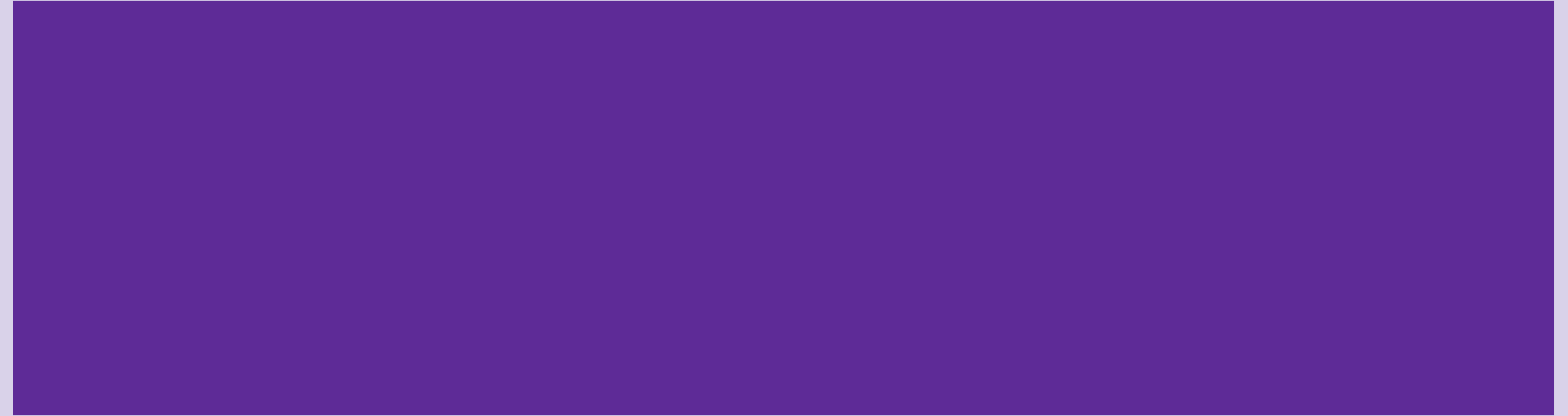


Croton-Harmon Annual Report

Presentation to the Croton-Harmon Board of Education:
A Review of the 2015 - 2016 School Year





The Croton-Harmon School House



Vision:

All Croton-Harmon students will develop the habits of mind and social skills to become lifelong learners, able to contribute to the well-being of society.

Mission:

We are committed to challenging all students, community inclusion, and fostering respect.
We will develop skills that enable students to become effective communicators, problem solvers, and researchers who are
INDEPENDENT LEARNERS RESPONSIBLE FOR THEIR OWN LEARNING.

Learning Standards



Common Core Standards
NYS Standards
21st Century Skills
STEM-D
Project-Based Learning

S³ Systems Support Structure



Tri-State Consortium
Data Inquiry Teams
School-Based Planning Teams
Quality Curriculum Review Team

Learning by Design



Curriculum
Instruction
Assessment
Technology

District Goals

[Education Program: Learning for All](#)

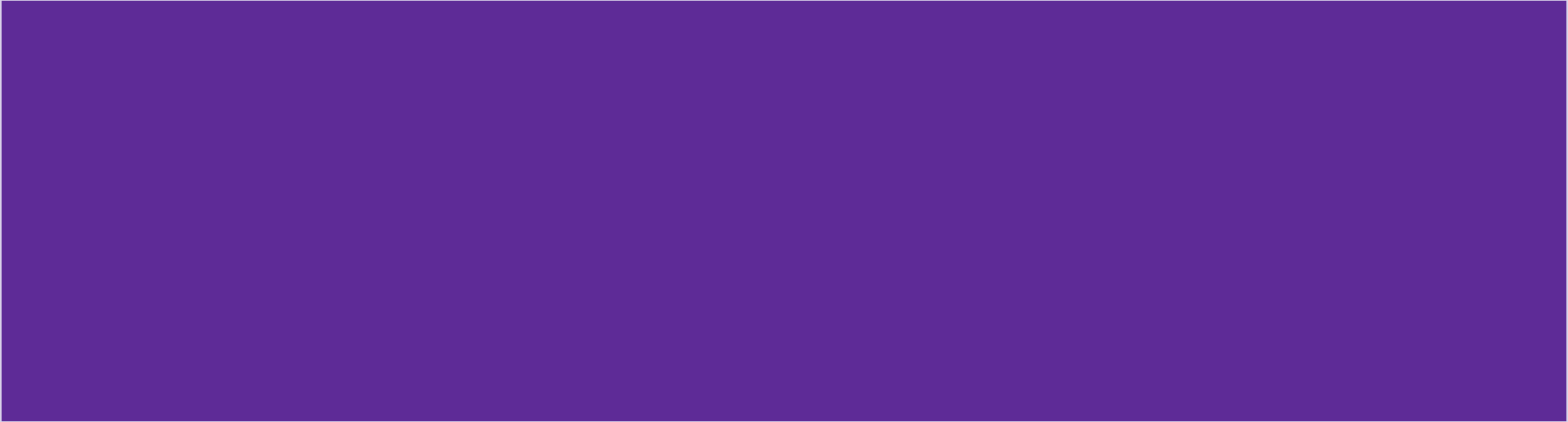
[District Resources](#)

[School Environment](#)

[Community/School Connections](#)



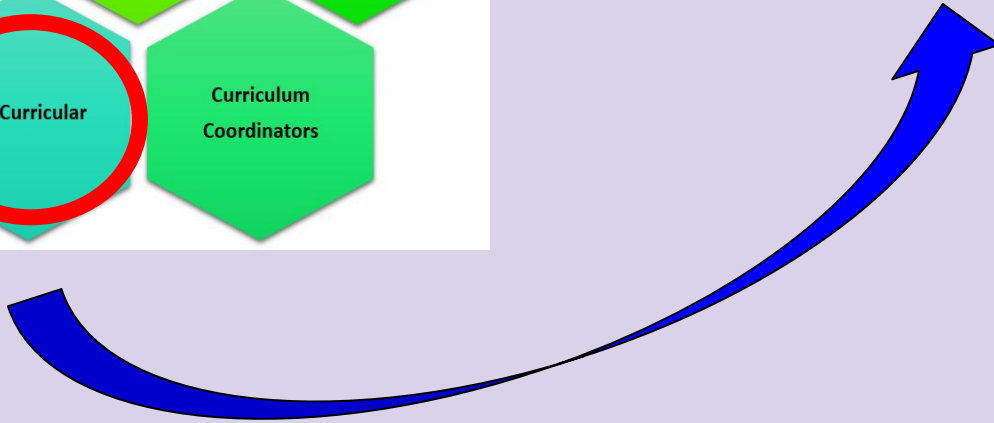
Co-Curricular



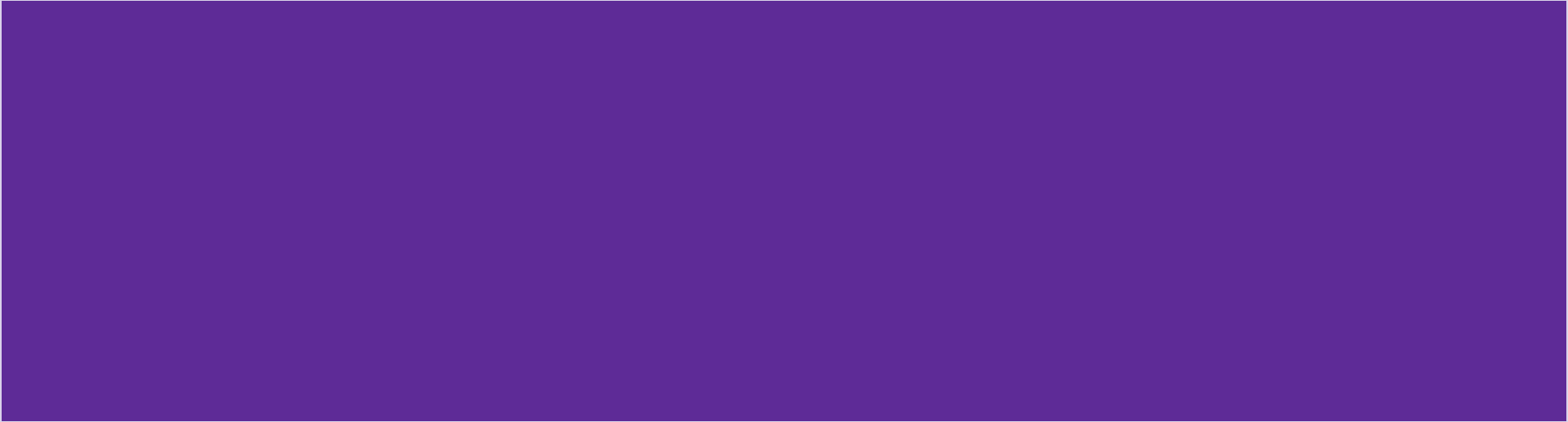


Co-curricular

- Over 50 clubs
- Over 1600 student participants



Athletics



Athletics

- Students in grades 7-12 are taking advantage of the athletic opportunities as our participation numbers indicate.
- Student athletes are involved in many community service projects throughout the school year. Our student athletes volunteer at the Harry Chapin run and raised money for the Hope For Warriors Foundation at the Hoops for Heroes event in January 2016.
- 22 varsity teams earned NYSPHSAA Scholar Athlete Award for the 2015-2016 school year.
- We hosted four events during the school year: Mayclim varsity/jv boys and girls basketball tournament, cheerleading competition, Hoops for Heroes basketball fundraiser and the Croton Girls track relays.

Pupil Personnel Services

Pupil Personnel Services

- Projected Classification Rate 16-17: 12.1% up from 11.6% 15-16
- Corrected Classification Rate 16-17: 11.7% as of Oct. 12, 2016
- LRE data reported by NYSED for Croton-Harmon
 - 60% of classified students spend time inside regular classroom for 80% of day (NYS target is at least 65%)
 - 8.11% of classified students time INSIDE regular classroom less than 40% of day (NYS target is less than 13.7%)
 - 5.41% of classified students are educated in settings outside of regular school facilities (NYS target is 2%)
- ELL data: 15-16: 46 ELL students, 14-15: 37 ELL students, 16-17: 51 (2-3 pending)



“Set goals and stay focused on your priorities.”

Author: David K. Reynolds

Croton-Harmon Union Free School District

2015-2016 Goals Document

Goal: To continuously improve student learning through aligned common assessments that measure achievement of the application of State Standards and 21st century skills identified in the C-H mission and vision and are used to inform/support professional practice.

Essential Question: How do our assessment and measurement systems align with our goals for learning, teaching practices, and the demands of data driven instruction?

Curriculum Coordinators

- Reflect on curriculum meetings throughout the year
- Describe the protocol for alignment/assessment development
- Provide a description of assessments/rubrics developed
- Evidence of vision and mission in curricular area
- Engage in professional development
- Share department/grade-level highlights





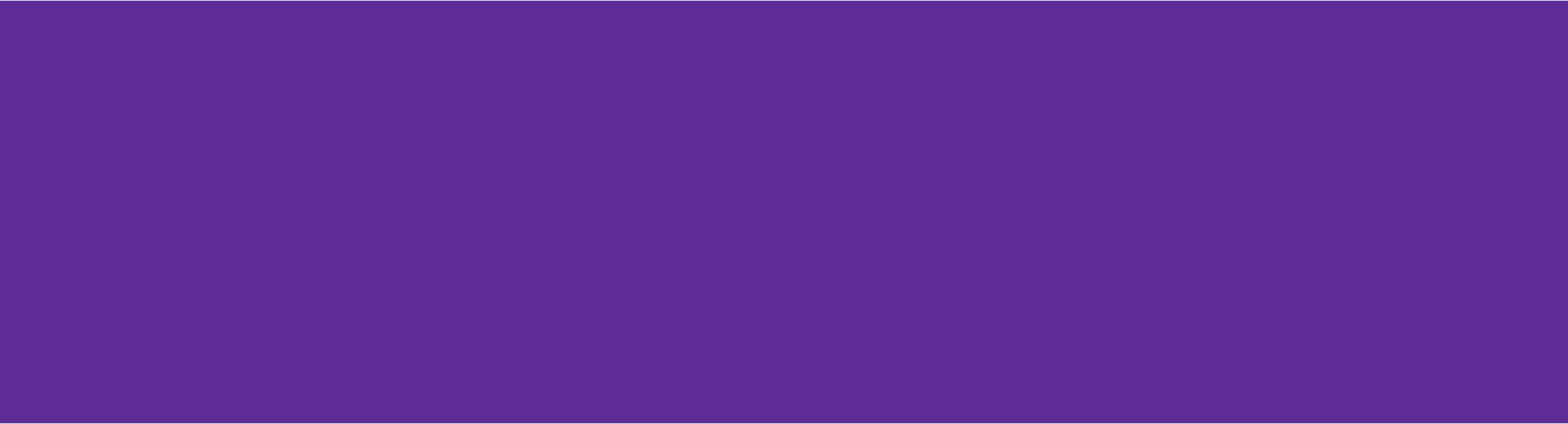
Commissioner Elia Comments (8/1/16)

- Overall NYS increases in ELA and math
- Achievement gaps slightly closing
- Changes in 2016 (Untimed testing policy, shortening of the test)
- Because of the above changes to the 2016 tests and testing environment, the test scores are not an “apples to apples” comparison with previous years and should not be viewed as such

What NYSTP Assessment Data Tell Us?

- Test questions, instructional reports, and student responses on NYSTP assessments can help educators make informed decisions about professional development as well as help districts develop curriculum
- NYSTP assessments help districts determine AIS needs. These data are one piece of information about student performance
- NYSTP assessments help inform the creation of district/school goals
- How our students score relative to other students in NYS (who took the same assessment)

How do we know our students are growing academically?



Ren Star, Achieve3000 & Common Assessments

2015-2016

Croton-Harmon Union Free School District

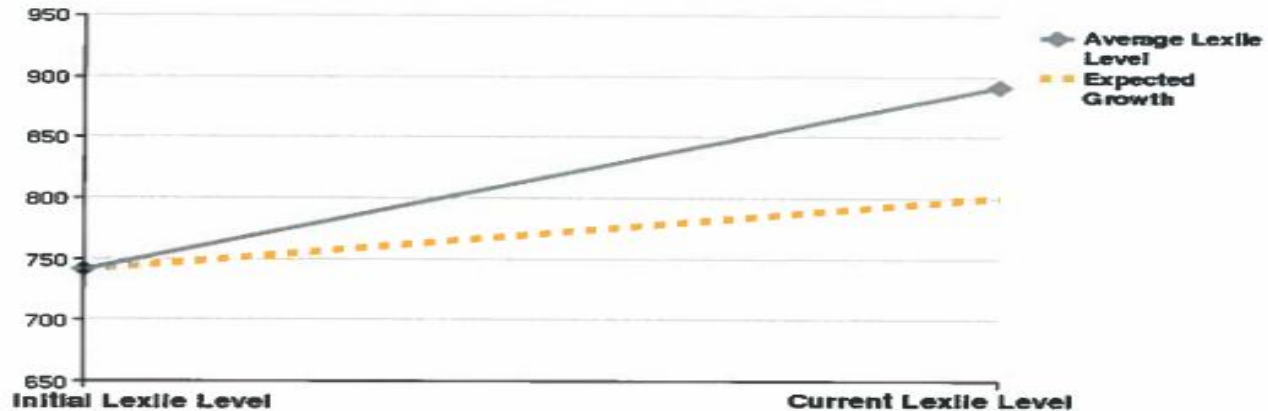
School	STAR Math™			STAR Reading™		
	Tri 1	TRI 3	Change	Tri 1	TRI 3	Change
	SS	SS		SS	SS	
Carrie E. Tompkins School	512	604	+92	362	504	+142
Croton Harmon High School	713	768	+55	700	819	+119
Pierre Van Cortlandt School	736	797	+61	768	872	+104
Mean	662	733	+71	632	749	+117

Carrie E. Tompkins School

Grade	STAR Reading™		
	Tri 1	TRI 3	Change
	SS	SS	
Grade 2	-	-	-
Grade 3	297	446	+149
Grade 4	429	563	+134
Mean	362	504	+142

Achieve3000 2015-2016 @ PVC

How have students' Lexile® reading levels progressed?



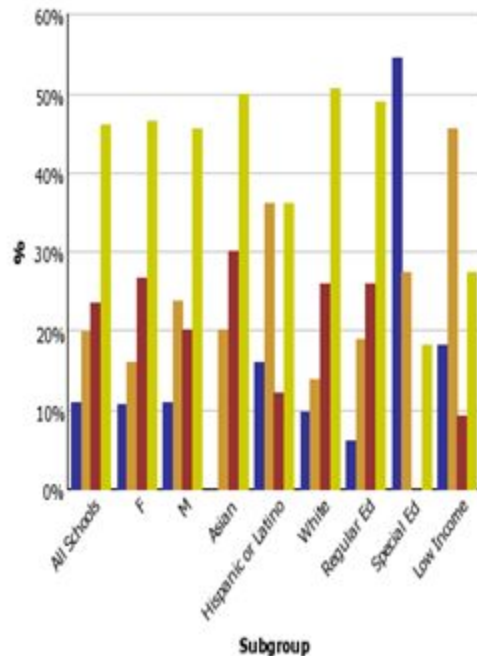
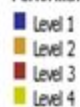
Students demonstrated a mean gain of 150.1 Lexile points. Expected gains were 58.4; students exceeded this expectation by 91.8 points.



CET Data Review

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: All Schools TEST: Grade 3 Math

Performance Level

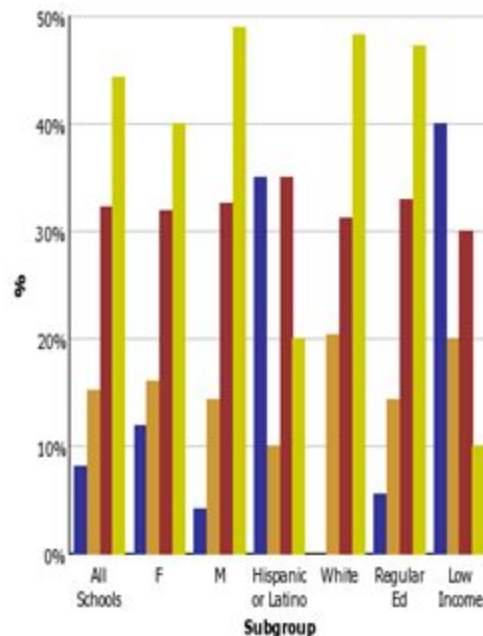


	Level 1		Level 2		Level 3		Level 4		All Levels Total#
	#	%	#	%	#	%	#	%	
All Schools	12	11%	22	20%	26	23%	51	46%	111
F	6	11%	9	16%	15	27%	26	46%	56
M	6	11%	13	24%	11	20%	25	45%	55
Asian			2	20%	3	30%	5	50%	10
Black or African American	1	100%							1
Hispanic or Latino	4	16%	9	36%	3	12%	9	36%	25
Multiracial			1	50%	1	50%			2
White	7	10%	10	14%	19	26%	37	51%	73
Regular Ed	6	6%	19	19%	26	26%	49	49%	100
Special Ed	6	55%	3	27%			2	18%	11
LEP Eligible	2	100%							2
Low Income	2	18%	5	45%	1	9%	3	27%	11

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: All Schools TEST: Grade 4 Math

Performance Level

Level 1
Level 2
Level 3
Level 4

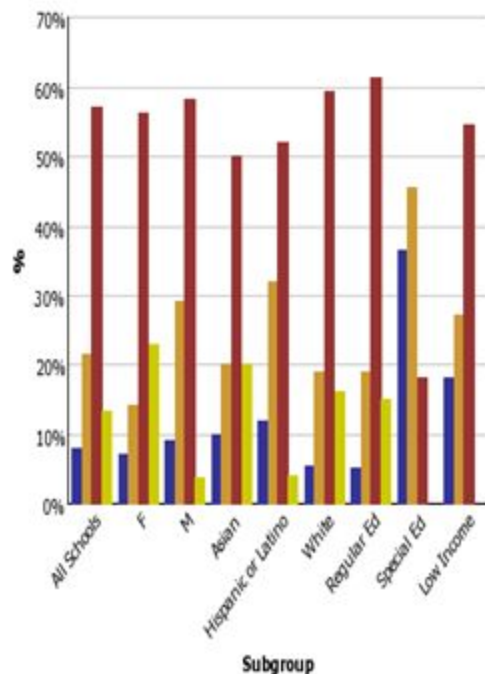


	Level 1		Level 2		Level 3		Level 4		All Levels Total#
	#	%	#	%	#	%	#	%	
All Schools	8	8%	15	15%	32	32%	44	44%	99
F	6	12%	8	16%	16	32%	20	40%	50
M	2	4%	7	14%	16	33%	24	48%	49
Asian	1	11%			4	44%	4	44%	9
Black or African American							1	100%	1
Hispanic or Latino	7	35%	2	10%	7	35%	4	20%	20
Multiracial					1	20%	4	80%	5
White			13	20%	20	31%	31	48%	64
Regular Ed	5	5%	13	14%	30	33%	43	47%	91
Special Ed	3	38%	2	25%	2	25%	1	12%	8
LEP Eligible	2	50%			2	50%			4
Low Income	4	40%	2	20%	3	30%	1	10%	10

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: All Schools TEST: Grade 3 ELA

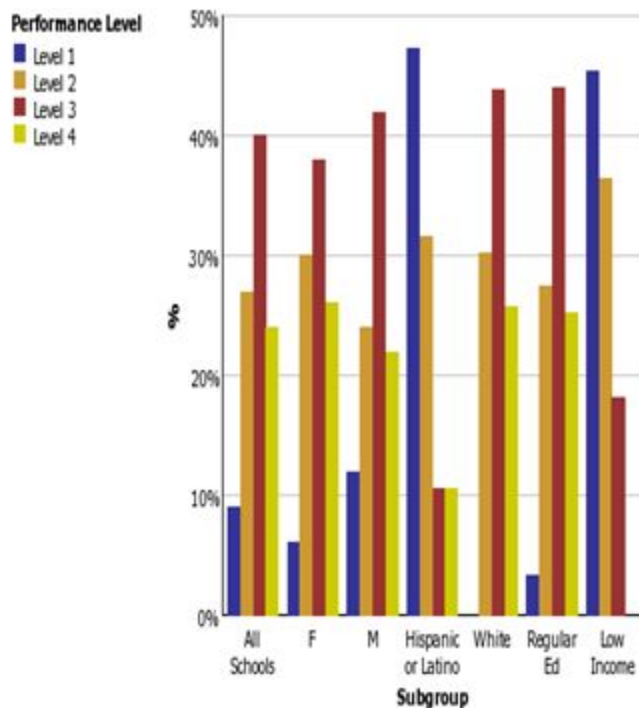
Performance Level

- Level 1
- Level 2
- Level 3
- Level 4



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	9	8%	24	21%	64	57%	15	13%	112
F	4	7%	8	14%	32	56%	13	23%	57
M	5	9%	16	29%	32	58%	2	4%	55
Asian	1	10%	2	20%	5	50%	2	20%	10
Black or African American	1	100%							1
Hispanic or Latino	2	12%	8	32%	13	52%	1	4%	25
Multiracial					2	100%			2
White	4	5%	14	19%	44	59%	12	16%	74
Regular Ed	5	5%	19	19%	62	61%	15	15%	101
Special Ed	4	36%	5	45%	2	18%			11
LEP Eligible	1	100%							1
Low Income	2	18%	2	27%	6	55%			11

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: All Schools TEST: Grade 4 ELA



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	9	9%	27	27%	40	40%	24	24%	100
F	3	6%	15	30%	19	38%	13	26%	50
M	6	12%	12	24%	21	42%	11	22%	50
Asian			1	11%	6	67%	2	22%	9
Black or African American							1	100%	1
Hispanic or Latino	9	47%	6	32%	2	11%	2	11%	19
Multiracial					3	60%	2	40%	5
White			20	30%	29	44%	17	26%	66
Regular Ed	3	3%	25	27%	40	44%	23	25%	91
Special Ed	6	67%	2	22%			1	11%	9
LEP Eligible	3	100%							3
Low Income	5	45%	4	36%	2	18%			11

CET Strengths & Growth Opportunities

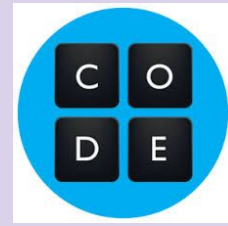
CET Strengths

- ❑ Use of **What I Need (WIN) period** to meet the varied needs of students; **use of data** to determine Academic Intervention Services (AIS), Tier 2 and Tier 3 interventions; **Response to Intervention** (RtI) meetings
- ❑ Emphasis on **educating the whole child**; Second Step program
- ❑ **World Language** pilot (year 2)
- ❑ **Instrumental Programs**
- ❑ Incorporation of **STEM challenges**
- ❑ Opportunities for students to **present or demonstrate their learning**

CET Growth Opportunities

- ❑ Continued development of quality rubrics
- ❑ Development and implementation of performance based tasks
- ❑ Increase opportunities to review and analyze student work within a grade and build opportunities to review and analyze student work across grade levels
- ❑ Increase opportunities to review and analyze common assessments to determine instructional needs
- ❑ Increase opportunities to review and analyze STAR reports to determine instructional needs
- ❑ Develop and present a formal plan for implementing World Language

Technology Highlights at CET

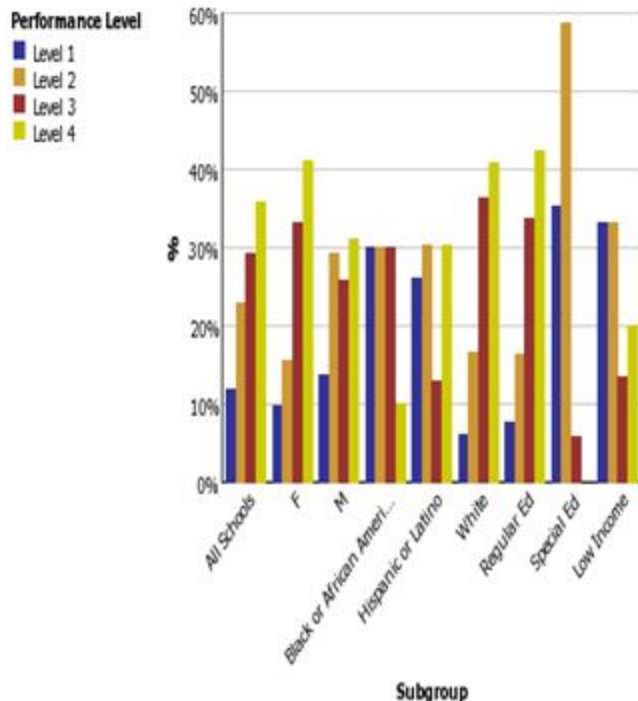


- CET students participated in the **Hour of Code** and were featured at the district **Experience Science Fair**
- 4th graders created **animation videos** with Digital Citizenship themes
- K-4 implementation of **Learning.com** lessons to benchmark technology skills and master grade level competencies with Digital Devices
- **Google** Drive and Google Classroom Professional Development for 3rd and 4th grade teachers and the addition of 60 Chromebooks to 3rd and 4th grades
- Participation in NYState computer based online field tests



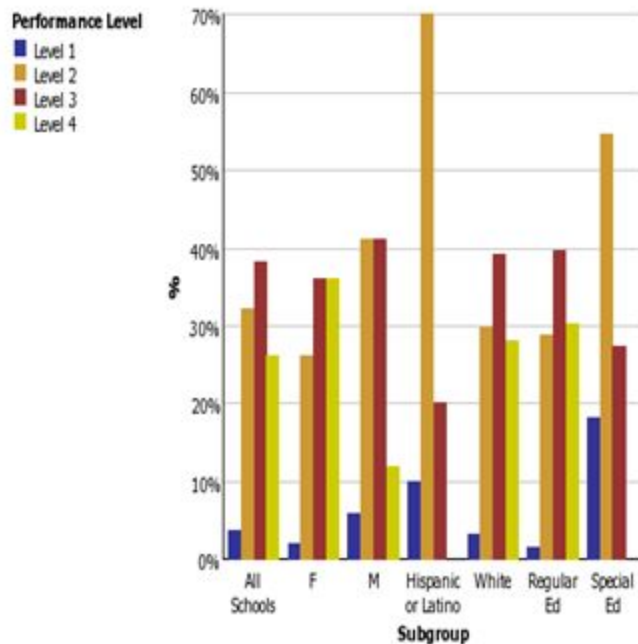
PVC Data Review

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: All Schools TEST: Grade 6 Math



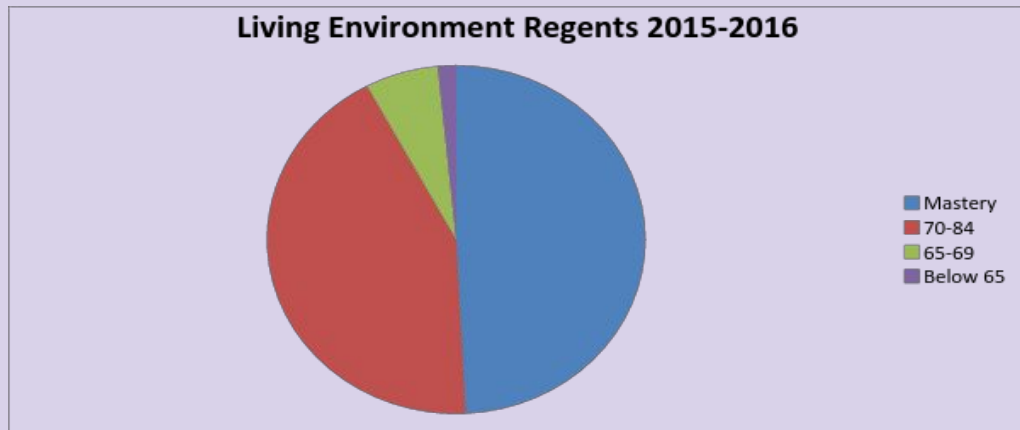
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	13	12%	25	23%	32	29%	39	36%	109
F	5	10%	8	16%	17	33%	21	41%	51
M	8	14%	17	29%	15	26%	18	31%	58
American Indian or Alaska Native			1	100%					1
Asian			2	25%	2	25%	4	50%	8
Black or African American	3	30%	3	30%	3	30%	1	10%	10
Hispanic or Latino	6	26%	7	30%	3	13%	7	30%	23
Multiracial			1	100%					1
White	4	6%	11	17%	24	36%	27	41%	66
Regular Ed	7	8%	15	16%	31	34%	39	42%	92
Special Ed	6	35%	10	59%	1	6%			17
LEP Eligible	4	50%	3	38%	1	12%			8
Low Income	5	33%	5	33%	2	13%	3	20%	15

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: All Schools TEST: Grade 8 ELA



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	3	4%	27	32%	32	38%	22	26%	84
F	1	2%	13	26%	18	36%	18	36%	50
M	2	6%	14	41%	14	41%	4	12%	34
Asian					2	60%	2	40%	5
Black or African American					2	50%	2	50%	4
Hispanic or Latino	1	10%	7	70%	2	20%			10
Multiracial			1	100%					1
White	2	3%	19	30%	25	39%	18	28%	64
Regular Ed	1	1%	21	29%	29	40%	22	30%	73
Special Ed	2	18%	6	55%	3	27%			11
LEP Eligible	1	100%							1
Low Income			5	71%	2	29%			7

Living Environment Regents-June 2016



Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	63	49.21%	Mastery
Scored 70-84	55	42.98%	
Scored 65-69	8	6.25%	Passing 98 %
Scored below 65	2	1.56%	
Total	128 Students		

Algebra I: Common Core

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	15	31.25%	Mastery
Scored 70-84	32	66.66%	Passing 100 %
Scored 65-69	1	2.09%	
Scored below 65	0	0.0%	
Total	48 Students		

Common Core, Algebra I Regents June 2016



Common Core Geometry June 2016

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	10	50.0 %	Mastery
Scored 70-84	9	45.0 %	
Scored 65-69	1	5.0 %	Passing 100 %
Scored below 65	0	0.0%	
Total	20 Students		

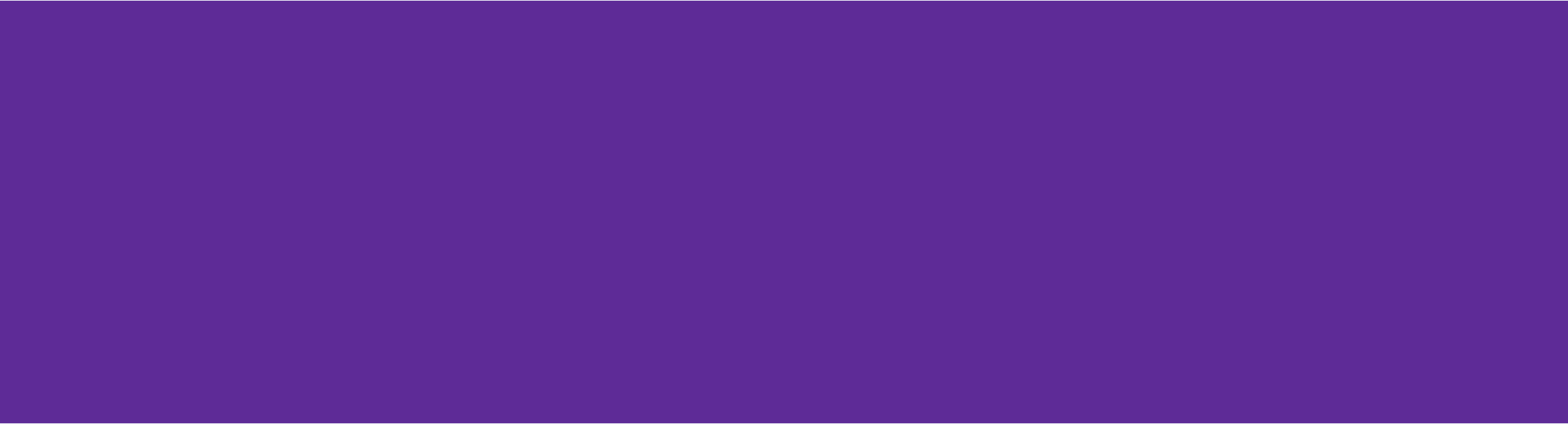
Languages Other Than English: End of Year Assessments-June 2016

Assessment	Passing/Student Count	Mastery (85% or higher)	65-84
8 th Grade Spanish	100%/65	82% 53/65	18% 12/65
8 th Grade French	100%/ 30	90 % 27/30	10% 3/30
8 th Grade Mandarin	100%/20	80% 16/20	20% 4/16

Math at Your Own Depth



Ren Star Data & Achieve 3000 Data



PVC Strengths & Growth Opportunities

PVC Strengths

- Opportunities for students to engage in Real World Problem Solving.
- Eighth Grade end of year *Change Project*
- *Innovation and Design Lab*
- Social/Emotional commitment to student growth - Advisory, Mindfulness, Olweus Bully prevention Programs.
- Grade level teams support individual student growth - RTI
- Opportunity to study three different languages beginning in 5th grade.
- Student-centered.
- Standard-Based Report Card and standard-based assessments.

PVC Growth Opportunities

- Develop a 7th Grade Skills Program.
- Continue to collect and learn from student data.
- Engage students more extensively in coding and engineering skills.
- Develop a means for tracking student growth in the skills needed to solve problems.
- Implement Dialectical Behavior Therapy Program through Health and Media Communications.
- Develop rubrics which focus on student growth along with exemplars.

Technology Highlights at PVC



- Expansion of Advisory program to include digital citizenship issues that students face based on **Clarity** survey data.
- “Making Good Choices Online” - The **PVC Film Festival** featured student created films, presentation stations and a student panel that focused on how middle school children wrestle with digital issues.
- PVC was selected as an **Achieve 3000** National Literacy Award Winner for exemplary usage and significant reading improvement.
- **Accelerated Math** pilot, a Renaissance Learning progress-monitoring software tool to manage standards based math skills practice.
- PVC teachers were invited to present at the **LHRIC Technology Expo**



CHHS Data Review

CHHS – Regents Results 2016

Regents Common Core ELA - Given January 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 130)

Performance Level	Building Count	Building Percent
Scored 85 - 100	90	69.2%
Scored 79 - 84	24	18.5%
Scored 65 - 78	15	11.5%
Scored below 55	1	0.8%

Regents Common Core Algebra I - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 54)

Performance Level	Building Count	Building Percent
Scored 85 - 100	12	22.2%
Scored 80 - 84	18	33.3%
Scored 65 - 79	18	33.3%
Scored 55 - 64	5	9.3%
Scored below 55	1	1.9%

CHHS – Regents Results 2016

Regents Common Core Geometry - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 65)

Performance Level	Building Count	Building Percent
Scored 85 - 100	20	30.8%
Scored 80 - 84	14	21.5%
Scored 65 - 79	30	46.2%
Scored 55 - 64	1	1.5%
Scored below 55	0	0.0%

Regents Algebra2/Trigonometry - June 2016 [note: exam made optional]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 1)

Performance Level	Building Count	Building Percent
Scored 85 - 100	1	100.0%

CHHS – Regents Results 2016

Regents Global History - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 145)

Performance Level	Building Count	Building Percent
Scored 85 - 100	77	53.1%
Scored 65 - 84	50	34.5%
Scored 55 - 64	7	4.8%
Scored below 55	11	7.6%

Regents US History&Gov't - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 126)

Performance Level	Building Count	Building Percent
Scored 85 - 100	104	82.5%
Scored 65 - 84	21	16.7%
Scored 55 - 64	0	0.0%
Scored below 55	1	0.8%

CHHS – Regents Results 2016

Regents Earth Sci - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 96)

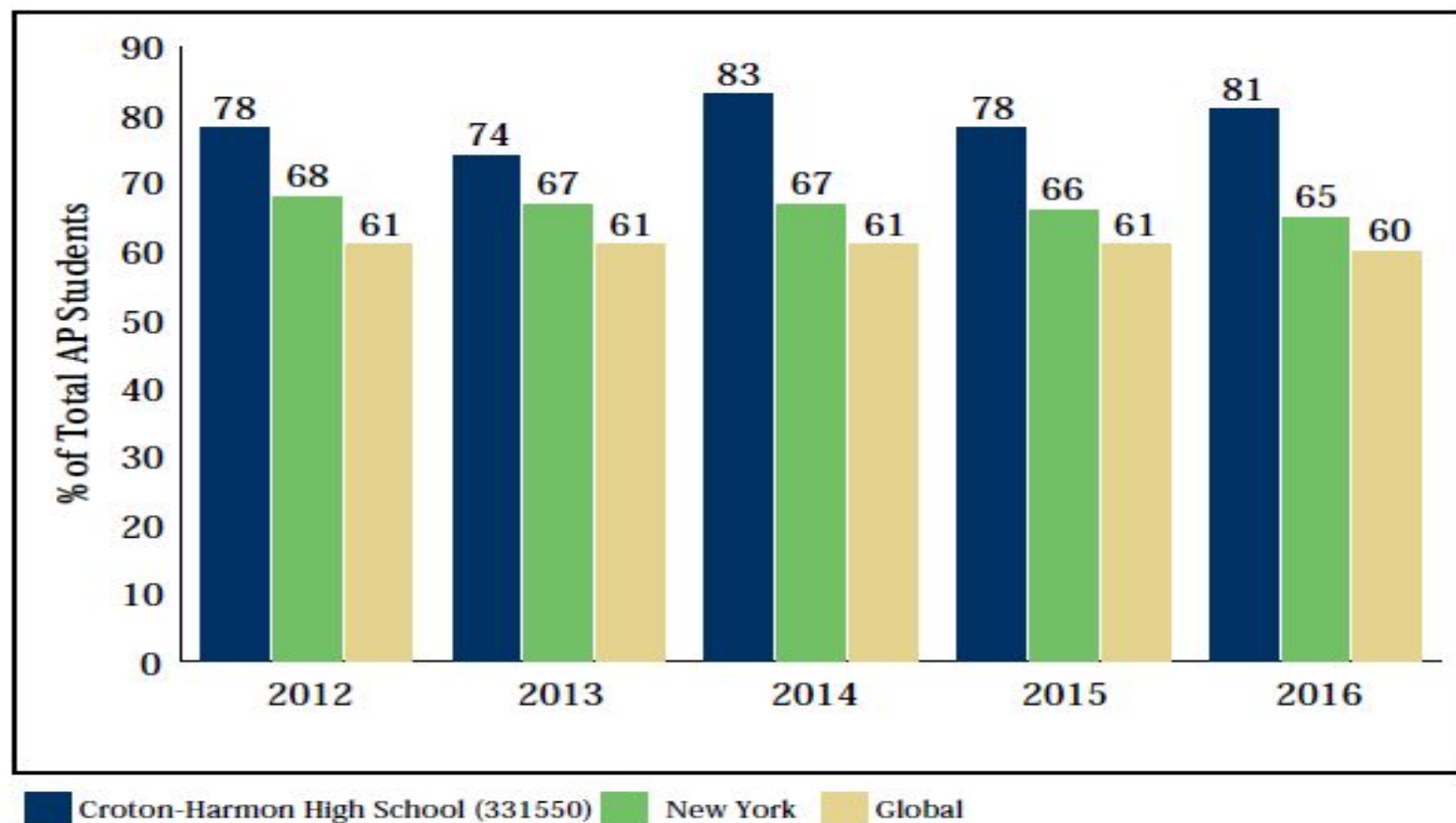
Performance Level	Building Count	Building Percent
Scored 85 - 100	70	72.9%
Scored 65 - 84	21	21.9%
Scored 55 - 64	1	1.0%
Scored below 55	4	4.2%

Regents Chemistry - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 93)

Performance Level	Building Count	Building Percent
Scored 85 - 100	37	39.8%
Scored 65 - 84	50	53.8%
Scored 55 - 64	6	6.5%
Scored below 55	0	0.0%

% of Total AP Students with Scores 3+

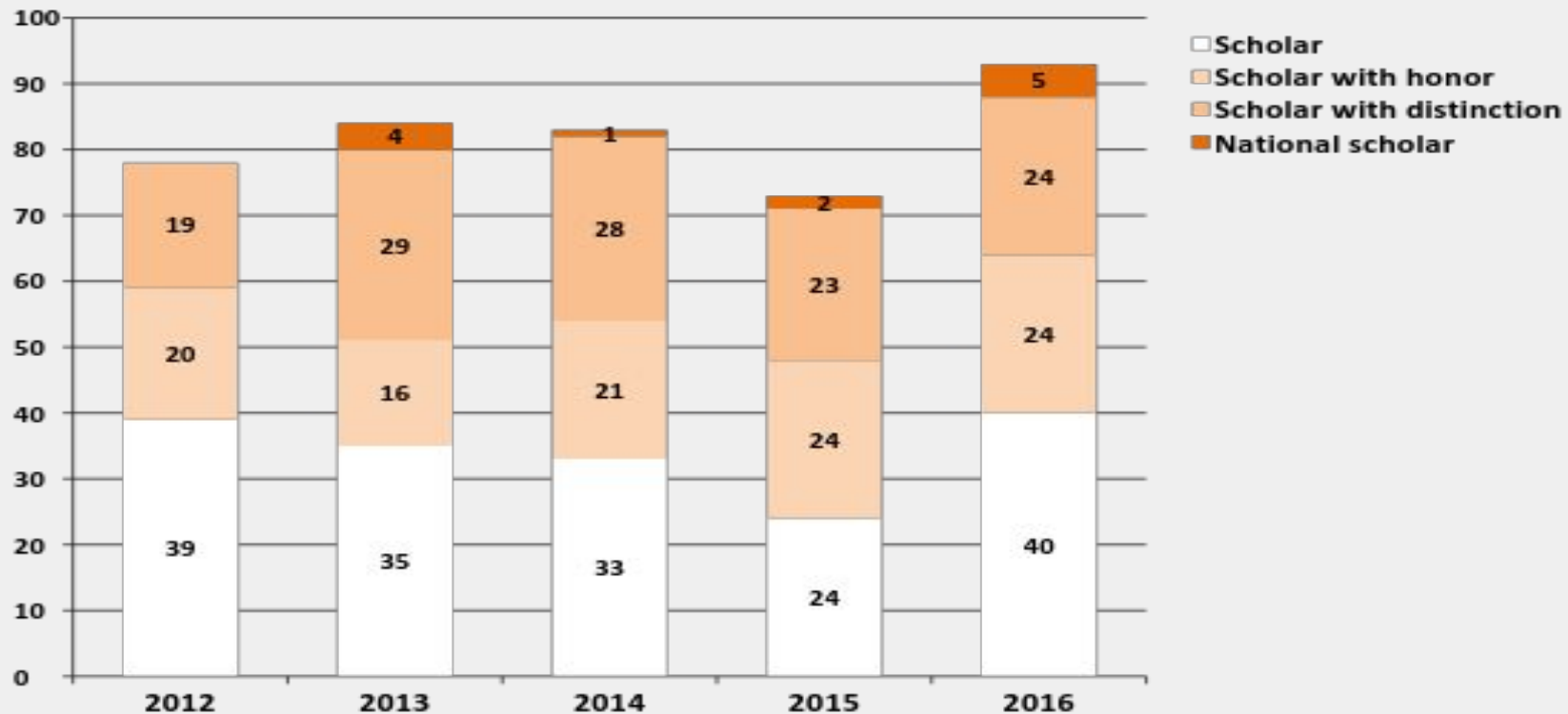


2016 AP Tests	% of 3+	5	4	3	2	1	Totals
Studio Art: Drawing Portfolio	86%	1	3	2	1		7
Studio Art: 2-D Design Portfolio	100%	3	1				4
English Language and Composition	91%	17	14	9	4		44
English Literature and Composition	76%	3	6	4	4		17
Comparative Government & Politics	66%	6	11	10	9	5	41
Macroeconomics	64%	1	9	6	5	4	25
United States History	86%	19	26	18	8	2	73
World History	85%	13	22	20	10		65
Calculus AB	100%	9	3	1			13
Calculus BC	100%	6	1	3			10
Statistics	78%	2	2	3	1	1	9
Biology	78%	1	7	10	5		23
Chemistry	52%	1	4	6	8	2	21
Environmental Science	49%	4	12	7	14	10	47
Physics 1	58%	2	6	6	8	2	24
Physics C: Mechanics	100%	3	1	1			5
French Language	100%	3	2	3			8
Spanish Language	100%	5	5	3			13
School-wide Totals	77%	99	135	112	77	26	449
Unduplicated Count AP students 237		22%	30%	25%	17%	6%	

AP Results: 2016 vs 2015 vs 5-yr weighted average

AP Subject	2016	2016 N	2015	2015 N	5-yr weighted average
Biology	3.17	23	2.89	9	3.35
Calculus AB	4.62	13	3.75	20	4.33
Calculus BC*	4.30	10	4.08	12	4.11
Chemistry	2.71	21	2.29	24	2.61
Comparative Gov't*	3.10	41	3.11	44	3.43
English Language	4.00	44	3.81	43	3.85
English Literature	3.47	17	3.95	20	3.67
Enviromental Sci	2.70	47	2.14	43	2.65
Macroeconomics	2.92	25	2.78	18	2.68
Physics C: Mechanics	4.40	5	3.29	14	3.55
Spanish	4.15	13	4.29	7	3.76
Statistics	3.33	9	2.00	9	3.06
Studio Art	3.57	7	4.23	13	3.62
US History	3.71	73	3.28	40	3.60
World History	3.58	65	3.67	54	3.42
* 4 year running average					

AP Scholars





Graduation & Beyond

CHHS 2016 GRADS

124 students sent **844** applications to **276** colleges

90% attend college

attending colleges by state



■ 4 year College(84%) ■ 2 Year College(6%)
■ Career/Prep School(4%) ■ Gap Year(2%)
■ Work(2%) ■ Military(1%) ■ Other(1%)





Attending colleges for class of 2016

Pomona College CA
Scripps College CA
University of California, Los Angeles CA
Colorado State University CO
Quinnipiac University CT
Sacred Heart University CT
University of Connecticut CT
University of Hartford CT
Wesleyan University CT
The George Washington University DC
The University of Tampa FL
University of Central Florida FL
University of Florida FL
Grinnell College IA
University of Chicago IL
Indiana University at Bloomington IN
College of the Holy Cross MA
Northeastern University MA
University of Massachusetts, Amherst MA
University of Massachusetts, Boston MA
Western New England University MA
Johns Hopkins University MD
Loyola University Maryland MD
Maryland Institute College of Art MD
Mount St. Mary's University MD
University of Maryland, College Park MD
Maine College of Art ME
University of Missouri Columbia MO
High Point University NC
Keene State College NH
Alfred University NY
Binghamton University NY
Columbia University NY
CUNY-Macaulay Honors College NY
Dutchess Community College NY
Fashion Institute of Technology NY
Hunter College of the CUNY NY
Ithaca College NY
John Jay College of Criminal Justice of the CUNY NY
Lehman College of the CUNY NY

Manhattanville College NY
Marist College NY
Mercy College NY
Pacific College of Oriental Medicine New York NY
Purchase College State University of New York NY
Rensselaer Polytechnic Institute NY
Rochester Institute of Technology NY
Siena College NY
Skidmore College NY
State University of New York - Plattsburgh NY
State University of New York at Albany NY
State University of New York at New Paltz NY
Stony Brook University NY
SUNY Alfred State College NY
SUNY College at Cortland NY
SUNY College at Geneseo NY
SUNY College at Oneonta NY
SUNY College at Potsdam NY
SUNY College of Technology at Canton NY
Syracuse University NY
Temple University NY
The Cooper Union for the Advancement of Science & Art NY
The New School - All Divisions NY
Union College NY
University at Buffalo The State University of New York NY
Westchester Community College NY
The Ohio State University OH
Carnegie Mellon University PA
Indiana University of Pennsylvania PA
Pennsylvania State University - All Campuses PA
University of Pennsylvania PA
Villanova University PA
Brown University RI
Johnson & Wales University (Providence) RI
University of South Carolina SC
James Madison University VA
Randolph College VA
University of Vermont VT
University of Wisconsin, Madison WI

CHHS Strengths & Growth Opportunities



CHHS Strengths

- ❑ **AP program:** 19 course offerings, large participation rate with strong results
- ❑ **Supports:** FLEX Program, RISE, Resource Room, AIS, Helping period, Big Buddy Program, Freshman Seminar
- ❑ **Unique Programs:** Student-Faculty Congress, CHOOSE, Foreign exchange/travel
- ❑ **Progression of student freedoms**
- ❑ **Increased communication from guidance department:** Naviance, k12 alerts, website, publications

CHHS Growth Opportunities

- ❑ Increase the number of common assessments and rubrics
- ❑ Increase looking at student work with colleagues and providing formative feedback to students
- ❑ Grade reporting: keep and report two different type of grades - number and letter
- ❑ RtI/Data team work
- ❑ Increase career exposure opportunities (Guidance Curriculum)
- ❑ Increase student attendance at programs (Guidance Curriculum)

Technology Highlights at CHHS



- ❑ Completion of **TV studio** and opening of **CHTV channel on youtube**
- ❑ **Renaissance Star assessments** for RTI review in the high school
- ❑ Opening the **eSchoolData portal** to students
- ❑ Increased STEM opportunities: **Computer Science I, Computer Science II, AP Computer Science and Principles of Engineering**
- ❑ Increased use of **GAFE** (Google Apps for Education) in classrooms
- ❑ Addition of 62 Chromebooks for Art, Health and Math Departments and 26 Engineering laptops

District Technology Highlights

- Completion of 3-year **Instructional Technology Plan** and Plan Approval from NYState
- Revision and expansion of **IT Procedures and Policy** Systems Manual
- Installation of new **Voicemail server** and replacement of Voicemail network software
- Development of **Connect Croton campaign** with Syntax which led to creation of Croton Facebook and Twitter accounts



Thank You!

