

# RIDERS' PATHWAY TO SUCCESS



## Ichabod Crane Central School District 2024-2025 Marking Period 4 Data Report



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**Riders' Pathway to Success**  
**Quarter 3 2024-2025**  
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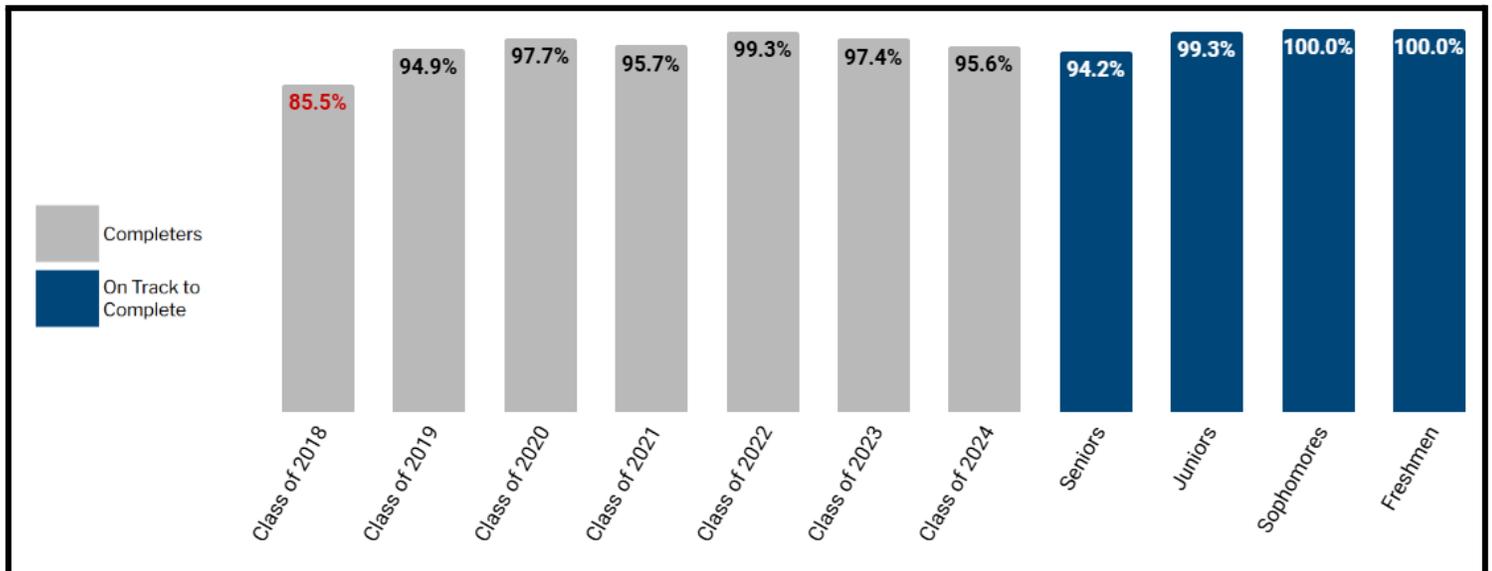
A new target for 2024–25, this table tracks progress toward improving attendance in each building, using a three-year average of daily attendance rates to set goals.

\* Note all targets for 2024-2025 school year referenced above were developed in collaboration with the Riders' Pathway and Administrative Teams.

**Table 1:**

<b>Riders' Pathway to Success</b> <b>Target #1: Project 95</b> <b>95% or Above Graduation &amp; CDOS Credential Rate</b>											
Cohort	2014 Baseline	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
<b>Grade Level in 2023-24</b>	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Juniors	Sophomores	Freshmen
<b>Total District Cohort Size</b>	153	147	137	121	144	121	139	<b>160</b>	<b>152</b>	<b>134</b>	<b>127</b>
<b>Total Ichabod Crane High School Cohort Size</b>	145	137	128	117	136	117	137	<b>150</b>	<b>145</b>	<b>131</b>	<b>126</b>
<b>High School Graduates</b>	124	130	125	112	135	114	128	<b>145</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>CDOS Credentials*</b>	-	-	-	-	-	-	3	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>High School Dropouts</b>	12	5	0	1	0	3	3	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>High School Behind Grade Level/Still Enrolled</b>	4	2	3	4	1	0	3	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>High School Transferred to GED</b>	2	0	0	0	0	0	0	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*started tracking in 2024



This table and chart show progress toward Target #1: Project 95, which seeks to maintain a combined graduation and CDOS (Career Development and Occupational Studies) credential completion rate of 95% or higher. Beginning with the 2023–24 school year, the CDOS credential was formally recognized as a valid commencement outcome.

The Class of 2025 is on a strong path toward meeting this benchmark, a central priority of the Riders' Pathway initiative. The district continues to closely monitor and support seniors at risk of not achieving this important milestone.

**Table 2:**

<b>Riders' Pathway to Success</b> <b>Target #2: 95% High School Passing Rate or +2%</b> <b>Final Average</b>						
Departments	BASELINE 2023-24 Course Passing Percent of Students	2024-25 Course Passing Number of Students	Total Number of Students	2024-25 Course Passing Percent of Students	2024-25 Targets	Target Reached Y or N
English	96.94%	764	785	97.32%	95.00%	Y
Mathematics	93.27%	682	727	93.81%	95.00%	N
Science	96.99%	516	534	96.63%	95.00%	Y
Social Studies	95.29%	702	738	95.12%	95.00%	Y
Health	97.40%	117	122	95.90%	95.00%	Y
Art	98.79%	338	347	97.41%	95.00%	Y
Technology	94.44%	430	445	96.63%	95.00%	Y
Music	99.21%	110	113	97.35%	95.00%	Y
World Languages	98.30%	156	162	96.30%	95.00%	Y
Physical Education	97.29%	1,069	1,096	97.54%	95.00%	Y
Totals	96.33%	4,884	5,069	96.35%	95.00%	Y

This table tracks progress toward Target #2, which aims to maintain a 95% high school course passing rate or demonstrate at least a 2% improvement over the previous year. In 2024–25, the district is taking an asset-based approach by highlighting student success through passing rate data. The table shows

third-quarter passing rates by subject, compared to the prior year's baseline. As of the third quarter, six of ten subject areas met the 95% target, and the overall passing rate was within 1% of the goal.

**Table 3:**

<b>Riders' Pathway to Success</b>						
<b>Target #3: 2% increase in proficiency rates on iReady spring diagnostic YoY OR Cohort to Cohort</b>						
<b>Reading</b>						
<b>Grade Level</b>	<b>Spring '24 iReady Reading Diagnostic Proficiency Rate</b>	<b>Grade Level Target</b>	<b>Cohort Target</b>	<b>Spring '25 iReady Reading Diagnostic Proficiency Rate</b>	<b>Grade Level Target Reached Y or N</b>	<b>Cohort Target Reached Y or N</b>
<b>K</b>	87%	89%		<b>78%</b>	<b>N</b>	
<b>1</b>	63%	65%	89%	<b>67%</b>	<b>Y</b>	<b>N</b>
<b>2</b>	62%	64%	65%	<b>61%</b>	<b>N</b>	<b>N</b>
<b>Math</b>						
<b>Grade Level</b>	<b>Spring '24 iReady Reading Diagnostic Proficiency Rate</b>	<b>Grade Level Target</b>	<b>Cohort Target</b>	<b>Spring '25 iReady Reading Diagnostic Proficiency Rate</b>	<b>Target Reached Y or N</b>	<b>Cohort Reached Y or N</b>
<b>K</b>	60%	62%		<b>71%</b>	<b>Y</b>	
<b>1</b>	44%	46%	62%	<b>55%</b>	<b>Y</b>	<b>N</b>
<b>2</b>	41%	43%	46%	<b>42%</b>	<b>N</b>	<b>N</b>

This table tracks progress toward Target #3, which aims for a 2% increase in iReady proficiency rates on the spring diagnostic compared to either the previous year or the same cohort's prior performance. This target applies to students in Kindergarten through second grade, with the spring 2024 diagnostic serving as the baseline. Progress at the end of the third quarter is measured by the percentage of iReady lessons passed at the mastery level of 85% or higher. Most grade levels in the Primary School have met their targets in both Math and ELA, showing strong momentum.

Kindergarten progress is being closely monitored, recognizing the unique developmental considerations of assessing our youngest learners. As we conclude the first year of a new math program, support continues through embedded coaching from Questar III, and we look forward to adding a full-time math and science coach next year to further strengthen instruction.

**Table 4:****Riders' Pathway to Success**

**Target #4: Increase proficiency rates on the 3-8 NYS ELA and Math tests by 2% for grade levels scoring at or above regional median and by 5% for grade levels scoring below the regional median OR score in the top 5 districts in the Questar III BOCES.**

<b>NYS 3-8 ELA</b>	<b>BASELINE 2023-24 % Proficient</b>	<b>Target %</b>	<b>2024-25 % Proficient</b>	<b>2024-25 Questar III BOCES Ranking</b>	<b>Target Reached Y or N</b>
<b>3</b>	50%	52%	<b>57.5%</b>		<b>Y</b>
<b>4</b>	53%	55%	<b>59.6%</b>		<b>Y</b>
<b>5</b>	49%	51%	<b>66.7%</b>		<b>Y</b>
<b>6</b>	45%	47%	<b>58.7%</b>		<b>Y</b>
<b>7</b>	64%	66%	<b>61.5%</b>		<b>n</b>
<b>8</b>	54%	56%	<b>57.5%</b>		<b>Y</b>
<b>NYS 3-8 Math</b>	<b>BASELINE 2023-24 % Proficient</b>	<b>Target %</b>	<b>2024-25 % Proficient</b>	<b>2024-25 Questar III BOCES Ranking</b>	<b>Target Reached Y or N</b>
<b>3</b>	46%	51%	<b>56.6%</b>		<b>Y</b>
<b>4</b>	56%	61%	<b>62.5%</b>		<b>Y</b>
<b>5</b>	53%	55%	<b>61.3%</b>		<b>Y</b>
<b>6</b>	58%	60%	<b>59.8%</b>		<b>n</b>
<b>7</b>	67%	69%	<b>77.0%</b>		<b>Y</b>
<b>8</b>	56%	58%	<b>78.6%</b>		<b>Y</b>

This table shows progress toward Target #4, which aims to increase proficiency rates on the Grades 3–8 NY State ELA and Math assessments. The goal is a 2% gain for grade levels already at or above the regional median, and a 5% gain for those below—or to rank among the top five districts in the Questar III BOCES region. For Grades 3–6, progress is monitored using iReady lesson completion at the mastery level (85% or higher), while Grades 7–8 are tracked through District Common Assessments. At the end of the third quarter, Grades 3–6 fell short of their ELA targets, while Grades 7–8 showed strong growth. In Math, five of six grade levels are currently on track to meet their targets. These results are used to guide instructional adjustments and identify areas for re-teaching and support. We remain focused on providing targeted interventions for struggling students while strengthening Tier I instruction for all learners in both ELA and Math.

**Table 5:**

Riders' Pathway to Success									
Target #5: Increase the number of English Language Learners and Students With Disabilities in grades K-8 who meet their growth goals in the iReady platform in both reading and math by 2% over the 2023-2024 school year.									
Reading					Reading				
ELL	BASELINE 2023-24 % Met Growth	Target %	2024-25 % Met Growth	Target Reached Y or N	SW D	BASELINE 2023-24 % Met Growth	Target %	2024-25 % Met Growth	Target Reached Y or N
<b>K</b>	0%	2%	<b>0%</b>	<b>N</b>	<b>K</b>	30%	32%	<b>0%</b>	<b>N</b>
<b>1</b>	69%	71%	<b>40%</b>	<b>N</b>	<b>1</b>	23%	25%	<b>23%</b>	<b>N</b>
<b>2</b>	55%	57%	<b>33%</b>	<b>N</b>	<b>2</b>	68%	70%	<b>56%</b>	<b>N</b>
<b>3</b>	57%	59%	<b>50%</b>	<b>N</b>	<b>3</b>	42%	44%	<b>56%</b>	<b>Y</b>
<b>4</b>	60%	62%	<b>55%</b>	<b>N</b>	<b>4</b>	57%	59%	<b>63%</b>	<b>Y</b>
<b>5</b>	83%	85%	<b>40%</b>	<b>N</b>	<b>5</b>	63%	65%	<b>79%</b>	<b>Y</b>
<b>6</b>	62%	64%	<b>29%</b>	<b>N</b>	<b>6</b>	60%	62%	<b>45%</b>	<b>N</b>
<b>7</b>	57%	59%	<b>33%</b>	<b>N</b>	<b>7</b>	27%	29%	<b>32%</b>	<b>Y</b>
<b>8</b>	0%	2%	<b>40%</b>	<b>Y</b>	<b>8</b>	38%	40%	<b>39%</b>	<b>N</b>
Math					Math				

ELL	BASELINE E 2023-24 % Met Growth	Target %	2024-25 % Met Growth	Target Reached Y or N	SW D	BASELINE E 2023-24 % Met Growth	Target %	2024-25 % Met Growth	Target Reached Y or N
<b>K</b>	0%	2%	<b>0%</b>	<b>N</b>	<b>K</b>	10%	12%	<b>7%</b>	<b>N</b>
<b>1</b>	63%	65%	<b>40%</b>	<b>N</b>	<b>1</b>	38%	40%	<b>31%</b>	<b>N</b>
<b>2</b>	36%	38%	<b>27%</b>	<b>N</b>	<b>2</b>	37%	39%	<b>38%</b>	<b>N</b>
<b>3</b>	64%	66%	<b>40%</b>	<b>N</b>	<b>3</b>	46%	48%	<b>28%</b>	<b>N</b>
<b>4</b>	80%	82%	<b>27%</b>	<b>N</b>	<b>4</b>	43%	45%	<b>67%</b>	<b>Y</b>
<b>5</b>	50%	52%	<b>70%</b>	<b>Y</b>	<b>5</b>	44%	46%	<b>72%</b>	<b>Y</b>
<b>6</b>	31%	33%	<b>43%</b>	<b>Y</b>	<b>6</b>	43%	45%	<b>52%</b>	<b>Y</b>
<b>7</b>	86%	88%	<b>33%</b>	<b>N</b>	<b>7</b>	64%	66%	<b>45%</b>	<b>N</b>
<b>8</b>	25%	27%	<b>20%</b>	<b>N</b>	<b>8</b>	46%	48%	<b>41%</b>	<b>N</b>

This table tracks progress toward Target #5, which focuses on increasing the percentage of English Language Learners (ELLs) and Students With Disabilities (SWDs) in grades K–8 who meet their iReady growth goals in both Reading and Math. The target is a 2% increase over the 2023–24 school year baseline. These growth goals are closely linked to success on the NYS assessments and serve as an important measure of academic progress. Supporting the educators who work with these subgroups remains a priority for the district. Targeted professional development, led by Dr. Sarah Cioffi and Peg Warner, is ongoing and designed to deepen staff understanding of the unique learning needs of ELLs and SWDs. This work expanded in the fourth quarter to include pupil services staff, further strengthening the district’s ability to meet the needs of all learners.

**Table 6:**

<b>Riders' Pathway to Success</b> <b>Target #6: Increase proficiency rates by 2% using a running, three-year ICC average as the baseline, OR score in the top 5 districts in the Questar III BOCES OR achieve an 85% passing rate.</b>							
Regents Exam (June)	BASELINE 3 Year Building-Level Proficiency Average	3 Year Questar III BOCES Proficiency Average	Above Questar III BOCES Average	2024-25 Targets	2024-25 Proficiency	2024-25 Questar III BOCES Ranking	Target Reached Y or N
Algebra I	90%	72%	Y	85%	80%		N
Algebra II Trig	86%	85%	N	85%	95%		Y
ELA	88%	81%	Y	85%	91%		Y
Geometry	79%	66%	Y	81%	83%		Y
Global History	88%	81%	Y	85%	89%		Y
Living Environment	86%	76%	Y	85%	83%		N
Chemistry	61%	70%	N	63%	47%		N
Earth Science	74%	72%	N	76%	73%		N
Physics	60%	67%	N	62%	69%		Y
US History	88%	85%	Y	85%	84%		N

This table presents progress toward Target #6, which focuses on increasing proficiency rates on High School Regents exams. As a new target for the 2024–25 school year, the goal is to increase proficiency by 2% over a three-year average baseline, to rank among the top five districts in the Questar III BOCES region, or to achieve an 85% passing rate. Given that this is a new target, this data is being tracked as a baseline.

Progress is monitored using Common Assessments. As of the end of the third quarter, two out of ten Regents subject areas are currently on track to meet their proficiency goals. While these rates remain short of our year-end targets, they reflect improvement compared to this time last year. It is also important to note that Common Assessments results are not curved, as Regents exams are, and may not fully align with final proficiency outcomes. Above all, these assessments are designed as instructional tools to help teachers identify learning needs and adjust instruction in real time. This reflective practice is well-established at ICC and continues across the fourth quarter.

**Table 7:**

<b>Riders' Pathway to Success</b>						
<b>Target #7: Increase overall attendance of students in each building by 1% OR achieve a minimum 95% attendance rate</b>						
<b>Building</b>	<b>BASELINE 3 Year Daily Attendance Average</b>	<b>2024-25 1st Quarter Daily Attendance Rate</b>	<b>2024-25 2nd Quarter Daily Attendance Rate</b>	<b>2024-25 3rd Quarter Daily Attendance Rate</b>	<b>2024-25 Cumulative Daily Attendance Rate</b>	<b>On Track to Reach Target? Y or N</b>
<b>Primary School</b>	94.25%	95.50%	92.63%	92.90%	<b>93.68%</b>	<b>N</b>
<b>Elementary School</b>	94.35%	95.61%	93.06%	92.53%	<b>94.00%</b>	<b>N</b>
<b>Middle School</b>	94.76%	95.32%	92.57%	93.62%	<b>93.95%</b>	<b>N</b>
<b>High School</b>	93.53%	94.03%	92.46%	91.40%	<b>92.77%</b>	<b>N</b>
<b>Overall</b>	94.15%	95.12%	92.68%	92.61%	<b>93.60%</b>	<b>N</b>

This table tracks progress toward Target #7, a new district goal for the 2024–25 school year focused on improving overall student attendance. The target is to increase each building’s attendance rate by 1% over a three-year average or to meet a minimum threshold of 95%. The table displays cumulative daily attendance rates for each school and the district overall through the end of the third quarter. Improving attendance and reducing chronic absenteeism remain essential to ensuring all students have consistent access to learning. The district continues to support students and families facing attendance challenges and is planning future outreach efforts and awareness campaigns to further this goal. Looking ahead to the 2025–26 school year, the Riders’ Pathway team is helping design building- and classroom-based attendance campaigns focused on making school more engaging and welcoming for students—with the overarching aim of making school the place to be.