>2nd Quarter<br>Failures<br>Percent of Students | Target<br>Reached<br>Y or N |
| English   | 15   | 2.60%   | 3.69%   | 23   | 4.12%   | N                           |
| Mathematics   | 37   | 7.14%   | 4.24%   | 31   | 5.71%   | Y                           |
| Science   | 22   | 4.42%   | 2.29%   | 18   | 3.59%   | Y                           |
| Social Studies  | 49   | 9.07%   | 7.03%   | 58   | 10.39%  | N                           |
| Health  | 12   | 14.29%  | 6.25%   | 3  | 3.80%   | Y                           |
| Art   | 3  | 1.59%   | 1.22%   | 5  | 2.02%   | N                           |
| Technology  | 7  | 4.19%   | 8.99%   | 13   | 7.14%   | N                           |
| Music   | 4  | 3.17%   | 0.81%   | 0  | 0.00%   | Y                           |
| LOTE  | 19   | 9.36%   | 5.61%   | 4  | 1.97%   | Y                           |
| Physical Education  | 16   | 2.92%   | 2.55%   | 18   | 3.31%   | N                           |
| <b>Totals</b>   | 184  | 5.33%   | 4.05%   | 173  | 4.89%   | Y                           |

Quarter 2 failures are mixed in terms of meeting targets set based on the 2022-2023 school year, although we did reduce the total percentage year over year. Of particular note are Social Studies and Technology with the highest percent differentials of the subject areas that did not meet the target. The Social Studies teachers are reviewing the data and identifying students for additional in-class and formal interventions. In Technology, administration is working with the Technology teachers to review the students who failed, the reasons why, and to help identify interventions to avoid failing grades in the future. For students who failed, teachers have given students the opportunity to come in after school to complete work in order to recover credit.

Mr. Wolfe was hired for the second semester and has started working with students through a course titled AIS Humanities. For this class, students in need of additional assistance are identified and recommended for enrollment by their teachers based on several factors including grades, attendance, participation, and specific individual needs. These students are assigned to work with Mr. Wolfe on content-specific skills as well as general organizational habits and work completion.

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After school homework centers, tutoring, and Tiered Study Halls are all in place to support students through the third quarter and to assist in catching up, along with intensive work by the counseling staff who are focusing on students with failing grades. They meet face to face with students, develop plans for areas of improvement, and facilitate communication between students and teachers to seek additional help and to stay after school.

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**Table 2b:**

| <b>Riders' Pathway to Success</b><br><b>Target #2b: Maintain or Reduce Middle School (Grades 6-8) Course Failures</b><br><b>1st Quarter</b> |   |  |   |  |   |                                      |
|---|---|--|---|--|---|--------------------------------------|
| <b>Departments</b>  | <b>BASELINE<br/>2021-22<br/>2nd Quarter<br/>Failures</b><br><small>Number of Students</small> | <b>BASELINE<br/>2021-22<br/>2nd Quarter<br/>Failures</b><br><small>Percent of Students</small> | <b>2022-23<br/>1st Quarter<br/>Failures</b><br><small>Percent of Students</small> | <b>2022-23<br/>2nd Quarter<br/>Failures</b><br><small>Number of Students</small> | <b>2022-23<br/>2nd Quarter<br/>Failures</b><br><small>Percent of Students</small> | <b>Target<br/>Reached<br/>Y or N</b> |
| <b>English</b>  | 5   | 1.33%  | 2.96%   | 15   | 4.03%   | <b>N</b>                             |
| <b>Mathematics</b>  | 15  | 3.98%  | 0.81%   | 13   | 3.49%   | <b>Y</b>                             |
| <b>Science</b>  | 3   | 0.80%  | 0.81%   | 9  | 2.42%   | <b>N</b>                             |
| <b>Social Studies</b>   | 5   | 1.33%  | 1.34%   | 8  | 2.15%   | <b>N</b>                             |
| <b>Health</b>   | 0   | 0.00%  | 11.02%  | 0  | 0.00%   | <b>Y</b>                             |
| <b>Art</b>  | 0   | 0.00%  | 1.05%   | 0  | 0.00%   | <b>Y</b>                             |
| <b>Technology</b>   | 0   | 0.00%  | 0.00%   | 0  | 0.00%   | <b>Y</b>                             |
| <b>Music</b>  | 0   | 0.00%  | 0.00%   | 0  | 0.00%   | <b>Y</b>                             |
| <b>LOTE</b>   | 9   | 2.65%  | 2.42%   | 5  | 1.34%   | <b>Y</b>                             |
| <b>Physical Education</b>   | 0   | 0.00%  | 0.00%   | 0  | 0.00%   | <b>Y</b>                             |
| <b>Totals</b>   | 37  | 1.36%  | 1.65%   | 50   | 1.85%   | <b>N</b>                             |

Middle school course failure rates have stabilized and have met the target in seven out of eleven subject areas for Quarter 2. The district-wide Rider's Pathway team identified specific concerns around student struggles with academic vocabulary and stamina to read longer passages. These skills are particularly necessary in English and Social Studies classes. Work to address this global need is under way in the building-level team. As in the high school, interventions including after school homework centers, use of one on one tutoring both in person and online for at-risk students, formal tiered academic interventions for students who continue to struggle, academic probation, and ongoing child study team meetings where individualized interventions are devised and applied.

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Table 2c:

| Riders' Pathway to Success<br>Target #2c: Reduction in Grade Level Failures<br>2nd Quarter |  |   |   |  |                       |   |                             |
|--|--|---|---|--|-----------------------|---|-----------------------------|
| Grade Level  | BASELINE<br>2021-22<br>2nd Quarter<br>Failures<br>Number of Students | BASELINE<br>2021-22<br>2nd Quarter<br>Failures<br>Percent of Students | 2022-23<br>1st Quarter<br>Failures<br>Percent of Students | 2022-23<br>2nd Quarter<br>Failures<br>Number of Students | Number of<br>Students | 2022-23<br>2nd Quarter<br>Failures<br>Percent of Students | Target<br>Reached<br>Y or N |
| 6  | 11   | 9.48%   | 6.45%   | 2  | 124                   | 1.61%   | Y                           |
| 7  | 5  | 4.10%   | 12.20%  | 15   | 123                   | 12.20%  | N                           |
| 8  | 8  | 5.76%   | 5.60%   | 12   | 125                   | 9.60%   | N                           |
| 9  | 36   | 22.22%  | 16.22%  | 20   | 147                   | 13.61%  | Y                           |
| 10   | 33   | 24.26%  | 18.42%  | 32   | 151                   | 21.19%  | Y                           |
| 11   | 26   | 21.85%  | 21.17%  | 38   | 141                   | 26.95%  | N                           |
| 12   | 11   | 8.40%   | 7.56%   | 12   | 119                   | 10.08%  | N                           |
| <b>Total</b>   | <b>130</b>   | <b>14.05%</b>   | <b>12.93%</b>   | <b>131</b>   | <b>930</b>            | <b>14.09%</b>   | <b>N</b>                    |

Students in tenth and eleventh grade are an area of focus for the third quarter. We are working on a breakdown of failure rates by content area to target specific students. We continue to focus on skill gaps across the secondary program through the AIS program and with classroom teachers who are tasked with applying tier one interventions. New counseling and psychology positions continue to be focused intently on the needs of these groups of students and are supporting organizational, mental health, and executive functioning needs.

To further address the uptick in failures in 7th and 8th grade, the middle school is expanding its academic probation program. Any students who have failed a course will be divided up among the counselors and administration. Those students will meet regularly with their teachers of the failed courses as well as their point person for academic probation. The goal being to provide more personalized guidance for the students as they take aim to improve their grades in the courses of struggle. In addition, Child Study Teams will also continue to provide additional resources such as formal Academic Intervention Services, Extended Day or Targeted Home Room for any students who have failed multiple subjects or show a need to start their day in a more structured manner.

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**Table 3:**

| Riders' Pathway to Success   |  |   |  |   |  |        |                          |
|--|--|---|--|---|--|--------|--------------------------|
| Target #3: 10% increase in proficiency rates on iReady spring diagnostic |  |   |  |   |  |        |                          |
| Grade Level  | Reading 2021-22 iReady Reading Diagnostic Proficiency Rate | % of iReady lessons passed with a score of 90% or higher (Q1) | Diagnostic #2 (January administration) % of students achieving half of the typical growth goal | % of iReady lessons passed with a score of 90% or higher (Q3) | Diagnostic #3 (June administration) % of students on Grade Level | Target | On track to meet target? |
| K  | 42%  | 51%   | 43%*   |   |  | 52%    | N                        |
| 1  | 44%  | 61%   | 65%  |   |  | 54%    | Y                        |
| 2  | 39%  | 68%   | 57%  |   |  | 49%    | Y                        |
| Grade Level  | 2021-22 iReady Math Diagnostic Proficiency Rate            | % of iReady lessons passed with a score of 90% or higher (Q1) | Diagnostic #2 (January administration) % of students achieving half of the typical growth goal | % of iReady lessons passed with a score of 90% or higher (Q3) | Diagnostic #3 (June administration) % of students on Grade Level | Target | On track to meet target? |
| K  | 34%  | 39%   | 52%*   |   |  | 44%    | Y                        |
| 1  | 29%  | 69%   | 71%  |   |  | 39%    | Y                        |
| 2  | 14%  | 71%   | 57%  |   |  | 24%    | Y                        |

\* % of typical growth requires one more measure than we have for Kindergarten at the half way mark. This number is % of lessons passed with a 90% or higher

Second quarter for Kindergarten through second grade saw steady progress toward iReady proficiency targets in almost all areas. Note that with the exception of Kindergarten, data reported for the second half of the first semester is based on the number of students meeting half of their typical growth goals, not total rates of proficiency, or percentages of lessons passed that we use in quarters 1, 3, and 4. In Kindergarten, we reported the percentages of lessons passed as we did for quarter one because the first diagnostic does not occur until January and the system needs one more measurement point to produce the interim growth goal measure. Use of these data points is new for this year, and we will continue to evaluate their values as predictive measures. There are high correlations between percentages of lessons passed with high scores, with students making half their typical growth at the midpoint of the school year and the overall proficiency rates.



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**Table 4:**

| Riders' Pathway to Success   |                               |   |  |   |   |                             |                                 |
|--|-------------------------------|---|--|---|---|-----------------------------|---------------------------------|
| Target #4: Increase proficiency rates on the 3-8 NYS ELA and Math tests by 5% for grade levels scoring at or above regional median and by 10% for grade levels scoring below the regional median |                               |   |  |   |   |                             |                                 |
| ELA  |                               |   |  |   |   |                             |                                 |
| Grade Level  | 2021-22 % Proficient NYS ELA  | % of iReady lessons passed with a score of 90% or higher (Q1) | Diagnostic #2 (January administration) % of students achieving half of the typical growth goal | % of iReady lessons passed with a score of 90% or higher (Q3) | Diagnostic #3 (June administration) Early or Mid on Grade Level | 2022-23 Target % Proficient | On Track to Reach Target Y or N |
| 3  | 58%                           | 52%   | 60%  |   |   | 63%                         | N                               |
| 4  | 58%                           | 51%   | 68%  |   |   | 63%                         | Y                               |
| 5  | 40%                           | 36%   | 56%  |   |   | 45%                         | Y                               |
| 6  | 62%                           | 39%   | 61%  |   |   | 67%                         | N                               |
|  |                               | Common Assessment 1 Proficiency                               | Common Assessment 2 Proficiency  | Common Assessment 3 Proficiency                               | Common Assessment 4 Proficiency                                 |                             |                                 |
| 7  | 54%                           | 52%   | 47%  |   |   | 59%                         | N                               |
| 8  | 47%                           | 90%   | 94%  |   |   | 52%                         | Y                               |
|  |                               |   |  |   |   |                             |                                 |
| Math   |                               |   |  |   |   |                             |                                 |
| Grade Levels   | 2021-22 % Proficient NYS Math | % of iReady lessons passed with a score of 90% or higher (Q1) | Diagnostic #2 (January administration) % of students achieving half of the typical growth goal | % of iReady lessons passed with a score of 90% or higher (Q3) | Diagnostic #3 (June administration) Early or Mid on Grade Level | 2022-23 Target % Proficient | On Track to Reach Target Y or N |
| 3  | 48%                           | 59%   | 53%  |   |   | 53%                         | Y                               |
| 4  | 47%                           | 57%   | 55%  |   |   | 52%                         | Y                               |
| 5  | 23%                           | 54%   | 66%  |   |   | 33%                         | Y                               |
| 6  | 23%                           | 48%   | 64%  |   |   | 33%                         | Y                               |
|  |                               | Common Assessment 1 Proficiency                               | Common Assessment 2 Proficiency  | Common Assessment 3 Proficiency                               | Common Assessment 4 Proficiency                                 |                             |                                 |
| 7  | 41%                           | 75%   | 85%  |   |   | 46%                         | Y                               |
| 8  | 41%                           | 92%   | 79%  |   |   | 46%                         | Y                               |

To track this goal of increased proficiency on the 3-8 ELA and Math exams, we are using interim iReady data for grades 3-6 as we are at the primary school, and common assessments for grades seven and eight as we are at the high school. We are seeing growth in almost all areas and are pleased with our results overall. As we continue refining our use of the iReady platform we expect the data reported here to become more and more predictive.

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**Table 5:**

| Course             | BASELINE<br>2021-22<br>Building-Level<br>Mastery | Common<br>Assessment<br>1 Mastery | Common<br>Assessment<br>2 Mastery | Common<br>Assessment<br>3 Mastery | Common<br>Assessment 4<br>Mastery | 22-23 Targets | On Track<br>to Reach<br>Target?<br>Y or N |
|--------------------|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------|---|
| Algebra I          | 13%  | 25%                               | 18%                               |                                   |                                   | 18%           | Y   |
| Algebra II Trig    | 41%  | 42%                               | 35%                               |                                   |                                   | 46%           | N   |
| ELA                | 42%  | 24%                               | 60%                               |                                   |                                   | 47%           | Y   |
| Geometry           | 15%  | 27%                               | 21%                               |                                   |                                   | 20%           | Y   |
| Global History     | 27%  | 56%                               | 43%                               |                                   |                                   | 32%           | Y   |
| Living Environment | 31%  | 46%                               | 25%                               |                                   |                                   | 36%           | N   |
| Chemistry          | 11%  | 24%                               | 13%                               |                                   |                                   | 16%           | N   |
| Earth Science      | 36%  | 32%                               | 32%                               |                                   |                                   | 41%           | N   |
| Physics            | 24%  | 41%                               | 51%                               |                                   |                                   | 29%           | Y   |
| US History         | **42%  | 31%                               | 34%                               |                                   |                                   | 47%           | N   |

2022-2023 Regents mastery rates: Use of common assessments at the high school level has proven to be more predictive of outcomes than in the elementary grades and we are continuing the practice through this school year. The second quarter saw small drops in mastery rates on common assessments. As discussed in Rider Pathway Meetings, the difficulty level of new material increases after the first ten weeks, and students are required to read and analyze more complex texts. The English results are considered an outlier as there was a temporary teacher for the quarter. Academic teams and individual teachers continue to leverage AAA meetings in order to target areas of weakness and to improve outcomes.

\*\*The US History Regents exam was canceled in the late spring of 2022. We substituted a local measure of mastery rates on the final exam for that course and will use that result as the baseline for the 2022-2023 school year.