

CROTON-HARMON

Union Free School District

Annual Report: 2014-2015

ANNUAL REPORT 2014 - 2015
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Croton-Harmon Union Free School District

10 Gerstein Street

Croton-on-Hudson, NY 10520

October 2015

Dear Dr. Fuhrman and the Croton-Harmon Board of Education:

At the close of each academic year I have the task to review our district goals, school aspirations, and departmental visions. I am humbled by these moments of reflection and in awe of the commitment we have as a system to helping students realize their true potential.

This year's theme, "Together We Can," was woven in all of our work and became a focal point for our work in the area of social emotional learning. Early on, our district and Board of Education recognized the importance of social emotional learning as the necessary foundation for all learning. If students are not ready to learn due to emotional constraints, their journey towards reaching their goals will be impeded. Our district formed the Social Emotional Learning Committee, emphasized Olweus in all buildings, and as a district celebrated Unity Day in October.

Academically, we continue to refine our work with students by drilling deeply into the curriculum maps and aligning instructional strategies to meet student needs. In the 2014-2015 school year, CET refined their Response to Intervention plan and engaged in targeted professional development to strengthen the school's approach to meeting the needs of our elementary students. It was also exciting to celebrate CET's Blue Ribbon designation by the United States Department of Education. PVC continues to further deepen its commitment to STEM-D. Teachers spent quality time reviewing and adjusting their curriculum maps to reflect the Next Generation Science Standards. Differentiation in math is still at the forefront of our work with "Math at Your Own Depth" at the core. Our high school once again was named a Reward School by the New York State Education Department. We continue to listen to our high school students as they express the types of courses they would like to see part of our high school program. This school year we spent time developing computer science classes for the 2015-2016 school year.

As we see the unrest of the issues surrounding the NYS Education Department, state testing mandates and all other things connected, we remain committed to our mission and vision. As stated by Abraham Lincoln, “The probability that we may fall in the struggle ought not to deter us from the support of a cause we believe to be just.” Our “cause” is the commitment of helping students take steps closer to meeting their goals. We continue to review our data and target our improvements. Enjoy our Annual Report as you will hear the voices of our teachers, administrators, and most importantly see a solid educational program for our students.

Sincerely,

Deborah O’Connell

Dr. Deborah O’Connell



CROTON-HARMON

Union Free School District

Goal Attainment: 2014-2015

District Goals and Goal Attainment 2014 – 2015

Educational Program – Learning for All: Increase learning for all in the areas of quality curriculum, instruction, assessment, and the integration of technology into quality learning experiences.

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through: A. Reducing K-4 testing for Annual Professional Performance Review (APPR) purposes; B. Aligning/Restructuring science curriculum K-12; and C. Aligning math curriculum K-12 with an emphasis on refining the math program in grades 5-8 ("math at your own depth") while examining possibilities for math acceleration in grades 9-12 (3 in 2 math).

What was accomplished:

A.

- Reviewed our current assessments with assessments used for APPR purposes
- Considered APPR testing options
- Recommended K-4 assessment reductions in the APPR plan to NYS
- Updated the APPR State Portal with new recommendations
- Received approval from NYS to implement new plan (all local and Student Learning Objectives APPR scores were connected to the existing NYS science assessment
- Communicated APPR changes to staff
- Implemented the revised APPR at CET

B.

- Developed a plan to use all available conference time (superintendent's days, cross-building days, department meetings, etc.
- Convened a science committee
- Developed a committee charge
- Outlined a scope and sequence for grades 5-8 science which included engineering and problem solving practices
- Provide professional development for science teachers 5-8
- Revised the grades 5-8 science curriculum maps to reflect changes in the NYS science curriculum

- Outlined future computer science offerings for grades 9-12
- Proposed computer science course offerings to the Board of Education
- Engaged in curriculum development for new courses

C.

- Continued to refine “Math at Your Own Depth”
- Reviewed summer programs to reflect a more realistic timeline
- Refined selection process for advanced placement in math
- Presented progress to the community and the Board of Education

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through increasing transparency of student achievement and progress

What was accomplished:

- Developed a charge for the grading committee
- Developed a plan with the administrative council
- Formed committees (steering committee & grading committee)
- Developed a C-H Purposes & Philosophy of Grading
- Distributed the Purposes & Grading Philosophy to all teachers for input
- Based on purposes and philosophy of grading, examined current report cards to see if there was alignment
- Recommended grading changing to the Superintendent for CET and PVC
- Restructured report cards K-8 to reflect philosophy (for implementation in 2015-2016)
- Recommended grading changes to the Superintendent for C-H High School (for implementation in 2016-2017)
- Recommended opening up the grade book in the parent portal for January 2015. Since this was new to the district, we adjusted the time line for the 2015-2016 school year
- Presented research and recommendations to the Board of Education

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through implementing the recommendations of the technology audit.

- Provided on-going support in Google Apps for Education through in-service classes run by a Google Certified Teacher in district.
- Began discussions with principals on how to embed technology into the K-8 curriculum maps.
- Implemented Clarity Brightbytes Survey to parents, teachers and students to begin to identify specific areas where technology skills need to be supported.
- Invited a team of teachers, administrators, parents and students to join an Instructional Technology Committee to articulate a district plan for technology with goals and strategies which align with ISTE standards.
- Provided Professional Development to support teachers in creating new websites using both Google Sites and Weebly.
- Provided job-embedded Professional development for a cohort of 8 teachers, grades 5-12 in using collaborative tools with their students in the classroom.
    - Tools included: Flipping the classroom, Google Drive, Google Communities, Socrative and Edmodo among others.
- Provided Professional development in the form of a district wide Tech Expo where teachers K-12 shared digital solutions & resources with colleagues in a workshop format.

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through increasing transparency of student achievement and progress.

- Provided on-going training and support for CHHS teachers' eSchoolData gradebook.
- Provided Professional Development in Achieve 3000 for PVC teachers.
- Provided Professional Development in Renaissance Star testing results for PVC teachers in Math and ELA.
- Supported the 6th grade team with professional development in how to use Google
- Drive with students. Meetings included sharing and distributing documents

Community/School Connection: Increase interactions and communications between school and community

Implement the recommendations outlined in the Communication Audit (CA), specifically: Focus on strategic, proactive communication (CA#1); Focus the vision for the communication program (CA#2); Close the loop on communication (CA#4); Expand communication through a multi-layered effort (CA#6); Improve internal communication systems and processes (CA#8).

What was accomplished:

- Reviewed public relation firm proposal and selected to work with Syntax
- Developed an internal PR position
- Reallocated an existing employee's role to include the PR position
- Met monthly with PR firm to address communication needs
- Developed a new CH website
- Engaged administrators in professional development surrounding communications

Increase the efficiency of interaction and communication within the school to home connection

What was accomplished:

- Implemented the recommendation of the communication's audit, regarding district communication strategies.
    - TANDEM for athletic events
    - TANDEM for on line building usage
    - Trained building secretaries in TANDEM procedures/logistics
    - Trained all Head Custodians and Grounds with TANDEM
    - Implemented a Custodial chart for building use –with TANDEM
    - Implemented Meet the Coaches Night for fall and winter seasons
        - At each night parents were given opportunity to meet each child's coach

- A guest speaker on Health and Safety answered many parent questions
- The district's athletic philosophy, concussion management, and sportsmanship were all highlighted

School Environment: Promote a school environment where everyone including students, parents, and staff members feel valued, respected, and safer.

Promote a school environment where everyone is valued, respected and safer.

What was accomplished:

- Implemented classroom structural changes, as recommended by consult Dr. Thornburg for the English Language Learner
  - Made essential questions more readily available in all content areas. This is a critical component for the English language learner
  - Dr. Thornburg reiterated this concept in his work with PVC and CHHS faculty on March 18, 2015.
  - When the secondary ESL teacher pushed into classes and interacted with teachers, she reminded the teachers to post essential questions.
  - Next year, the secondary ESL teacher will increase her amount of time pushing into the classroom and embracing a Consultant teacher role.
- Created a program to support newly entered English Language Learners
- New ESL students are provided with a peer mentor who happens to be another ESL student. The relationship is monitored by the ESL teacher.
- Instituted Unity Day Activities
- The Social Emotional Learning Committee met 7 times this year and each meeting had some focus on Unity Day activities.
- A variety of activities for Unity Day on October 22 and during that week took place in each building and culminated with evening presentation for parents with Michael Fowlin.
- Increased the range of parent activities offered as part of the English as a Second Language program
- 3 new parent activities were added to the calendar this year
- A culture night was held at PVC with student presentations and food
- A book reading night was held at the local library
- A fall evening meeting was held at PVC

- Provided opportunities for discussion regarding how instruction is differentiated for various ethnic backgrounds
- A CHHS faculty meeting was led by the Special Education teachers and covered topics including differentiation for English Language Learners and students with learning needs.
- Dr. Thornburg engaged faculty in small group activities around this topic on the March 18th Superintendent Conference Day.
- Provided ½ day workshop for faculty focused on the 5 Frames related to increased awareness regarding cultural competency
    - Dr. Thornburg came prepared to discuss the 5 Frames and instead spent time on related topics including the uniqueness of students, teachers and classrooms. His presentation also included topics such as: mindset, metacognition, multiple intelligences, culturally responsive classrooms, hidden curriculum and more. This was a decision made based on time and faculty participation. The teachers were very responsive to the material that was presented and rather than move on to the Frames, Dr. Thornburg stayed with other material he had prepared. All agreed that a workshop in the 2015-2016 school year to focus on the Frames would be a good next step.-
- Reflected on the year's work and establish next steps. The final SELC meeting of the year was a reflective meeting and a planning for next year based on the progress during the current year.
- Held At-Risk committee meetings were held at both PVC and CHHS throughout the year. Each building held approximately 12 meetings.
- Held District level At- Risk meetings were held approximately 6 times during the year.
- Developed guidelines for referring students to the district level At-Risk meetings and were reviewed at Administrative Council.
- Developed SPARC. The Guidance Department and SELC developed a SPARC to list support services for students.
- CET developed an RtI meeting schedule for each grade level.
- CET worked closely with Jim Wright on developing social emotional supports and interventions as part of Tier 1, 2, and 3.
- The district adopted an RtI plan that included Social emotional supports
- The psychologists and Behavior Specialist met with the Chairperson of Pupil Personnel to review specific cases and the Behavior Support Plans for the students with the highest needs.

Measureable IEP Progress Notes were entered by SE providers with 90% accuracy.

- Special Education Curriculum Coordinators worked with their departments to remind them quarterly of progress notes due dates and expectations.
- Progress notes were sometimes reviewed during post observation conferences when discussing assessment.
- Progress notes in general, appeared much more detailed this year as the year went on in comparison to last year.
- Special Education teachers and providers met this goal with approximately 70% accuracy. The 4th quarter notes are currently being reviewed.
- There have been some requests for summer work to focus on developing measurement systems for next year, as teachers review their new caseloads. There has been an increased awareness regarding the expectation around this goal.

Implemented the Student Athletic Advisory Committee (Tiger STREAK)

- A student driven committee was formed and adopted by HS athletic leaders.
- Students met weekly to discuss mission/vision/goals
- Tiger STREAK implemented a student football game that promoted unity, during Unity Day.
- Members of Tiger STREAK participated on the Olweus student committee that supported the CHHS rollout of Olweus (during Unity Day).
- Founding member Taylor Penberthy attended a SELC meeting to assess further student needs.
- Tiger STREAK volunteered at Hoops for Heroes
- Tiger STREAK volunteered with the Booster Club at various athletic events
    - The Booster Club has asked that the student group continue meeting with them, establishing a student liaison to the needs of student athletes

Implemented the recommendations of the District's safety audit, including installation of security measures and protocols.

- Installed panic buttons
- Installed strobe lights to indicate the building is in lockdown
- Installed pull down stations to activate a lockdown
- Purchased radios which include a direct channel to the Village of Croton Police Department
- Conducted drills during the school year both announced and unannounced
    - Lockdown

  - Fire
  - Shelter-in-place
  - Lockout
  - Staff all call
  - Evacuation
- Board of Education approved the revisions to the Emergency Response Plan which was then submitted to the State Education Department
- Hired Briger Security to provide after-hours security at CHHS
- Finalized a reciprocal agreement with the Hendrick Hudson School District to provide a shelter for students in the event of a large scale evacuation
- Scheduled a presentation to the staff on Superintendent's Conference Day by John LaPlaca of the Altaris Group
- Participated in School Emergency Response Team and District Emergency Response Team meetings throughout the school year
- Met with Village of Croton officials to visit the Harmon Fire House as a location for an alternate site for an Incident Command Center and communications hub in the case of an emergency

District Resources: Increase the cost-effective use of resources (including fiscal resources, time and structures.

Ensure facilities adequately meet educational and student needs by implementing changes to the technology infrastructure that support curriculum and instruction, as per the District's technology audit.

What was accomplished:

- Upgraded wireless infrastructure capacity to accommodate multiple devices per person.
- Replaced and upgraded network back-up server and district SAN to provide increased storage capacity.
- Installed monitoring software on the network to alert technicians in advance of server issues.
- Installed a new UPS in server room to stabilize the network during power outages.
- Installed a MAC server to network our 4 MAC labs in a secure environment allowing students have network access to their work.
- Replaced 123 n/computing devices at CET with Lenovo Desktops.
- Rolled out Google Apps for Education district wide for staff and provided a platform where teachers and students could collaborate anytime, anywhere.
- Deployed 120 Chromebooks in grades 5-8.
- Deployed 80 Chromebooks in Social Studies classrooms, grades 9-12.
- Deployed 32 Lenovo laptops for CHHS Computer Science Program.
- Deployed an additional 20 iPad at CET for grades K-2.
- Opened Google logins on the district chufsd domain for all students in grades 5-12.
- Opened Google Gmail access on the district chufsd domain to all students in grades 7-12.

Increase the cost-effective use of resources (including fiscal resources, time and structures).

What was accomplished:

- Increased communication with the public regarding:
  - Fiscal stability under the 2% tax levy cap and the need to fully fund reserves
  - Use of the capital reserve fund to plan future capital projects without bonding
- Included fiscal information in the Management Discussion and Analysis (MD&A) portion of the independent audit
- Met with KSQ Architects to discuss current and future capital projects funded by the capital reserve fund
- Scheduled a meeting for the independent auditor to present the audit to the Board of Education at a public meeting
- Posted audit to the website
- Scheduled budget meetings throughout the school year to discuss the proposed budget for 2015-2016 and the ramifications of the 2% levy cap
- Posted all budget materials to the website
- Produced the budget brochure with all pertinent information on school and district-wide budget proposals
- Presented the proposed budget to the Board of Education and the community on Budget Saturday
- Presented the proposed budget at PTA meetings
- Worked with Syntax to produce the budget issue of Reflections
- Held the Public Budget Hearing at a public meeting of the Board of Education
- Discussed the Government Efficiency Plan at a Board Meeting and presented all of the savings that the District has achieved over the past several year
- Submitted a joint Government Efficiency Plan with the Hendrick Hudson School District which, if approved, will put the district in compliance with the 2% tax levy cap regulations and allow the taxpayers to receive additional school tax refunds
- Submitted resolutions for the June Board of Education meeting to appropriate funds to the reserve accounts

Analyze the District's role in the Putnam Northern Westchester BOCES health insurance consortium

What was accomplished:

- Presided over all meetings of the Finance Committee and Governance Committee of the health insurance consortium

- Participated in rate setting meeting in November 2014
- Reviewed balances of reserves to ensure that the rates set could be supported in the event of losses
- Compared premiums and premium increases of other plans such as SWSCHPS and NYSHP
- Reviewed the benefits afforded in the consortium plan to ensure sustainability
- Adjusted some benefits as cost savings measure

Ensure facilities adequately meet educational and student needs by implementing improvements to physical plants and school grounds as per the District's facilities study

What was accomplished:

- Continued the dialogue with the Director of Facilities and building principals to assess the needs of each building including technology infrastructure and classrooms
- Reviewed the 5 Year Building Condition Survey and the work already accomplished by having architects from KSQ meet with the Board of Education at a public meeting
- Began to work on the next 5 Year Building Condition Survey by meeting with architects, building principals and district-wide administrators
- Continued to meet with Edu-Tek and Annese to develop a plan for moving forward with technology in light of PARCC assessments, Smart Schools Bond Act and installation of increased security measures
- Quarterly reports prepared by the Director of Facilities were distributed to the Board of Education to keep them informed
- Continued to meet with A+ Technology to monitor security measures

Examine District expenditures to ensure that we are being as efficient as possible

What was accomplished:

- Reviewed expenditures in certain categories to discern aggregate spending to ensure bidding was done according to Board of Education policy and procedures
- Maintained dialogue with staff about the importance of bidding and its cost effectiveness
- Presented forecast model to the Board of Education and demonstrated how forecasting relates to the funding of reserve funds
- Reviewed all grants to ensure that the funds are being used to the fullest extent
- Reviewed budget codes on all requisitions to ensure proper budget coding to maximize state aid
- Attended meetings on Medicaid cost reporting to ensure that the district was maximizing revenue by correctly reporting expenditures
- Attended meetings regarding the Affordable Care Act to ensure compliance to avoid fees, fine and penalties



CROTON-HARMON

Union Free School District

District and Building Reports

Croton-Harmon Union Free School District
District-Level Year End Report Form

Department: Athletics	**Administrator / Director: Susan Dullea**

1. Data and Statistics:

Fall- 7 Modified teams 138 PVC students, 12 HS teams 217 CHHS students
Winter- 4 Modified teams 98 PVC students, 9 HS teams 157 CHHS students
Spring- 6 Modified teams 132 PVC students, 9 HS teams 183 CHHS students
Total Home events: 296 **Total Away Events:** 317
NYSPHSAA Scholar Athlete Teams: Boys Soccer, Girls Soccer, Girls Cross Country, Girls Tennis, Field Hockey, Volleyball, Boys Basketball, Girls Basketball, Girls Indoor Track, Softball, Boys Lacrosse, Girls Lacrosse, Boys Tennis, Girls Track and Field

2. Department Goals and Progress:

A- Maintain Athletic Supplies through BID process. Bid booklets were sent to 10 vendors with all fall, winter, and spring supplies. Fall supplies have been correlated and ordered. Winter will be processed in September and spring in November.

B- **Facility Maintenance-** Every Friday I meet with Buildings and Grounds department (Frank and Brad) to go over weekly events and concerns. We also discuss work punch lists and maintenance requests. All of the information is logged by the Athletic Department as well as maintenance. I also met with Gregory Cicero weekly to discuss Building Use and logistics for the HS building every Friday.

C- **Community-**

1. *Village Meetings:* I met seasonally with the Village Recreation Department to discuss joint opportunities and concerns. As a result of these meetings field maintenance safety concerns have been addressed. I also attended the recreation board meeting to discuss field usage as a community.
2. *Booster Club*- I attend monthly Booster Club meetings and Booster Club events.

D- **Student Athletes-**

1. The foundation of the Croton Student Athlete Advisory Group- Known as the STREAK was formed. Students met monthly to meet their goals which were to A- Support ALL athletic teams and B- to give back to the community through supporting local groups/charities.

E-**Tandem-**

1. Building use internally and externally is now up and running on TANDEM. This was once used for sports only however, the need to have a district system that all people can view has been a great asset to planning and organization. All building level secretaries have been

trained (as well as the Athletic Secretary) on the system. We need to clean up some kinks to make the program user friendly for all staff members. It is our goal that all outside building use will begin with the Athletic Secretary in the District Office. This will allow for a more streamlined, consistent approach.

Croton-Harmon Union Free School District
District-Level Year End Report Form

Department:	**Administrator / Director:**
Pupil Personnel	**Karen Gatto**

1. Data and Statistics:

Special Education/504 Referrals								
	2013/2014 CPSE	***2014/2015 CPSE***	**2013/2014 CSE**	**2014/2015 CSE**	**2013/2014 504**	**2014/2015 504**	***2013/2014 Transfer***	**2014/2015 Transfer**
Parent Referrals	19	*27*	27	31		*15*	*8*	4
School Referrals			14	11		*1*		
TOTALS	***19***	***27***	***41***	***42***	***12***	***16***	***8***	***4***
Withdrawals	2	2	3	1		2		
Ineligible	2	3	11	18	1	3		
Classified	15	16	21	23	11	11	7	4
Pending		6	2					

Students by Classification					
Classifications	***Total 2012-2013***	***Total 2013-2014***	***Total 2014-2015***	***Total Out of Districts 2014-2015***	***Total Parentally Placed 2014-2015***
Learning Disability	57	56	59	2	4
Other Health Impairment	91	81	74	1	6
Autism	11	10	7	5	0
Hearing Impairment	1	0	1	0	0
Visual Impairment	0	0	0	0	0
Emotional Disturbance	8	8	5	4	2
Intellectual Disability	3	3	1	2	0
Multiple Disabilities	6	6	1	2	0
Speech or Language Impairment	49	45	35	0	3
Orthopedic Impairment	0	0	0	0	0
Deaf/Blind	1	1	1	0	0
Traumatic Brain Injury	0	0	1	0	0
Totals	**227**	**210**	**185**	**16**	**15**

Number of Students Receiving Related Services

	2012-2013	2013-2014	2014-2015
Speech Services	CET- 45 PVC- 20 CHHS- 4	CET- 42 PVC- 21 CHHS- 4	CET- 39 PVC- 16 CHHS- 10
Occupational Therapy Services	CET- 30 PVC- 9 CHHS- 0	CET- 31 PVC- 7 CHHS- 5	CET- 24 PVC- 9 CHHS- 6
Physical Therapy Services	CET- 10 PVC- 2 CHHS- 0	CET- 7 PVC- 2 CHHS- 0	CET- 5 PVC- 4 CHHS- 0
Hearing Services	CET- 0 PVC- 1 CHHS- 1	CET- 1 PVC- 0 CHHS- 1	CET- 1 PVC- 0 CHHS- 1
Vision Services	CET- 0 PVC- 1 CHHS- 1	CET- 0 PVC- 0 CHHS- 3	CET- 0 PVC- 0 CHHS- 2
Counseling	CET- 4 PVC- 11 CHHS- 4	CET- 8 PVC- 20 CHHS- 7	CET- 9 PVC- 19 CHHS- 10
Aide Services	17	16	16

Number of ESL Students			
	2012-2013	**2013-2014**	**2014-2015**
K-12 General Ed	15	20	13
K-12 Special Ed	14	11	11
Totals	**29**	**31**	**24**

Classification Rate		
	Total 2014-2015	***Total 2015-2016***
Total Enrollment	**1728**	**1634**
Classified Students	**200**	**201**
Classification Rate	**11.6%**	**12.3%**

Data reported above are very similar to past years for the most part. It is interesting however, that while our Special Education numbers have not changed significantly, the classification rate is higher because the total enrollment is lower. The trend for higher parent referrals continues. This may be a function of the parent perception that their child may have a disability based on their challenges in mastering the new curriculum.

This year, our English as a New language (ENL) numbers have been added to the Annual Report. Here in Croton-Harmon, unlike many of our neighboring districts, the enrollment numbers remain consistent with previous years.

2. Department Goals and Progress:
Goals for the 14-15 year for Pupil Personnel focused on several areas:

School Environment*: Promote a school environment where everyone including student, parents and staff members feel valued, respected, and safer.*

- Make essential questions more readily available in all content areas:
    - Dr. Thornburg reiterated this concept in his work with PVC and CHHS faculty on March 18,, 2015.
    - When the secondary ESL teacher pushed into classes and interacted with teachers, she reminded the teachers to post essential questions.
    - Next year, the secondary ESL teacher will increase her amount of time pushing into the classroom and embracing a Consultant teacher role.
- Create a program to support newly entered English Language Learners
    - New ESL students are provided with a peer mentor who happens to be another ESL student. The relationship is monitored by the ESL teacher.
- Institute Unity Day Activities
    - The Social Emotional Learning Committee met 7 times this year and each meeting had some focus on Unity Day activities.
    - A variety of activities for Unity Day on October 22 and during that week took place in each building and culminated with evening presentation for parents with Michael Fowlin.
- Increase the range of parent activities offered as part of the English as a Second Language program
    - 3 new parent activities were added to the calendar this year
    - A culture night was held at PVC with student presentations and food
    - A book reading night was held at the local library
    - A fall evening meeting was held at PVC
- Provide opportunities for discussion regarding how instruction is differentiated for various ethnic backgrounds
    - A CHHS faculty meeting was led by the Special Education teachers and covered topics including differentiation for English Language Learners and students with learning needs.
    - Dr. Thornburg engaged faculty in small group activities around this topic on the March 18th Superintendent Conference Day.
- Provide ½ day workshop for faculty focused on the 5 Frames related to increased awareness regarding cultural competency
    - Dr. Thornburg came prepared to discuss the 5 Frames and instead spent time on related topics including the uniqueness of

students, teachers and classrooms. His presentation also included topics such as: mindset, metacognition, multiple intelligences, culturally responsive classrooms, hidden curriculum and more. All agreed that a workshop in the 2015-2016 school year to focus on the Frames would be a good next step.

- Reflect on the year's work and establish next steps
    - The final SELC meeting of the year was a reflective meeting and a planning for next year based on the progress during the current year.

Develop a system for monitoring students at risk for social /emotional issues that interfere with school performance. System will include monitoring of students throughout the school year.

- At-Risk committee meetings were held at both PVC and CHHS throughout the year. Each building held approximately 12 meetings.
- District level At- Risk meetings were held approximately 6 times during the year.
- Guidelines were developed for referring students to the district level At-Risk meetings and were reviewed at Administrative Council.
- The Guidance Department and SELC developed a Support Personnel Accountability Report Card (SPARC) to list support services for students.
- CET developed a Tier1 RtI meeting schedule for each grade level.
- CET worked closely with Jim Wright on developing social emotional supports and interventions as part of Tier 1, 2, and 3.
- The district adopted an RtI plan that included social emotional supports
- The psychologists and Behavior Specialist met with the Chairperson of Pupil Personnel to review specific cases and the behavior support plans for the students with the highest needs.

Measureable IEP Progress Notes will be entered by SE providers with 90% accuracy.

- Special Education Curriculum Coordinators worked with their departments to remind them quarterly of progress notes due dates and expectations.
- Progress notes were sometimes reviewed during post observation conferences when discussing assessment.
- Progress notes in general, appeared much more detailed this year as the year went on in comparison to last year.
- Special Education teachers and providers met this goal with approximately 70% accuracy. The 4th quarter notes are currently being reviewed.
- There have been some requests for summer work to focus on developing measurement systems for next year, as teachers review their new caseloads. There has been an increased awareness regarding the expectation around this goal.

Nurses:
The nurses worked collaboratively to monitor compliance with the new immunization requirements. Data bases needed to be updated and parents needed to be notified of changes. The work involved a great deal of new data management. Nurses were satisfied by the end of the year that they were up to date and compliant with the new regulations.

Guidance Counselors:
Counselors worked on implementing Naviance's updated Career Assessments, called Achieve Works. They used this with the RISE students as well as many other students and were able to successfully connect the results to CDOS standards. Results were shared at the students' annual reviews.

English as a Second Language (ESL):
The district entered into the 3rd year of participating in the consortium for Title III funds. As a result, we were able to provide parent activities throughout the year. Additionally, we created a summer program to support English Language Learners in literacy and math.
The ESL teachers worked with the Chairperson of Pupil Personnel to navigate through the new Part 154 regulations and understand the implications for Croton.

Related Service Providers:
Related services providers focused on the increased use of data collection to monitor student goal progress, to track delivery of service and the use of assistive technology. Results were positive as reflected in IEP quarterly progress notes and Medicaid notes.

Psychologists:
The Chairperson of Pupil Personnel Services worked closely with the team of psychologists. A major area of focus was related to the student with social/emotional needs. The team of psychologists observed in other programs, researched options and helped the Chairperson to develop a program proposal for a Flexible Support Program. The psychologists provided data to support the need for a program. They also organized At-Risk meetings on the building level and participated in the district level At-Risk meetings.
The psychologists worked more closely with the district Behavior Specialist and took a more active role in monitoring the work of this consultant.

3. Completed Projects, Initiatives and Highlights:

Legal Cases:
The Pupil Personnel Department was again faced with several due process cases. This required many hours of preparation or time spent in follow up. Settlements were arrived at for each dispute.

SEPTA Events:
The Chairperson of Pupil Personnel attended a couple of evening events and worked closely with the executive board to plan future events. Three evening parent meetings and one afternoon meeting for parents were organized by the Chairperson.

New Special Class, RISE:
The new class at the high school completed year two. Students in the Real Individual School Experience (RISE) program were successful as evidenced by their participation in school activities and completion of IEP goals. The program added community vocational training sites and worked closely with the Regional Transition Coordinator. The related service providers joined students at the worksites and delivered services at the worksites at times.

Extended School Year (ESY) program:
This year, another Extended School Year program was added to the options. An Integrated co-taught program was offered to students at CET who met the criteria.

Social Emotional Learning Committee (SELC):
The SELC met throughout the year and planned two significant events. These include Unity Day and the March 14th Superintendent Conference Day. Both events were great successes as evidenced by faculty and student feedback.

4. Professional Development and Training:
This year the Chairperson of PPS had the opportunity to participate in the following professional development workshops/trainings:

- 6/10/2015 Transition and the IEP: Indicator-13 Self-Review - SW BOCES
- 4/24/2015 LHAPPA workshop “Leading the Dance”
- 4/11/2015 3 day CEC Convention and Expo
- 3/24/2015 Educational Benefit - IEP Self-Review Process - SW BOCES
- 3/20/2015 2nd Annual Healthy School Communities Conference
- 3/14/2015 Superintendent Conference Day
- 2/10/2015 Schools That Really Care: Expanding RTI to Address Social and Emotional Needs
- 2/5/2015 CSE Roundtable - PNW BOCES
- 2/3/2015 Part 154 Regulations: Understanding, Planning and Action
- 1/27/2015 CSE "Next Steps" - SW BOCES
- 1/23/2015 Differentiation in the Literacy Classroom: Meeting the Needs of the Struggling Learners
- 1/14/2015 RtI Administrative Office Training
- 12/19/2014 Understanding Racial and Cultural Identity of Teachers, Students and Parents to Enhance Quality Teaching and Learning in Grades 6-12
- 12/9/2014 Edgenuity Presentation
- 12/3/2014 Achieve 3000 Training
- 11/20/2014 IEP Direct forum
- 10/14/2014 Progress Monitoring - SW BOCES

- 10/9/2014 Full day workshop; **2014 Transition Institute**
- 9/24/2014 CSE Roundtable - PNW BOCES
- 9/23/2014 Medicaid 2014 Update Training - Afternoon Session
- 8/14/2014 RTI Workshop with Jim Wright
- 10/22/2014 Unity Day events

5. Growth Opportunities for the 2015-2016 School Year (please include areas that need improvement)

- Implement and monitor new Flexible Support Program at CHHS
- Work with CHHS administration to support the new Guidance Department model
- Set up a more efficient Annual Review schedule and process
- Complete Special Education projection process and analyze staffing needs
- Maintain regular on-going communication and collaboration with building administrators
- Develop a common understanding regarding the role of the Consultant Teacher
- Continue to develop the role of the Social Emotional Learning Committee (SELC) and plan for special events like Unity Day and Superintendent Conference day.
- Maintain focus on data collection and assessment related to student growth and work with teachers to continue to develop skills in this domain
- Continue to hold At-Risk meetings and develop a system for monitoring the interventions provided to students in need of support
- Continue to develop lines of communication with parents and community
- Continue to support the development of RtI process in each building

End of Year Reflection

As the 14-15 year began last summer, my office accomplished a great deal to prepare for fall. Several team meetings were held during our Superintendent Conference days so everyone could be on board regarding the needs of some of our more complex students entering in the fall. Positive feedback was shared regarding these efforts... Parents felt assured that their student's IEPs would be followed.

Lists such as testing accommodations, follow up tasks recommended at annual review, special education services, declassification and more were developed in August and sent out to providers, curriculum coordinators, principals, and others. This is an example of another new effort from my office to insure everyone has the information they need proactively. The office staff are more efficient than ever. We are able to conduct more proactive efforts and have developed the "tickler" to work for us.

Throughout the year, regular department meetings were held with all sub groups of Pupil Personnel including: psychologists, guidance counselors, nurses, ESL teachers, speech and occupational therapists and social worker this year. These meetings provided us with an opportunity to build team and insure consistency from building to

building. Meetings with the psychologists were more frequent than the other groups because we had to review difficult cases and plan proactively for Initial CSE meetings.

The cross building meeting served to bring all together and participate in reflective conversation. It also afforded me the ability to focus on common topics. For example, this year, much time was spent discussing our Special Education Annual Review process. We also continued our discussion of projections in each of the 3 buildings. I continued to interact with the Special Education curriculum coordinators this year. They collected projections, planned parent events, and provided turnkey training. They assisted with the review of IEPs prior to finalization. Through this process, they were able to communicate with their respective departments and reinforce a common perspective related to the IEP.

The RISE team worked closely with the regional Transition Coordinator and developed out-of-district vocational training sites. This was a big step forward in the development of the RISE program. The work was aligned with the CDOS credential (Career Development and Occupational Studies Commencement Credential). We are on solid ground with record keeping related to the CDOS.

Regular meetings with principals served to strengthen our collaborative efforts and address Pupil Personnel issues and concerns as a team.

The SELC continued to meet on an almost monthly basis throughout the year. The committee also discussed the charge of the committee and further articulated some of our concerns about taking ownership of our students, including our students with IEPs and our English Language Learners. We discussed how to work with our consultant, Devin Thornburg, moving forward as we planned for the March Superintendent Conference Day.

I attended a number of workshops and out of district meetings this year with the goal of passing on new learning and new information to key stakeholders. For the Cross Building meeting, we brought in RtI Direct. The RtI initiatives in CET were rolled out in a systematic way this past year. I worked closely with the PVC and CET leadership to help the RtI process unfold. Jim Wright worked closely with staff in CET. Based on the shift in process and the feedback from teachers, this professional development was very beneficial. At the start of the year, I presented an RtI plan to the BOE. This guided our implementation process as it was referred to throughout the year.

The conference day presentation in March, provided by Dr. Thornburg touched on issues of cultural diversity, mindset and hidden curriculum among other topics. It was apparent that staff benefited from this time with Dr. Thornburg as evidenced by their interactions with him and with each other during small group activities. I was pleased by my role in planning this event.
Our “At-Risk” meetings were new this year as an outgrowth from the Social Emotional Learning Committee (SELC). Meetings were conducted in each building on a regular basis to discuss any student who may be at risk in some way. This may stem from

social emotional difficulties, mental health issues, and/or family issues to name a few. There was meaningful conversation about certain students that included a follow up action plan. We continued to define the role of the process and work on protocols regarding how we respond to various issues. The district level “At-Risk” meetings ensured communication with the district leadership. I created the agendas for the district level meetings and worked with the building level staff to further develop their processes on a building level.

As we continued to monitor and analyze the depth and breadth of students who experience school related anxiety or academic disengagement, we developed the notion of a “Flexible Support Program”. The district psychologists were instrumental in moving this planning forward. We ended the year clarifying what this program would look like and began the interview process for a psychologist and Special Education teacher to be identified for the program.

The role of the district Special Education Curriculum Coordinator continued to develop this year. In this role, Kim Gaynor chaired CSE meetings and worked a great deal on the IEPs for out of district students. She assisted with a number of efforts and attended a number of workshops and professional meetings. She turn keyed a great deal of information with staff. I continued to use the building level Special Education Curriculum Coordinators to help with the management of Special Education processes.

There continues to be a strong partnership between Pupil Personnel and the other departments in the district. This year I continued to work closely with all of the building and district administrators to address the needs specific to each building. We collaborated on initiatives such as assigning teaching aides, planning programs, planning RtI initiatives, planning Superintendent Conference days, hiring staff, professional development efforts, and more.

I worked closely with the Superintendent and Assistant Superintendents on a number of district level issues. Communication with community stakeholders remains a topic of on-going importance.

I worked closely with parents as I interacted with them at the CSE, 504 and CPSE level. Application was made to NYSED and the district received approval for an additional Extended School Year program. This program being an integrated co-taught summer program to prevent academic and social regression.

This year, the ENL (English as a New Language) teachers and I worked closely in planning some parent activities. I had the opportunity to attend 3 different parent events organized by Sarah Campbell, our secondary ENL teacher. The results of these activities were very positive as evidenced by continued turnout. A great deal of time was spent this year in understanding the new Part 154 regulations for ENL. The department grew to understand some of the new terminology related to this i.e.; ENL (English as a new language). It became clear to me that the regulations are rooted in the desire to provide our ENL learner with fair and equal educational opportunities.

In a broader sense, I participated in several regional committees that supported community involvement. This really served to connect me further to neighboring school district Special Education offices, the PNW BOCES community, and county wide groups that shared similar concerns. Topics such as social emotional well-being, understanding the needs of a diverse population, and services provided by BOCES were on the minds of many in our region.

Croton-Harmon Union Free School District
District-Level Year End Report Form

Department: Technology	**Administrator / Director: Deborah August**

1. Data and Statistics:

Infrastructure:

- Upgraded wireless infrastructure capacity to accommodate multiple devices per person.
- Replaced and upgraded network back-up server and district SAN to provide increased storage capacity.
- Installed server monitoring software to alert technicians in advance of server issues.
- Installed a new UPS in server room to stabilize the network during power outages.
- Installed a MAC server to network our 4 MAC labs in a secure environment allowing students have network access to their work. New server to also host all student iPads in district.
- Started the process to replace the wireless router and increase the bandwidth from 300mbps to 1 gigabyte.

Computer Inventory:

- Deployed 120 Chromebooks in grades 5-8.
- Deployed 80 Chromebooks in Social Studies classrooms, grades 9-12.
- Deployed 32 Lenovo laptops for CHHS Computer Science Program.
- Deployed an additional 20 ipads at CET for grades K-2.
- Installed dual-touch Smartboards in all Kindergarten classrooms
- Installed a flat-screen TV to replace a Smartboard in PVC as a pilot to test new hardware moving forward.
- Retired and replaced 15 desktops in District office

Software/Subscriptions:

- Rolled out Google Apps for Education district wide for staff and provided a platform where teachers and students could collaborate anytime, anywhere.
- Opened Google logins on the district chufsd domain for all students in grades 5-12.
- Provided Google Gmail access on the district chufsd domain to all students in grades 7-12.
- Opened the eSchoolData parent portal.
- Deployed Renaissance Star assessments at CHHS for Special Ed population students.
- Migrated school website from eChalk management system to Syntax Website.

2. Department Goals and Progress:

Ensure facilities adequately meet educational and student needs by implementing changes to the technology infrastructure that support curriculum and instruction, as per the District's technology audit.

- Upgraded wireless infrastructure capacity to accommodate multiple devices per person.
- Replaced and upgraded network back-up server and district SAN to provide increased storage capacity.
- Installed monitoring software on the network to alert technicians in advance of server issues.
- Installed a new UPS in server room to stabilize the network during power outages.
- Installed a MAC server to network our 4 MAC labs in a secure environment allowing students have network access to their work.
- Replaced 123 n/computing devices at CET with Lenovo Desktops.
- Rolled out Google Apps for Education district wide for staff and provided a platform where teachers and students could collaborate anytime, anywhere.
- Deployed 120 Chromebooks in grades 5-8.
- Deployed 80 Chromebooks in Social Studies classrooms, grades 9-12.
- Deployed 32 Lenovo laptops for CHHS Computer Science Program.
- Deployed an additional 20 ipads at CET for grades K-2.
- Opened Google logins on the district chufsd domain for all students in grades 5-12.
- Opened Google Gmail access on the district chufsd domain to all students in grades 7-12.

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through increasing transparency of student achievement and progress.

- Provided on-going training and support for CHHS teachers in eSchoolData gradebook.
- Provided Professional Development in Achieve 3000 for PVC teachers.
- Provided Professional Development in Renaissance Star testing results for PVC teachers in Math and ELA.
- Supported the 6th grade team with professional development in how to use Google Drive with students. Meetings included sharing and distributing documents.

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through implementing the recommendations of the technology audit.

- Provided on-going support in Google Apps for Education through in-service classes run by a Google Certified Teacher in district.
- Began discussions with principals on how to embed technology into the K-8 curriculum maps.
- Implemented Clarity Brightbytes Survey to parents, teachers and students to begin to identify specific areas where technology skills need to be supported.
- Invited a team of teachers, administrators, parents and students to join an Instructional Technology Committee to articulate a district plan for technology with goals and strategies which align with ISTE standards.
- Provided Professional Development to support teachers in creating new websites using both Google Sites and Weebly.
- Provided job-embedded Professional development for a cohort of 8 teachers, grades 5-12 in using collaborative tools with their students in the classroom.
    - Tools included: Flipping the classroom, Google Drive, Google Communities, Socrative and Edmodo among others.
- Provided Professional development in the form of a district wide Tech Expo where teachers K-12 shared digital solutions & resources with colleagues in a workshop format.

3. Completed Projects, Initiatives and Highlights:

- School Website host was migrated from eChalk to Syntax.
- The Experience Science Fair featured students in grades K-12 showcasing innovations, inventions and research. A technology section was added to the fair and 5th graders taught the engineering concepts of bridge building while high school students taught coding.
- Technology Integration in Classrooms
    - CET 4th grade students created photostories of life in Colonial times.
    - CHHS Creative Writing students joined a Google community to share and critique their artwork.
    - PVC French Language students created interactive e-portfolios and included film, audio and video apps as part of their process.
    - CHHS World language students piloted cell phones in the classroom while using Kahoots software to prepare for assessments.
    - PVC 5th grade students collaborated in Socrative to review for ELA assessments.
    - PVC 5th grade students created interactive biography posters in Glogster.
    - PVC 5th grade students researched and created travel marketing brochures.
    - PVC 7th grade students recreated the events of the Revolutionary War and formed an interim government while using Google Classroom to collaborate arguments.

    - CHHS ESL students created videos depicting the food, traditions and flags of their home countries and used a Google Community to share conversations about their products.
    - CHHS Library media instructor created a library of short videos on how to use library data bases and posted them on her website.
- Gmail was deployed for all students in grades 7-12.
- All students in grades 3-12 participated in the National Hour of Code.
- The Clarity Brightbytes Survey was administered to parents, teachers and students to begin to identify specific areas where technology skills need to be supported. The survey measures classroom use, access, skills and environment.
- The eSchoolData parent portal was launched.
- Deployed Renaissance Star assessments at CHHS for Special Ed population students.
- An Instructional Technology Committee was formed with teachers, administrators, parents and students with its first charge to articulate a district plan for technology with goals and strategies which align with ISTE standards.
- Job-embedded Professional development was provided for a cohort of 8 teachers, grades 5-12. The cohort focus to increase metacognition for students by having the students use the 4 C's, (Communication, Collaboration, Creativity and Critical Thinking). Some of the areas of work included student created authentic assessments, student created content to extend instruction, writing and filming a video interview, creating an e-portfolio and establishing a community of students to promote a high level of discourse using technology.
- Organized an in-district tech expo for teachers featuring 11 different Croton teacher workshops on how to integrate software and the latest web resources with curriculum – attended by entire faculty.
- The Student Faculty Congress created an online web presence to post agendas, minutes and committee pages and also embed survey forms
- The district website migrated from eChalk management system to Syntax.
- All PVC 7th and 8th graders attended an assembly on appropriate internet usage and computer netiquette. Assembly was supported with advisory sessions on Trust and student email.
- Kindergarten teachers were supported with Pixie software using text, artwork, voice narration and images as part of Science units.
- The Art Department Cross Curriculum Meetings focused on the vertical alignment of curriculum and skills acquisition

4. Professional Development and Training:

- Provided on-going training and support for CHHS teachers in eSchoolData gradebook.
- Professional development was provided in the form of a district wide Tech Expo where teachers K-12 shared digital solutions & resources with colleagues in a workshop format ~ teachers teaching teachers!
- Professional Development was provided to support teachers in creating new websites using both Google Sites and Weebly.
- Professional Development was provided for administrators to look at insights drawn from the Clarity data and how the district can support teachers and students both district wide and building by building.
- Provided on-going support in Google Apps for Education through in-service classes run by a Google Certified Teacher in district.
- Provided Professional Development in Renaissance Star testing results for PVC teachers in Math and ELA.
- Provided 1:1 Professional Development in Smart Notebook for CET and PVC teachers.
- Achieve 3000 training sessions were held both on site and virtually throughout the year for PVC teachers.
- Renaissance Star additional training was provided to CET and PVC teachers which included understanding the wide variety of reports and instructional tools built into Renaissance Star to help students work on specific skills.
- Arranged a staff visit to the New Paltz design labs with faculty members and members of CHEF to explore ways to bring a maker space to Croton.
- Individual Professional Development support was provided through Tech Tuesdays, school & faculty meetings, grade level prep time, collaboration Wednesdays, Superintendent Conference days and throughout the summer.

5. Growth Opportunities for the 2015-2016 School Year (please include areas that need improvement):

- Coordinating technology use across grade levels so that all students in the same grade get the same exposure.
- Working with teachers in the SAMR model to move them from substitution to modification with lesson plans.
- Use the Clarity data to help inform the district technology plan and also to inform professional development opportunities for teachers for skill acquisition.
- Upgrading the infrastructure switches to support the increased bandwidth district wide.

In an effort to make the device agnostic to the technology resource, this year the district has deployed a combination of laptops, desktops, chromebooks, iPads and allowed limited cell-phone use in the classroom. More and more our resources are web based subscriptions and not installed programs and bringing Google Apps for Education to the District last year has started to help teachers put the focus back on the learning outcome and not on the tool.

Instructionally, we are offering multiple classes in best practices for Google Classroom so that teachers can learn to use a reliable resource for deploying documents to students and giving students a tool where they can communicate and collaborate with both their teachers and their fellow students.

As we did last year, we ran a job embedded Professional Development program in conjunction with the LHRIC. Eight teachers from the middle and high schools attended this three month long session on effective integration of collaborative tools in the classroom. In December, on Superintendent Conference Day, we held a half-day Tech Expo workshop district wide for all teachers to attend. The workshop focus was integrating today's digital tools and resources into the classroom. Eleven teachers presented a series of three workshops each integrating web resources and district software into curriculum. Having colleagues share digital solutions with other colleagues opened the door for many teachers to try new collaborative tools with their own students.

We are adding access for students by deploying 5 new Chromebook carts at the high school in the Social Studies department, 2 new laptop carts for the new Computer Science program and a new laptop cart for the high school Special Education department.

The newly formed Instructional Technology Committee will be focusing on tasks that align with both the Common Core and the ISTE standards by both content area and grade level and using the Clarity survey data to help inform our plan.

Once again, Renaissance Star Parent reports were sent home in February and June for students at CET and PVC. These Math and ELA reports provide data on how our students perform based on national norms. Throughout the year, teachers at CET and PVC were provided ongoing Professional Development on interpreting report results and how to use the data to set up instructional supports for students. This year, we added Star assessments to the Special Ed students at CHHS. For 2015-16 we are considering the introduction of Accelerated Math in grades 3-8. This program uses the data from Star Math assessments to inform instruction and also aligns with the Common core so that students will be working in specific skill areas to strengthen their overall performance in Math.

To support the infrastructure, we have been upgrading our wireless access in stages and rotating older servers and replacing them with newer equipment which is faster and more reliable. For the 2015/16 year, we are once again raising our bandwidth for accessibility and we will start upgrading our switches and access points to support this increased bandwidth. We are also looking at changing our filter set up in district to make the spam filter more reliable.

Croton-Harmon Union Free School District
District-Level Year End Report Form

Department:	**Administrator:**
Business Office	Diane L. Chaissan Assistant Superintendent for Business

1. Data and Statistics:

- 2256 purchase orders issued during 2014-2015
- 2015-2016 school budget passed by 78%
- 2015-2016 bus proposition passed by 73%

2. Department Goals and Progress:

District Resources: *Increase the cost-effective use of resources (including fiscal resources, time, and structures).*

Specific Objectives:

- Examine District expenditures to ensure that we are being as efficient as possible

- Increase communication with the public regarding fiscal stability under the 2% tax levy cap and the need to fully fund reserves and use the capital reserve fund to plan future capital projects without bonding

• Effectively manage the District's fund balance

• Use multi-year forecasting to improve budget stability

• Negotiate contracts that are fair to employees as well as taxpayers

• Developing plans to address anticipated tax certiorari.

- Strengthen fiscal planning and efficiencies

• Provide timely (quarterly) reports: internal and external audit reports, facilities project updates, transportation efficiency reports, legal reports, technology reports, and special education reports.

- Promote a school environment where everyone, including students, parents and staff members feel valued, respected and safe and ensure facilities adequately meet educational and student needs by:

- Implementing improvements to our physical plants and school grounds as per the District's facilities study including installation of security measures and protocols

The Business Office continues to work on the fiscal goals of the district. Financial reports are provided monthly to the Board of Education. Reports from the Transportation Department and the Department of Facilities and Operations are provided quarterly. Additional reports and information are available during the budget process. Fund balance is managed through Board resolutions committing unrestricted fund balance to fund the legal liability reserve, tax certiorari reserve, employee benefits accrued liabilities reserve, unemployment insurance reserve, employee's retirement system reserve and capital reserve funds. The tax certiorari reserve ensures that the district will not need to borrow funds when tax refunds need to be issued. Money from the employee benefits accrued liabilities reserve is used to pay for accrued unused sick and/or vacation time when staff members retire. Without the fund, this money would need to be budgeted in the general fund and would raise the tax levy. Monies from the capital reserves have thus far been used to replace roofs at all 3 school buildings, reconfigure bus loops, build an addition at the transportation facility and upgrade safety and security measures at all of our buildings.

3. Completed Projects, Initiatives and Highlights:

The District continued to work with John LaPlaca and Brian Shanahan of the Altaris Group to implement strategies and recommendations from the Safety Audit. They continued to work with the staff and administration on drills and protocols as well as the annual update to the District Emergency Response Manual. They will be working with our staff also in 2015-2016 to fine tune our drills or as they call it "muscle memory". Drills were simplified so that we would no longer need manuals to conduct them. It is the goal that all drills become as automatic as fire drills.

In January, 2014, the voters of the Croton Harmon School District approved the use of $4m from the Capital Reserve Funds for various projects such as:

Carrie E. Tompkins Elementary School:

- Security vestibule reconfiguration
- HVAC system upgrades
- Installation of site lighting in gravel parking lot
- Public address system upgrades
- Add network and public address system to emergency generator to ensure no interruption of power in the case of an emergency
- Installation of intruder hardware upgrade for classroom doors to enable teachers to lock doors from the inside

Pierre Van Cortlandt Middle School:

- Security vestibule reconfiguration
- Replacement of galvanized potable water piping and sanitary piping
- Toilet room renovations
- Installation of lower parking lot lighting

- Public address system upgrades
- Add network and public address system to emergency generator to ensure no interruption of power in the case of an emergency
- Installation of intruder hardware upgrade for classroom doors to enable teachers to lock doors from the inside

Croton-Harmon High School:

- Security vestibule reconfiguration
- Creation of Video production studio
- Toilet room renovations
- Auditorium back of stage renovations
- Add network and public address system to emergency generator to ensure no interruption of power in the case of an emergency
- Installation of intruder hardware upgrade for classroom doors to enable teachers to lock doors from the inside

Athletics:

- Spencer field piping upgrades for original drains

By using the Capital Reserve Funds, the district has been able to save the costs of a financial advisor, bond counsel and the associated interest for projects now valued at over $10.8m. These savings are estimated to be $1,539,000 over the next 15 years.

It is anticipated that all of the work mentioned above will be completed during the summer of 2015

4. Professional Development and Training:

Most of the training seminars that I attended this year were about the Affordable Care Act and how it will affect the district. I remain President of the Putnam/Northern Westchester Health Insurance Consortium which ensures that I am aware of the latest developments regarding the Affordable Care Act and how it will affect our health insurance plan.
Changes to Medicaid also precipitated the need for more mandatory trainings in order to file the new reimbursement reports.
During the 2014-2015 school year, the Croton-Harmon Board of Education passed the Veteran's Tax Exemption. Several public hearings were held with much information developed in order for the board to make an informed decision as to the exemption granted.
This was also the first school year that we had to develop a budget without knowing what our state aid was going to be. The Governor of NY refused to release state aid runs until the Legislators bowed to his wishes for ethics reform and reform to the teacher evaluations. It was not until late in the process that we were able to determine what our revenue was going to be for the 2015-2016 school budget.
During the 2014-2015 school year, the Croton-Harmon School District filed a joint Government Efficiency Plan with the Hendrick Hudson Central School District. This

plan was an added requirement along with staying within the tax levy cap in order for our taxpayers to receive their tax rebate check. The goal was to show savings of 1% of the 2014-2015 levy. The Croton-Harmon School District was able to show over $3.4 million of savings, but not in the areas allowed by New York State. The law allowed school districts to file joint plans and after hearing that the Croton-Harmon School District was unable to meet the requirements of the law, the business official of Hendrick Hudson reached out to us to create a joint plan. This plan was filed on a timely basis and we are currently awaiting to see if the plan will be approved by the state.

5. Growth Opportunities for the 2015-2016 School Year

The Affordable Care Act (ACA) will dominate much of the staff development during the 2015-2016 school year. New IRS forms are being developed which will need to be completed and distributed to all full-time (over 30 hours per week) staff members. We have hired MZQ Consulting which will help us analyze our staff work hours to determine their eligibility for health insurance. They will also guide us in the preparation of the mandatory IRS forms. I will continue in my role as President of the Putnam Northern Westchester Health Insurance Consortium which will provide much of the information that will be needed to comply with the ACA.

Medicaid billing and changes in the law are other areas which will occupy my time as we learn to navigate the laws to ensure that the district receives the appropriate funding.

During the 2014-2015 school year, the following audits were conducted:

- External audit – Nugent & Haeussler
- Internal risk assessment update – R.S. Abrams
- Student Activities Fund audit – R. S. Abrams
- Bi-weekly claims audits – Peter Drexler

Croton-Harmon Union Free School District
District Level Year-End 2014/15 Report

Department: **Transportation**	**Administrator/Director:** **Rochelle O'Mara**

1. Data & Statistics:

Transportation and Mileage:
Our buses traveled over 441,109 miles carrying 1,300 students to 30 different schools. We covered over 100+ runs per day excluding sports and field trips. We traveled an average of 2,000 miles per day.

Our students were transported on 180 field trips traveling 6,418 miles which included the following destinations: Boscobel, Westchester County Center, Bear Mountain, Phillipsburg and Van Cortlandt Manor, Danish Home, Bethel, Croton Point Park, Senasqua, Croton Dam, Wolf Conservation Center, Butterfly Farm, ASPCA, Hudson River Museum, SUNY Purchase, Eagle Watch, Teatown, DNA Lab, Taconic Outdoor Education Center, Maritime Center, Indian Point/Entergy, Walkway Over the Hudson, Cliffdale Farms, George's Island, Croton Harmon Train Station, Tarrytown Music Hall, Sing Sing Prison, JFK and LaGuardia Airports.

We also covered 469 sports trips traveling 16,480 miles. Thirty-one of our special education students attended 11 schools during the extended school year (summer programs).

Inspections:
The New York State Dept. of Transportation has experienced some changes this year. We were recently assigned a new inspector. Each year we undergo a rigorous inspection schedule with more than 100 inspections on our 50+ vehicles. Our DOT inspection rating remains an excellent 96.9 percent. For the third consecutive year, we filed a clean affidavit of compliance with the New York State Department of Motor Vehicles.

The NYS Dept. of Motor Vehicle's Affidavit of Compliance is the legal document the carrier (District) submits to New York State stating that all of the carrier's drivers have been properly tested and meet all 19A regulations under New York State law in addition to Federal Motor Carrier's commercial driver's license requirements. A clean affidavit means that the district is meeting its full obligations under the NYSDMV law and operating in good standing.

Fuel Prices Range as follows:
Gasoline- $1.52 – $2.82 per gallon
Diesel 2.00 - $3.00 per gallon

Weather/Schools Closing:

Snow closing:	1/27, 2/2, 2/9, 3/5/15
Two-hour delays:	1/12, 1/30, 2/3, 2/10, 3/2, 3/4/15
Early snow dismissals:	1/26/15
No out of district transportation:	1/12, 1/26/15

2. Department Goals & Progress:

Bus Schedule/Routing/Ridership:
Each year schedules are adjusted as necessary through the use of our Transfinder software. Routes are reviewed and tweaked for efficiency. We continually monitor our ridership. Elementary runs are used consistently. The middle and high school runs are affected by sports schedules.

During 2014-15 we transported students in the RISE program. They went out in the community to the Danish Home, ASPCA and various local sites. The drivers reported that the students in this program have done very well and are thriving

Our department continues to work with the Village of Croton Recreation Department and Senior Citizen programs throughout the year. We also collaborate with the Norwest program that many of our present and former students attend.

In August we will meet with our cooperative transportation committee. The members are from the ten surrounding school districts. We will discuss sharing bus runs for the 15/16 school year. This cooperative is a successful cost savings for the districts involved.

Communications

- **Our renovated building has enhanced communication with our staff.**

We have drivers' mailboxes and bulletin boards in the main hallway for messages. School calendars are posted in the driver's room. Monthly newsletters and safety articles are posted regularly.

Biweekly – I meet with our mechanics to discuss: work orders, repairs, inventory. We have changed some vendors in the past year due to pricing, quantity and delivery schedules on parts and supplies

Weekly – our office staff and dispatchers meet to discuss field/sports trips, schedules, 19A testing and road construction.

We continue to hold Town Hall meetings at the garage to keep everyone informed. We have been able to utilize the new drivers' room for smaller training and meetings.

- **Our Facilities, Athletics, Transportation Committee**

We – Paul, Susan and I, met throughout the year. Transportation was able to provide additional staff and bus shuttle service for several large school events – cheerleading, track and graduation.

- **Our Village Office & Police Department**

We continue to meet with the Police and Village (interim) Manager to discuss mutual concerns. We communicate about events at our schools and parking plans. This regular communication is much appreciated by all parties involved. Croton PD informs us about road closures, water main breaks, fires, etc.

In the spring, extensive road work and paving was done throughout the Village. This presented a challenge for the buses each day with detours and road closings. Through good communication and diligence on the part of the transportation staff, we had minimal disruption to our routes.

When Anthony Carr was appointed DPW Chief, Paul and I met with him and Dan O'Connor the Village Engineer. We discussed our needs and protocol regarding regular bus routes and inclement weather. We look forward to continuing a strong working relationship with the Village.

- **Our Community:**

Each Spring we reach out to our local nursery schools to meet the incoming kindergarten students. We visited the Circle School, Asbury Play and Learn, Holy Name of Mary Montessori School in addition to Childrenspace and Montrose Child Care Center. The children and their parents were thrilled to be able to sit on the school bus.

We discussed good behavior on the school bus, safe crossing and how to wait at your bus stop. We will review bus safety with all of our students during our three required bus safety drills.

In June we had our bus at Summerfest. We met over 300 students and their families. At the request of Greg Schmidt (who manages Summerfest), next year one of our buses will be part of the parade. It is always a wonderful day and an effective way to reach out to the community.

To support CET's School to Community Connection, we transported the students to several local businesses to go 'behind the scenes'. We went to Feed the Birds, Mex-to-go, Baked by Susan, Shoprite and the Blue Pig.

Croton Harmon's Destination Imagination made it to the finals and traveled to Knoxville, TN. We secured and inspected their coach buses for their trip.

We transported our student exchange programs from China, Spain and France to and from the airports and on their sightseeing visits in the area. We also hosted and transported the Westchester County Chinese exchange program.

Staff Changes:
We had two retirements this year, one driver (after 11 years) and one attendant (after 27 years). We will be utilizing substitute staff to fill these positions until we know what our obligations are for the 2015/16 school year.

Technology:
We continue to utilize all available technology to document our operation, gather data, improve communications and establish key performance indicators for future use. This includes Transfinder, EZ Bus/BusHive, License Monitor and All Data for vehicle maintenance. In the Spring, we purchased a scanner to read repair and maintenance codes on our vehicles. This will enable us to avoid trips to the vehicle's dealers to read trouble codes which will save time and money on repairs

3. Completed Projects, Initiatives and Highlights:
We started the 2014/15 school year working out of boxes in the garage bays. We gradually moved into our offices over the course of the Fall 2014. We are now fully functional. We organized our new office space to be efficient and adaptable. For example, we can use our drivers' room for training or staff meetings. Our new facility fits our needs well and we utilize it regularly. We held our first function – a Thanksgiving luncheon in the new drivers' room. Our guests were Don and Bruce Kraemer, the brothers who did our construction.

The mechanics have set up a very organized, efficient storeroom in our reconditioned loft. Previously we did not have adequate room to sort, track and organize our parts and supplies efficiently. We now have shelves, bins, and cabinets to keep everything safe, orderly and accessible. Thus our control has improved and we've seen cost savings immediately. The efficient storage control and new scanner will greatly increase productivity in vehicle repairs. Our new DOT inspector has complimented our operation on cleanliness and efficiency in his reports.

4. Professional Development & Training
We presented our two-required State Education Department refreshers in August and February. Our topics included:

- Delivering safely, one student at a time,
- Personal Wellness, Self–assessment and self-protection. This aligns with our District's wellness policy and learning goals for the members of our community,
- PJ's Law – transporting students with behavioral disorders and
- Dignity for All Students Act – what does it mean on the bus?

We welcomed Hal Linden from the Employee Assistance Program to present communication skills geared to transportation professionals. It was very well received by our staff.

Westchester County Office of Emergency Management trained our drivers in March in emergency procedures and evacuation in the event of an incident at Indian Point. During the presentation we had officials from the New York State and Federal branches of FEMA address our staff. This training is presented biannually through Entergy.

Nora, Ellen and I attended our professional development courses at Southern Westchester BOCES. This training entitled "Reasonable Suspicion" was offered by our drug testing company – Partners in Safety.

In July, 2015, Nora, Ellen and I attended the annual New York Association for Pupil Transportation Conference in Albany. We met with officials from NYS Education Dept., NYS Dept. of Motor Vehicles, Dept. of Transportation, NYS Accident Investigation Bureau, Public Employee Safety and Health Bureau, and Dept. of Environmental Conservation. The conference is an excellent resource to keep abreast of the many changes in New York State that can have serious financial consequences if they are not implemented properly

The District offered webinar training on customer service, dealing with difficult people, and Excel. Nora, Ellen, Marlene and I attended several of these trainings. We found them to be convenient and worthwhile.

5. Growth Opportunities

As we go into the 15/16 school year, our department has a fresh outlook on their place with the district – the District goal stating that Croton Harmon will promote a school environment where everyone including students, parents and staff members feel valued, respected and safe sums it up perfectly.

The Transportation Department has a clean, safe, efficient facility to perform its vital function in ensuring our students access to their education. We will continue to serve our students and community with safe and efficient transportation.

Croton-Harmon Transportation remains – the driving force behind your child's education.

Respectfully submitted,

Rochelle O'Mara

Croton-Harmon Union Free School District
2014/2015 Year End Report

Department: Facilities	**Administrator / Director: Paul Gibbons**

1. Data and Statistics:

- Current employees: 3 head custodians, 3 day custodians, 9 night custodians, 2 day custodians (grounds), 2 maintenance mechanics, 1 secretary, 2 part time messengers, 10 summer student workers – no net change during year
- Square footage:
  - Elementary School: 79,000
  - Middle School: 101,000
  - High School: 149,000
  - District Office: 2,000
  - Transportation: 8,200
- District fields: Spencer, HS, CET
- Out of district fields (seasonal maintenance): Croton Point, Manes, Firemen's
- Initiate bids, quotes or used cooperative bids to obtain and manage contracted services or supplies from approximately 90 vendors.
- Maintenance work orders completed: 1,440

2. Department Goals and Progress:

Transportation Addition/Renovation - Work commenced Fall 2013. Work included construction of office addition and conversion of existing office area to bathroom/utility area.

- Phase I (offices) occupied August 2014.
- Phase II (bathrooms) complete December 2014. Project completed within budget.

Capital Project - Paving / GC Work – Commenced Summer 2013 – Settlement with Contractor – June 2015

High School

- Widening, paving and creation of additional parking in the front bus loop
- Widening and paving entry road
- Installation of a new concrete front exterior stairway to cross walk, construction of new walkway from top of stairs to main entry across front of school (hand railings not installed)
- Installation of auditorium air conditioning and associated asbestos abatement

PVC Middle School

- Exterior brick pointing in various areas
- Front and rear entries – major masonry repair/rebuilding
- Installation of new entry retaining wall at rear cafeteria entry
- Replacement of the timber retaining wall behind PVC
- Fire alarm and emergency lighting system upgrades to code and corresponding asbestos abatement
- Installed ADA stalls in two bathrooms

CET Elementary School

- Reconfiguring and paving front bus loop
- Repaving and improving drainage for rear drop-off loop
- Repair/replacement of walkway lighting between CET/DO/Village fields Replacement of hallway tile from front entry to faculty break room
- Installation of ADA faculty bathroom in 4th grade; improved accessibility in boy's 3rd grade bathroom.

District Office

- Installation of curtain drain at rear exterior

Capital Project – Commenced June 2015

District Wide

- Installation of intruder locks on all classrooms
- PA system improvements inside and outside buildings
- Construction of visitor welcome/security vestibules
- Installation of emergency power wiring circuits to data network closets

CET Elementary School

- Lighting improvements for rear parking lot
- Replacement of unit ventilators and installation of powered ventilation systems in all second grade classrooms
- Mold remediation, re-insulation and replacement of interior gypsum board in exterior second grade classroom walls. (including remounting/reconfiguring smart boards, whiteboards and bulletin boards in rooms 13-17)
- Replacement of PA system central processor unit

PVC Middle School

- Lighting improvements for lower parking lot
- Replacement of domestic water piping in original, circa 1939, portion of building. Work included asbestos abatement, replacement of all plumbing fixtures in multi fixture bathrooms, select wall tile and ceiling replacements, new supply piping to water fountains and replacement of domestic water piping to most faculty bathrooms.

- Installation of new doors to improve emergency egress width at exterior entry near cafeteria

Croton Harmon High School

- Construction of ADA compliant bathroom on 3rd floor.
- Construction of new of video production studio, including sound booth, green screen walls, with dedicated air conditioning /electrical/communication wiring/lighting support systems
- Renovation of auditorium backstage changing area, including installation of new heating/ventilation system

Spencer Field

- Relining of corroded storm drainage pipe

Other Projects

In addition to capital improvement projects, the following projects/initiatives were also completed in 2014/2015:

- Installation of panic alert system that includes; panic buttons and emergency pull stations at key locations, blue strobe light notification system, public address system alert message, automatic phone/text/email messages to select staff and police
- Purchase and programing of additional digital radios for administration, head custodians and maintenance staff. Connection of new digital radios to Croton Police dispatch desk.
- In June 2014, concerns about mold were raised in a fourth grade classroom at CET. Follow up included multiple building walkthroughs, visual inspections, mold air and surface sampling, air quality testing, moisture testing, ground water testing and multiple consultations with a variety of environmental and medical consultants. The assessment included an evaluation performed by medical doctors and certified industrial hygienists from the National Institute for Occupational Safety and Health, Centers for Disease Control as well as multiple consultations with the New York State Health Department and State Education Department.
- Moisture resistant exterior curtain wall panels replaced on the lower level of the third fourth grade wing the 2014 summer. About a dozen compromised panels on the upper wall were also schedule for replacement the summer of 2015. The district administration also met with KSQ architects to discuss both short and long term solutions.
- Painting:
    - CET: 4th grade classrooms and hallway, stairwells in third/fourth grade wing
    - PVC: stairwell in new wing and two classrooms

- HS: Second floor classrooms, library, second floor hallways and auditorium
- Various other rooms, hallway sections, railings also painted by in house staff

- Landscape improvements to the front of PVC and the HS
- Fencing repairs at the DO, CET field, HS field and HS dumpster area. Installation of left field fence at baseball field and dugout improvements
- Replacement of damaged/cracked doors and door hardware in various areas at PVC and HS and installation of intruder lock systems
- Paving repairs: Gerstein St. near kindergarten, DO paths, CET lower to upper playground path and HS Parking lot. Seal coat HS parking lot.
- Spencer Field repairs: Sod replacement in excessively worn goal mouths and center face off areas
- Created new system of checklists for HVAC preventative maintenance. Checklists were included in HVAC bid and include many of EPA Tools for Schools items. Equipment includes unit ventilators, roof top units, PTACs, air handlers, exhaust fans, ductless split systems, pumps, unit heaters, power ventilators, tube heaters and associated equipment.

Ongoing Initiatives

- Organic athletic field maintenance program with cost savings of approximately $30,000 per year. Work includes aeration, slit seeding, fertilizing and organic weed control.
- District-Wide Security – training of SERT and DERT teams by the Altaris Group with ongoing support from facilities office, custodial staff and administration.
- Coordination of graduation tent, platform, equipment setup and parking.
- Summer 2015 cleaning – thorough cleaning completed in all schools.
- Facilities, Athletics and Transportation (FAT) meetings held regularly to coordinate routine and major events, such as graduation, track relays and cheerleading competition.

3. Completed Projects, Initiatives and Highlights:

The following projects are planned for the 2015/2016 summer and school year:

- Installation of separate auto dialer for the district office panic alert system.
- Installation of four additional security cameras at the HS.
- Painting:
  - CET: 3th grade classrooms and hallway.
  - PVC: stairwell in new wing
  - HS: Paint entire first floor of building, including all common areas and classrooms with the exception of the main gymnasium.

- *Various other rooms, hallway sections, railings also painted by in house staff.*

- Landscape improvements; HS lawn drainage outlets, topsoil and seeding select areas of the HS and CET lawns, stone repairs HS flagpole area and HS main entry
- Repair of elevated fire hydrant in front of CET
- Curb repairs on the service road between the HS and PVC.
- Paving repairs: Gerstein St. near kindergarten, DO paths, PVC bike rack area, near HS catch basin
- Drainage repairs in transportation parking lot
- CET catch basin repair
- Fence repairs; HS baseball dugouts, HS garbage dumpster area
- Repair of steps; between PVC parking lot and rear field and stairway from PVC to Maple Street
- Building Condition Survey and new five year plan, with reviews by the board of education. Including ventilation assessment of all school buildings.

4. Professional Development and Training:

- Buildings and Grounds Expo - grounds staff, head custodians, maintenance mechanics

5. Growth Opportunities for the 2015-2016 School Year (please include areas that need improvement):

- Continue to improve visitor access/control
- New and varied training and assignments for staff
- Completion of Building Condition Survey and 5 year plan, including findings from ventilation assessment and NIOSH findings.

Summary

Two capital improvement contracts were awarded with work commencement in June of 2013. A $759,100 contract for "site work," included paving, curbing and sidewalk replacements at the HS and CET. A "general construction" contract for $1,327,300 included; ADA bathroom improvement at CET and PVC, asbestos abatement and floor covering replacement at CET, PVC asbestos abatement and fire alarm/emergency lighting system improvements, PVC exterior masonry and entry repairs and installation of auditorium air conditioning at the high school. Punch list items for these projects was not satisfactorily completed by the contractor in a timely manner. After numerous meetings, settlement with the contractor was referred to the district's attorney. In the spring of 2015 a settlement was reached. Since that time, the facilities office has pursued completing punch list items through alternate contractors.

A bid for $867,795 was awarded to Kraemer Construction Corporation in the fall of 2013 for an office addition and renovation of the transportation facility bathroom areas. Construction of the addition progressed smoothly, with only minor obstacles created by subsurface rock conditions and winter weather. The addition was completed and occupied by office staff August 2014. Renovation of the bathroom area, mechanics room and parts storage loft followed and were completed and occupied by year end 2014.

On April 8, 2015, bids were received for the 2015 District Wide Improvement Projects at each school. The low bid contractor for Contract 1 – Carrie E. Tomkins Elementary School was Clean Air Quality Service Inc. The Base Bid for Contract 1 was $1,505,000.00. The district negotiated with the contractor who reduced the base bid amount to $1,460,000.00 without stipulation. The low bid contractor for Contract 2 - Pierre Van Cortlandt Middle School was Pearl River Plumbing, Heating & Electric Inc. dba Bertussi's. The Base Bid for Contract 2 was $1,391,450.00. The Contractor agreed to reduce the base bid amount to $1,348,302.00 without stipulation. The low bid contractor for Contract 3 –Croton Harmon High School was Clean Air Quality Service Inc. The Base Bid for Contract 3 was $1,482,500.00. The contractor has agreed to reduce the base bid amount to $1,438,000.00 without stipulation. Work for contracts 1, 2, and 3, outlined previously *(Capital Project – Commenced June 2015),* were on-time for the start of school August 2015.

In June 2014, concerns about mold were raised in a fourth grade classroom at CET. Follow up included multiple building walkthroughs, visual inspections, mold air and surface sampling, air quality testing, moisture testing, ground water testing and multiple consultations with a variety of environmental and medical consultants. The assessment included an evaluation performed by medical doctors and certified industrial hygienists from the National Institute for Occupational Safety and Health, Centers for Disease Control as well as multiple consultations with the New York State Health Department and State Education Department. The final report from the health hazard evaluation (HHE) conducted by the National Institute for Occupational Safety and Health (NIOSH) issued June 2015, provides a background/discussion on the medical concerns reported as well as findings and recommendations.

In the fall of 2014, a Health and Safety Committee was formed in accordance with board policy 8112. The committee was co-chaired by the Director of Facilities and the Athletic Director and included participation from central office and building administration, parents, unit designees and nurses. Two regular meetings and one expanded construction meeting were held during the 2014/2015 schools year. A system for reporting complaints was established. A special construction walkthrough was planned prior to school occupancy August 2015.

The facilities department continues to take an increasingly important role in the support and improvement of the district's technology infrastructure, including the district's

computer network, phone systems, emergency power circuits/generators, emergency lighting, keying systems, access control systems, security cameras, panic alert system and building automation systems. The district's facilities staff is critical for continued operation, testing and maintenance of these often interconnected systems.

In addition to helping coordinate large and small contracted projects and complete in-house projects, the buildings and grounds staff provided consistent quality custodial, grounds and maintenance services to the district throughout the year. The staff's dedication and skill has consistently been demonstrated by their quality work and reliability.

Croton-Harmon Union Free School District
Principal Year End Report Form 2014 - 2015

Building: Carrie E. Tompkins Elementary School	**Principal:** Kelly Maloney

1. Enrollment and demographics:

The 2014-2015 school year began with an enrollment of 588 students and ended with 591 students. There were six sections of every grade level with the exception of third and fourth grades which had five sections. There was a K-2 special class and also a 3-4 special class.

CET demographics for the 2014-2015 school year were as follows:

Female: 47%

Male: 53%

White: 87%

Black: 2%

Hispanic: 18%

Asian: 7%

Multiracial: 5%

2. Building goals and progress:

One of our building goals was to pilot a new reading assessment tool, the *Next Step Guided Reading Assessment*. Members of our English Language Arts (ELA) curriculum committees, two per grade level, familiarized themselves with the materials and manual prior to administering this assessment to a range of readers in their classrooms over the course of the year. Curriculum and grade level meeting time was used to discuss the strengths and weaknesses of this program in comparison to the assessment tool we have been using for over ten years. All teachers (K-4) were in agreement that the *Next Step Guided Reading Assessment* was the appropriate tool to assess a student's reading ability and identify their instructional and independent reading levels. The *Next Step Guided Reading Assessment* provides literary and informational texts that reflect the complexity and text features that are recommended by the Common Core State Standards. Assessment kits were purchased for all classroom teachers and Academic Intervention Services (AIS) teachers. This assessment tool will be administered to all students in the 2015-16 school year.

We continued to work on developing common grade level writing assessments that are aligned to the Common Core Learning Standards. Staff developer, Kathy Tuttle, continued her data analysis work with us this time meeting with the primary teachers (K-2). Our focus has been on developing writing prompts that require students to support their ideas using evidence from a given text. As we have refined these writing assessments, rubrics have also been refined. We were able to use the results of grade level writing assessments to identify third and fourth grade students who needed writing support; these students received AIS Writing as a result.

The use of data connects to our other goal this year which was to design and implement a new Response to Intervention (RtI) process to provide academic and behavioral interventions in the least restrictive environment. As part of our new process, we developed a Data Team consisting of a building administrator, a special education teacher, a general education, and support staff representatives. The team met after the administration of the STAR Reading, STAR Math, and STAR Early Literacy computer-based assessments and reviewed the data generated. Those students who fell below a predetermined percentile rank were recommended for AIS Reading and/or Math. The progress of those students was monitored on a more frequent basis using STAR. In addition to the Data Team, grade level teams met weekly to discuss students who they had academic and/or behavioral concerns, and identify an intervention(s) to try for a specific period of time. Using a new web-based system, RtIm Direct, teachers inputted interventions tried and the outcome.

3. Curriculum and Instruction:

Classroom teachers are responsible for teaching all curricular areas: English Language Arts (reading, writing, spelling, speaking, listening, and handwriting), Mathematics, Science, and Social Studies. In addition, character education and health and wellness are taught. All K-2 teachers continued to use *FUNdations* to teach phonemic awareness, phonics, spelling, and handwriting. The *FUNdations* program was used with many students who received Academic Intervention Services (AIS) in Reading. Third grade teachers continued to use the *Words Their Way* program to expand the teaching of phonics as well as spelling and vocabulary. The emphasis in fourth grade was on academic vocabulary, and new words were introduced weekly. Reading and writing in the primary grades was taught using the workshop model. Students read and wrote in a variety of genres including nonfiction, fiction, and poetry. Third and fourth grade teachers implemented the English Language Arts (ELA) modules that were created by Expeditionary Learning in response to the Common Core Learning Standards. This curriculum uses common texts read by all students to teach specific critical reading and writing skills. The third and fourth grade teachers also taught specific units in writing using the workshop model similar to the primary grades. Units of study included narrative writing, realistic fiction, historical fiction, and opinion writing. The Science 21 program continued to be used to teach science. This curriculum developed by teachers in the region includes investigations that are inquiry based, student directed, and hands-on. The Social Studies curriculum also developed by local

teachers working under the guidance of PNW BOCES was used. For the second consecutive year, the Eureka math program was used to teach mathematics in all grades (K-4).

We continued to provide small group instruction for students who did not meet grade level benchmarks. This year we carved out some time in the AIS Reading schedule to provide AIS Writing for students in third and fourth grade.

We offered before school math programs to our third and fourth grade students. Both of these programs were well-attended.

All students attended forty-five minute sessions of art, library, and music once a week, and physical education twice a week. The curriculum taught in those programs supports New York State Standards and whenever possible is related to grade specific content.

4. Special assemblies and highlights:

In May, special guests and community members joined the entire faculty, staff and student body to celebrate the recognition of CET as a 2014 National Blue Ribbon School of Excellence. The celebration consisted of a formal flag raising ceremony, choral and band performances, student essay readings, and guided tours of the building followed by a reception for our guests.

Over the course of the year, students participated in their specific grade level performance. Each performance connected to the grade level curriculum and incorporated singing and movement taught during music class. Students contributed to the choreography, set design, and the creation of props. This year, Kindergarten students shared their academic skills in *Kindergarten Boot Camp.* First grade students promoted environmental awareness in *Project Rescue: Save the Planet*. The second graders put a twist on some old fairytales in *Fractured Fairy Tales,* while we traveled the globe with the third grade in *One World, Many Stories.* The fourth grade thrilled us with their renditions in *Broadway Kids.* Each show was performed for the student body and families. The CET PTA contributed funds to purchase costumes and props. Parent volunteers coordinated the purchase of materials for decorating the stage and costumes.

The student body and parents were entertained during our winter and spring choral/band concerts. This year approximately 80 CET students participated in the strings program. There were 40 fourth graders participating in band and 57 in chorus. In November, our fourth grade chorus performed at the United Nations as part of the 25th Anniversary of the Convention on the Rights of the Child. Our chorus also performed at Winter Wonderland held at the Kensico Dam in Valhalla and they sang the National Anthem at one of the CHHS basketball games.

Thanks to the coordination of the CET PTA PARP (Parents as Reading Partners) committee, authors Trudy Ludwig and Jonathan Kruk presented their craft to CET students this year. Teachers participated in a professional development workshop with award winning author and child advocate, Trudy Ludwig. Trudy Ludwig's books deal with the theme of bullying and fit perfectly into the CET social/emotional curriculum and Olweus roll out. Books such as, The Secret Bully, Trouble Talk and The Invisible Boy were purchased for all classes grades 1-4.

Once again, students in grades K-2 attended a "Bash the Trash" assembly where music was performed using instruments created from recycled materials. Second grade worked with Bash the Trash artists to create musical instruments using recycled/reused materials. This program supports the study of sound performed with instruments.

All students in grades K-4 were educated and entertained by performer *Magic Jim* as he taught about bullying prevention through MAGIC!

Students in 4th grade experienced hands on learning through their participation in the Colonial Fair Day. They also participated in the 3rd Annual Fourth Grade Writing Workshop Day. This event included parents and community members sharing their professional talents in a variety of writing workshops offered to the students.

All first grade students visited local businesses such as Baked by Susan, Feed the Birds, Bagels on Hudson, Tenampa and Mex-to-Go to learn more about their community. Additionally, 2nd grade students created math games to share with their peers at the Grade 2 Math Fair Day.

Representatives from the Croton Police Department and Croton Fire Department visited classrooms to discuss Halloween Safety and Fire Safety. These opportunities allowed CET students to familiarize themselves with important community workers.
Students in grades K-1 had a visit from local dentist, Dr. Meredeth Glenn in February to learn about the importance of proper dental health.

The CET PTA contributed a portion of the funding necessary for the students at CET to benefit from a 3 week residency program with a musician and a local artist. Mike Veny joined students in their music classes where he taught students the art of drumming. Additionally, each grade level participated in a morning Drum circle with Mike. Local artist, Joe Mullins, worked with our 3rd and 4th grade students on fish print paintings. As part of CET's year-long study of the Hudson River, students used fish from the Hudson River to design beautiful fish prints, called Gyotaku. Third grade students created individual prints while the fourth grade created large, class paper murals.

We also invited community members Shirley Gillis and Judd Ramaker, event coordinators for the Annual Run Against Hunger, to CET to provide an assembly to 4th graders on world hunger prior to the event.

This year we had school wide participation in our *Blue Ribbon* themed Field Day. Students spent the day rotating through a wide variety of field events, games and team building activities. Watermelon and ice-pop treats were generously provided by the PTA.

In early June several faculty and staff members worked in collaboration with the CET PTA to sponsor a benefit Kick Ball Game. In addition to the game, there was food and entertainment. The proceeds from the game went to benefit the CET CARES fund, monies which will be used to provide food scholarships to students in need.

5. Building specific professional development:

In-district professional opportunities were offered this year in a variety of areas. Teachers in grades K-4 received Response to Intervention (RtI) training with Jim Wright. Through this training, teachers were familiarized with Jim Wright's website, *Intervention Central* as well as given several Tier 1 intervention strategies to be used in the classroom. Faculty members were provided with data collection and recording procedures to be used in the identification of future interventions. Faculty meeting time was used to provide additional information and training on the RtI process including the use of the online tool, RtIm Direct. Teachers also received training from Jim Wright on Social/Emotional RtI. Teachers in grades K-2 worked on Data Analysis in the area of writing with staff developer, Kathy Tuttle. Faculty and staff also received preliminary training in the Olweus Bullying Prevention Program that will be implemented in 2015-2016.

6. Building specific programs and committees:

We established Tier 1 Grade Level committees that met weekly to determine Tier 1 interventions for specific students. We also created a Data Analysis Team to review the data provided by our STAR assessments. This team met 3-5 times this year to make determinations for Tier 2 interventions. A Tier 3 RtI team met to determine next steps for those students that were not responding to Tier 2 interventions.

7. Tri-States Involvement:

Both building leaders participated in their respective Tri-States administrator's groups. These groups meet four times during the school year where they have the opportunity to discuss leadership roles relevant to current educational topics and participate in books discussions. The Principals' group read and discussed "What Great Principals Do Differently" by Todd Whitaker and the Assistant Principals group engaged in discussion about "The Principal, Three Keys to Maximizing Impact" by Michael Fullan. In March, Kelly Maloney participated in a three day Tri-States visit to the Weston School District in Connecticut. The focus of this visit was K-12 Math. Kerri Bianchi participated

in a three day Tri-States visit to the Hauppauge School District. The focus of the visit was to provide critical feedback on their K-12 Social/Emotional programs and curriculum. This was the first Tri-States visit of this kind.

8. Communication and parent involvement:

Biweekly a newsletter was sent to families from the building principal. This newsletter kept parents informed of all of the happenings in the building including important dates like parent conferences and school performances. The assistant principal, psychologist, social worker, nurse, PTA, and SEPTA also contributed articles to the newsletter. Additionally, classroom teachers sent home monthly newsletters outlining the curriculum and information related to special events and field trips. The special area teachers communicated their curriculum and special activities via a seasonal newsletter that was posted on our CET webpage. Our CET webpage was regularly updated, and contained helpful resources and links for parents. We regularly communicated to Syntax any special events for them to write about for our district webpage and *Reflections*. The K12 Alerts system was used regularly to remind parents of special events and to disseminate important information such as school security.

There were numerous opportunities throughout the year for parent involvement. Parents were invited in for special activities and events such as candy house decorating, pillow making, papermaking, Colonial Day, and publishing parties. The Fourth Grade Writing Day relied on parent volunteers and community members to teach workshops on various fields of writing. The art program provided opportunities for parent involvement as well. Parents were encouraged to present their field of work to a class or classes of students. Parent volunteers were also needed to help with the painting of the flats used for the backdrop of the Broadway Kids performance. To promote culture proficiency, parents were invited in to share their culture and traditions with their child's class during library time. Parent volunteers were also present during lunch time three times a week to help serve chicken, pizza, and quesadillas.

Working in collaboration with the CET PTA, monthly Principal's Coffees were held as a way to keep parents informed about topics such New York State assessments, Common Core Learning Standards, and the placement process. Topics for these coffees are solicited through the PTA. In response to parents concerns with how math is taught, a group of teachers presented at one of the Coffees. They explained and demonstrated how some math concepts are taught. In response to this well-attended Principal's Coffee, we held a Math Night for Parents. Two teachers per grade level (1-4) presented the concepts, strategies, and vocabulary particular to their grade level. Although attendance was low at this evening event, those parents who attended walked away with a better understanding of how math is taught, and why.

9. Building Planning Council:

This year the Building Planning Committee focused on discussions about grading that were driven by the District Grading Steering Committee and the sub committees. The committee also planned a visit to Bedford Elementary school to observe the Olweus Bullying Prevention Program in anticipation of the role out of Olweus at CET. One teacher from each grade level participated in the visit to Bedford. While there, teachers attended a weekly Olweus meeting in each grade and engaged in discussion about lesson ideas and resources. As a result of the Olweus visit, teachers recommended that we invite author Trudy Ludwig to CET share her books related to bullying with the students and staff. The Building Planning committee also discussed the sustainability of the food scholarships and alternative activities for indoor recess days. The committee also engaged in discussion about school safety and safety drills. In addition, the committee reviewed the Code of Conduct and the Shared Decision Making Plan.

10. Growth Opportunities for the 2015-2016 School Year (please include areas that need improvement):

As we plan for next year, our area of focus will continue to be on writing. We will be piloting a writing program, *Write Steps*, in grades 2-4. As a way to meet the various academic and social/ emotional needs of our students we have built in a daily intervention block into each grade level schedule. We are hoping that during this 30-45 minute block of time we will be able to provide the appropriate interventions and instruction to students based on their individual needs while preventing them from missing core instruction. Taking advantage of an opening in one of the World Language teacher's schedules, we will be providing French instruction to all fourth grade students next year. Although we have had preliminary conversations on the desire for language instruction, this is a topic for further discussion as it has scheduling and budgetary implications and impacts future instruction at the middle school and high school levels.

Croton-Harmon Union Free School District
Principal Year End Report Form 2014-2015

Building:	**Principal:**
Pierre Van Cortlandt Middle School	**Dr. Barbara Ulm**

1. Enrollment and demographics:

During the 2014-2015 school year 524 students were enrolled at PVC. Eighty-one (81) of these students were classified with IEP's. Twenty (20) students received small group instruction in ELA and math. In addition, a BOCES program was also housed in the school – Four (4) students were enrolled in this program and were integrated into the specials classes during the school year.

The following chart shows the breakdown of students by grade based on sex and reported ethnicity as per E-school data –

Grade	Hispanic-M	Hispanic-F	Hispanic-Tally	Amer Ind/Alaskan-M	Amer Ind/Alaskan-F	Amer Ind/Alaskan-Tally	Asian-M	Asian-F	Asian-Tally	Black-M	Black-F	Black-Tally	Multi-Racial-M	Multi-Racial-F	Multi-Racial-Tally	Pacific Isl-M	Pacific Isl-F	Pacific Isl-Tally	White-M	White-F	White-Tally	Total
5	17	12	29	1	0	1	2	6	8	3	6	9	1	0	1	0	0	0	67	58	125	144
6	4	13	17	0	0	0	3	5	8	3	2	5	0	1	1	0	1	1	43	73	116	131
7	9	7	16	0	0	0	2	5	7	1	4	5	1	2	3	0	0	0	54	63	117	132
8	6	5	11	0	0	0	1	4	5	1	4	5	1	0	1	0	0	0	57	49	106	117
PVC M.S.	36	37	73	1	0	1	8	20	28	8	16	24	3	3	6	0	1	1	221	243	464	524

2. Building Goals and Progress:

While the building goals will be the focus of ongoing work, a great deal of progress was made during the 2014-2015 school year. The following summarizes the actions taken to move towards goal accomplishment:

SMART Goal 1: Identify research skills and expectations for each grade level and create a means of assessing that students have obtained them.

This was the second year of this goal. Last year the team created a research model for each teacher to use. A visual poster was designed and given to each teacher at the beginning of the school year to be utilized in their classrooms. The model was also included in the Student

Handbook so that students could also follow the model as part of their taking charge of their own learning.

During the 2014-2015 school year the committee continued the work by identifying the skills that each child needs to develop and created a visual chart showing a tiered model of the skills. The research committee also broke each step of the research process down further to show different levels of expertise. These steps were categorized into low, medium, and high comparing the skills of a beginner versus those skills of an individual who shows more expertise in the specific area(s). This rubric is in its initial stage of development, but is based on a continuum of developments similar to the writing rubric designed by the ELA teachers. The 8th grade Change Project has now been planned taking into consideration the research process outlined and accepted by the PVC staff. As a result, clear expectations will be communicated as this becomes a true benchmark assessment.

#	Action Step (Number each one)	Resources Needed	Start Date	End Date
1	Form a Committee of teachers representing all subject areas.		November 2013	November 2013
2	Identify research skills that all students need to have by end of 8th grade.	• Committee • HS Library Media	November 2013	November 2013
3	Work Backwards to determine benchmark expectations for Each Grade Level.	Committee	November 2013	June 2014
4	Create a rubric to use as a guide.	Committee	November 2013	Fall 2014
5	Create a plan for research skill instruction	Grade level teams	March 2014	Spring 2015
6	Identify projects at each grade level which incorporate these skills and can be used to assess a student's level of proficiency.	• Committee • Grade Level Teams	March 2014	Spring 2015

SMART Goal 2: Track the progress made by our students in grades 5-8 who are provided Academic Intervention Support utilizing Achieve 3000. Use student achievement data to determine if this program can be successfully utilized as a Tier 2 support.

At PVC, students receive academic intervention support in ELA and math when their state assessment scores show a need. Students may also be recommended for AIS support based on a teacher's assessment at the beginning of the year or throughout the year when a child does not show growth as expected. At PVC the ELA and math classroom teachers provide the AIS support for children. This is done primarily during x-period two times a week.

The Instructional Support Team at PVC works collectively with the teachers to chart progress and assist in finding alternative ways to provide support for struggling students.

During the 2014-2015 school year each student in grades five through eight was once again assessed at three different intervals using Renaissance Star Assessment. These assessments

were used to identify student strengths and weaknesses and to determine the specific areas in which a child needed support. However, once the teachers had this information, a plan needed to be developed for providing this support – a challenging and time consuming reality for already very busy teachers.

This year the school utilized Achieve3000 as a Tier 2 support for our AIS students. The program has a number of positive strengths that allowed teachers to tailor their AIS to the individual needs of the students. This year the following characteristics about the program were utilized and helped support the students:

- Achieve 3000 allowed teachers to differentiate support for students and target specific skills. The program uses articles of different levels that are of high interest to the students and very current. Students answer questions following each reading. These questions, based on the state standards, yet tailored to the individual student reading level, provided immediate feedback to the students and teacher.

- The students kept track of their progress and discussed their individual progress with their teacher during conferences. The progress that each student made informed instructional next steps. With a goal to progress towards student mastery, each teacher was able to identify the strengths and weaknesses for each student.

- At the 8th grade level the students were also able to see the projected Lexile necessary to be successful in their chosen career field. Jackie Johnson reported that this was motivating for the students who monitored their own Lexile and worked towards this real-life goal.

- The program allowed the teacher to see which standards were mastered and which still needed remediation. For example, in 8th grade AIS, 46% of students showed mastery for **Standard 1.1 D: Distinguishing between relevant and irrelevant information and between fact and opinion.** However, 4% of students receiving AIS still showed a need to have intervention for this standard.

- The teacher was able to monitor how many activities each child completed and their scores on activities, which produced the monthly change. The teacher was able to also see the number of times a student logged on outside of school (Students had access to this program from home as well). The more time a student utilized the program the more progress was made overall. Unfortunately, only a small percentage of students logged on from home.

- Based upon where students scored, reports were available to show student readiness for state assessments. The student data was broken down into the categories -- ***meets, approaches, and falls far below*.**

Student growth was tracked over the months in the 2014-15 school year with both students and teachers having knowledge of individual student progress. Based on the report this year 85.7% of students in AIS were able to improve their Lexile level utilizing Achieve 3000.

Teachers who utilized this program religiously, found their students showing more growth. In 7th and 8th grade a discussion about using the science and social studies articles that are directly linked to the curriculum might be a better way to make the program even more meaningful and less of an add on. Students whose basic reading strategies were weak seemed to need more direct support. When a teacher had their full class rather than just the AIS students involved all students benefitted and more attention was given to the program.

Once the scores for the state assessment have been received student progress can be evaluated to see if students on Achieve 3000 showed any carry over to these assessments as well.

	Action Step (Number each one)	Resources Needed	Start Date	End Date
1	Identify those students requiring AIS based on state assessments and share with teachers.	BOCES LHRIC	Sept. 2014	Sept. 2014
2	Students assessed using Ren Star to identify Baseline.	• Technology • Marisa Lamb • ELA Teachers	Sept. 2014	Oct. 2014
3	Teachers provide AIS services using Achieve 3000	• ELA Teachers • Special Ed.	October 2014	January 2015
4	Ren Star Administered (2nd time)	• Technology • Marisa Lamb • ELA Teachers	January 2015	February 2015
5	Review Student Progress	• RTI Team • Data Team • ELA teachers	January 2015	February 2015
6	Modifications Made/Additional Support	ELA Teachers	January 2015	May 2015
7	Ren Star Administered (3rd time) NY State ELA Assessments	• Technology • Marisa Lamb • ELA Teachers	May 2015	May 2015
8	Review Student Progress	• RTI Team • Data Team	May 2015	June 2015

SMART Goal 3: Create an opportunity for students to move through math at their own pace/own depth.

Middle school is a time when students go through a tremendous amount of changes. Physically, students grow by leaps and bounds. So too is true of their academic abilities. Students begin to reason in the abstract. Thus, we begin to see students developing very strong mathematical understandings which allow them to take on greater challenges. While in the past, the ELA curriculum has been formally differentiated to meet the needs of each individual student, the

math curriculum has traditionally not been treated similarly. Students typically slogged through the curriculum in a lock-step manner. However, over the last couple of years at PVC the math program has changed. Now students move at their own pace/at their own depth following a continuum of identified skills.

During the summer of 2014 students going into 7th grade were identified to move ahead in their math learning. These students applied for the opportunity by writing an essay expressing their interest and participated in an individual math assessment. In addition, the students each were questioned by a committee of teachers before being welcomed into the program. During the summer the students used IXL to complete math units that included both 7th and 8th grade math concepts. PVC math teacher, Phil Ranieri worked with the students by way of phone calls, utilizing online resources to track progress, and directly meeting with them periodically at PVC. Twenty students were given this opportunity and as a result of the summer work, all twenty were scheduled into Algebra I during their 7th grade year. While the schedule was not always easy to negotiate and the 7th graders reported not feeling as comfortable in a class with older students, overall the students were very successful. The Algebra I regents exam was a challenge for all students who were enrolled. The 7th graders averaged better scores than the entire group. The following averages show this:

Number of students taking Algebra I in 7th grade	20	Low Score	72%
		High Score	92%
		Average Score	77.3%
Number of students taking Algebra I at PVC	80	Average Score	75.3%

Overall Average for all students taking Algebra I in CHSD **72%**

These scores and the feedback from the teachers signify that the summer program and work by both the teachers and students prepared them to move to this high level. Next year, these students will be scheduled into Geometry at the middle school.

While all teachers in 6th grade moved towards this model last year, the teachers developed common assessments and projects that better assured that all students had the same experiences no matter which classroom they were assigned to during the 2014-2015 school year. The assessments provided an opportunity for the students to continue to move forward and for the teachers to collect significant data on each student so that important decisions could be made for each student's learning.

At the 7th grade level the students were also placed in math classrooms with this changing model. Phil Ranieri and Kym Timpano created all common pre- and post-assessments. In addition, all projects and mathematical problems were identical in the classrooms of both teachers. At the beginning of each week the students received a check off sheet to keep track of what concepts they were working on and which they mastered. The check off sheet also communicated to the students which concepts they were working on that were above grade level. This helped them track their individual progress. At the midpoint of the year the teachers

commented on the progress that they had seen during the first part of the year. They saw a tremendous amount of growth as a result of students taking charge of their own learning.

At the 5th grade level, common pre- and post-assessments were developed. During the summer of 2015 the 5th grade teachers will develop the materials so that the program will follow the same model as the 6th grade with common practices and projects.

At the end of the school year all students in 6th and 7th grade took an assessment. The assessment at the 6th grade level allowed the teacher to identify strengths and areas for additional help. Summer programs were developed for students who needed additional help, as well as a one-week program for students who wanted to continue to develop their mathematical thinking. In 7th grade the assessment was used to determine both mastery in 7th grade topics and 8th grade topics. Students were then given a list of topics in both 7th and 8th grade math curriculum that needed to be individually mastered. Students who seek the opportunity to move into Algebra I must complete these topics over the summer.

This new math program is still raising questions and concerns from some members of the community. This is to be expected as it is not traditionally what parents have known from their own educational experiences. Thus, communication continues to be important as we develop the program. Discussions and presentations were conducted at Board of Education meetings, principal's coffees, and with small groups of parents. K12 alerts outlined the program philosophically and provided assessment information and summer program opportunities. Information was also placed on the PVC web page for parents to view who had questions. This will continue to be revised and updated so as to best communicate the program.

As the new math model continues to be rolled out, we look forward to students challenging themselves. I look forward to a time in the near future when students taking charge of their own learning will no longer be a new concept, but a widely accepted and common practice.

#	Action Step (Number each one)	Resources Needed	Start Date	End Date
1	Create a graphic schema to clearly define how students can progress, how curriculum can be differentiated and Stem-D can be incorporated.	5 - 8 Math	Sept. 2013	June 2014 & Ongoing
2	Explore common core standards and modules to identify areas that should be included in math curriculum.	5 - 8 Math	Sept. 2013	June 2014 & Ongoing
3	Common pre-assessments and post-assessments will be developed.	5 - 8 Math	Sept. 2013	June 2014 & Ongoing
4	Development of benchmark assessments to determine student performance.	5 – 8 Math	Sept. 2013	June 2014 & Ongoing
5	Design Stem-D / Higher level applications for mastery.	5 – 8 Math	Sept. 2013	June 2014 & Ongoing

6	Create rubrics to assess real-world applications.	5 - 8 Math	Sept. 2013	June 2014 & Ongoing

SMART Goal 4: Redesign the RTI program at PVC so as to provide a more effective means for addressing student needs.

During the summer of 2014 the special education staff, guidance staff, and Michael Plotkin participated in training with Jim Wright. This training helped the staff better identify and establish clear criteria for a tiered RTI program.

During the Fall of 2014 resources were explored and utilized to support and monitor student progress. The teachers became more familiar with Intervention Central, Jim Wright's website of resources and suggestions for intervention support. The teachers began using Achieve 3000 to help provide Tier 2 support for the AIS students (see Goal 2 above). Forms were created for teachers to use when charting student progress. These forms provide PVC teachers with information regarding student interventions that are taking place in other classrooms.

An RTI team has existed at PVC for a number of years and works at the building level in PVC to develop strategies for assisting students who are not making expected progress. Teachers bring student concerns to the committee with the hope of getting some expert help. While the building-level team is important, Jim Wright directed the school to develop grade level teams for Tier 1 interventions. This would provide teachers with ongoing support and eliminate the need to go to the building team until all other team level strategies have been exhausted. The special education teachers will facilitate these teams on a bi-weekly basis. Plans are being formally developed during the summer of 2015 to be implemented during the Fall of 2015. PVC hopes to have some additional staff development from Jim Wright during the coming year.

#	Action Step (Number each one)	Resources Needed	Start Date	End Date
1	RTI Team participates in training	Jim Wright	Summer 2014	Summer 2014
2	Develop clear criteria for each Tier	Jim Wright RTI Team	Summer 2014	Fall 2014
3	Explore Resources on Intervention Central/Identify data tools and assessments for monitoring student progress.(Achieve 3000)	RTI Team	Fall 2014	June 2014
4	Take inventory of Tier 2 components and monitor their utilization.	RTI Team	Fall 2014	Spring 2015
5	Build capacity for teachers to employ Tier 1 resources strategies.	Grade level teams RTI Team	Fall 2014	Spring 2015
6	Evaluate and make recommendations for the acquisition of assets to strengthen program in 2015-2016.	• RTI Team	Winter 2014	Spring 2015
7	Identify data tools and assessments for monitoring student progress.	• RTI Team	Winter 2014	Spring 2015

3. <u>Curriculum and Instruction</u>:

At PVC the faculty believes in creating a learning environment that is growth oriented, project-based and takes advantage of interdisciplinary opportunities to make learning come alive for students. These "Essential Elements" of an effective middle school drive instruction each day and drive curricular decisions.

Each student in 8th grade is enrolled in living environment. This is a high school Regents class and thus follows certain standards with a thirty-hour lab requirement. Students enrolled in the course must pass a regents exam at the end of the class to receive the needed science credit for high school. When the course was first established at the middle school level the plan was to make it a two-year course so that students could benefit from a more hands-on approach to better connect with the curriculum. The two-year program was also designed initially to help all students succeed. This year, along with aligning the curriculum of PVC with the Next Generation Science Standards, the 7th and 8th grade program was also re-examined. After much discussion it was determined that living environment would continue to be the 8th grade curriculum, but redesigning the curriculum to meet the original goal to add more meaningful project-based learning and help students of all abilities engage would be a necessary change. The seventh and eighth grade teachers began this work and will continue to develop these more meaningful experiences during the 2015-2016 school year.

The development of STEM-D projects has been at the top of the list at PVC. We recognize the importance of connecting science and math to real-world applications that engage students in creative problem-solving. As we further into a world that is rich in information, it will become more and more important to redesign our educational systems to spend less time on basic knowledge and more time utilizing information to construct new ideas and things that affect our future quality of life. Thus, STEM-D education is a means towards this end. This year in 5th grade the students continued to construct pasta bridges, connecting math and science. While this has always been a very meaningful STEM-D learning experience, this year the students took the project to the next level. The students had an opportunity to engage in a discussion with a representative in charge of building the new Tappan Zee Bridge. As a result of this experience and their newly developed knowledge of bridge design the students created and presented their own Tappan Zee Bridge proposals. Through this experience, it was evidenced just how much the students had learned. This was a great opportunity for students to engage in a unique assessment.

A number of new and very meaningful units have been developed in our ELA/social studies classes. With the changes in state standards in ELA there is increased opportunity to engage students in units of study that go beyond just teaching reading and writing. Instead ELA has become much more Humanities based. This year 8th grade students engaged in a civil rights unit. Students were asked to evaluate a number of autobiographical picture books for inclusion in a public library children's display on civil rights heroes. As a result of this unit students developed a truly meaningful understanding of the civil rights movement in the US during the 50's and 60's. They developed true empathy and an interest in making a difference when

groups are marginalized and discriminated against. Along with our advisory program, the students became extremely conscience of human rights issues and need to make a difference. The ELA curriculum has taken on meaning with the inclusion of the new state standards. However, much of what the students are learning in the ELA classroom is not presently connected to the social studies curriculum. This raised the question of how and if the curriculums should be connected. An interdisciplinary approach would require a change in the way social studies is taught. Looking at the 5th and 6th grade humanities approach, such a connection is witnessed. Students in 6th grade read Malala Yousafzai's book and also learned about a number of other great leaders such as Nelson Mandela and Gandhi. Through this thematic approach the students learned about the power of communication in making a difference.

As mentioned earlier in the building goals, a group of 20 seventh grade students were enrolled in Algebra during the 2014-2015 School Year. These students participated in online instruction using IXL with teacher support -- both remotely using email and meeting directly as Phil Ranieri met students at school during the summer of 2014 between their 6th and 7th grade school year. This was the very first time that students were given the opportunity to make this leap using a technology driven approach. All students met the requirements and finished the Algebra I class at or above the average level of all middle school students enrolled in Algebra I. While it was very challenging for the students to complete the tremendous amount of work over the summer, it did prove that students are capable of moving through the curriculum at a self-directed pace with support available. This approach is now utilized at the 6th and 7th grade level. Greater opportunities for students to learn in self-directed environments should be developed at PVC. This should also include opportunities for students to study areas of personal interest.

This year at PVC a group of nine 8th graders were enrolled in geometry. While it is not unusual to have a student walking to the high school to take geometry, this was the first year that PVC had a class. The students were extremely successful and had an opportunity to connect what they were learning to real-world problems. Next year the 7th grade students who completed Algebra I will be enrolled in geometry at PVC. This will be a full class of 20 students.

4. <u>Special assemblies and highlights</u>:

Eighth grader James Bradley was the recipient of the New York Association of Foreign Language Teachers Philip A. Fulvi Love of Languages Award for the Mid-Hudson-Westchester Region. The Love of Languages Award is given to an outstanding 8th grade student in the form of a certificate and check for $50.00.

One of the highlights at PVC this year was Michael Plotkin's recognition as Assistant Principal of Year for New York State. The award was presented by the School Administrators Associations of New York State. Michael was publicly recognized at a dinner in Albany during the spring. This recognition was well-deserved. During the years that Michael has been at PVC he has spearheaded the social/emotional programs that have had such a positive impact on our students.

Two theatrical events occurred this year at PVC. In November, students participated in the Fall Drama. A variety of short humorous skits entertained and kept the audience laughing. The Spring Musical – Once Upon a Mattress- showcased the singing and dancing talent of our students. PVC is fortunate to have a dedicated group of adults that work tirelessly with our students to create such high-quality performances. Students from the high school also participate in the middle school production by assisting the directors Daniel Large and Sally Barnes. As a result, the high school students take on a leadership role and learn more about putting on a show from a director's perspective.

Our music program at PVC provides our students with many opportunities to develop as musicians. Each year a winter and spring concert are held to showcase the students' talent. All-County and NYSSMA are two additional ways that students can receive feedback and be acknowledged for their talent and hard work. In addition, selected students can be part of the Rivertown's Honor Band and Orchestra. Again this year, our most talented students performed with some of the most talented students from Briarcliff, Ossining, and Sleepy Hollow in a combined concert. The performance was held at Briarcliff after only two practices. Our own teachers, Lisa Sable and Sara O'Brien were the guest conductors. It was a very special concert.

Once again, our students all participated in the nationally sponsored program *Hour of Code.* The purpose of the program was to get students more involved in computer programming. Students develop problem-solving, sequencing, and logical thinking skills while participating in this fun experience. One of the goals at PVC must be to engage students to a greater extent in programming and related tasks in the future.

The seventh grade health classes participated in *Wellness Week* once more this year. Each day of the week an activity took place that focused the students on health-related topics. Each 7th grade class displayed interactive health projects and games that they had created for the younger grades during a Health Fair. The purpose of the Fair was to teach the younger students. Workshops were also conducted by staff members and attended by the 7th graders.

For the third year in a row, 8th graders participated in the *Change Project* during the spring. Each student selected a topic of interest and developed overarching questions for research. The students followed the research process as developed by the research committee. A number of topics were researched and then built, such as -- growing plants hydroponically and creating a robotic arm. Other projects were used to raise awareness for a social or environmental concern such as the mistreatment of race horses. Once again, the students presented their projects in the gym in a Fair-like model while parents and others visited and learned from their displays. This year the writing piece was evaluated by the ELA teachers. Next year, a more detailed rubric has been developed for evaluation and the presentations will be more formalized. The project will be a wonderful benchmark assignment for the end of middle school.

In the spring, students participated in a *Color Wars* Field Day. Field day provided an opportunity for the students and teachers to engage in a fun end of the year activity. The students were broken into teams based on advisory groups. Each group was assigned a color. The students dressed in this color and cheered for their team color in this very spirited event. Eighth grade

students ran a number of fun activities such as tug-of-war. Students who may not shine in other school events were able to shine during this active event. It was great to see the smiles on all students' faces.

Once again the Destination Imagination program at PVC was very strong. Parents volunteer an enormous amount of time to coach teams through regional, state and global competitions. One of the most exciting challenges that our students have taken on is a social action challenge. Destination Imagination teaches students to problem-solve and work together as a team. The social action challenge also teaches our students that they can make a real difference.

Our annual Cabaret was held in May. We once again raised money for the Jambo Jipya School in Kenya. It is always amazing to see the talent of our students at PVC. Students sang, danced, and kept the audience laughing. Some students wrote and performed their own music. The Cabaret is a highlight of the year and an opportunity for our students to show off their talent and make a positive difference.

5. <u>Building specific professional development</u>:

The staff at PVC attended a number of programs at BOCES. These programs focused on utilizing technology in the classroom for learning, as well as prepared our teachers for the new assessments, especially in math.

This year at PVC there were a number of opportunities for teachers to advance their understanding of computer-based programs to assess and support learning. Training was specifically provided for ELA teachers to use Achieve 3000 and REN STAR. Achieve 3000 was used this year to support our students in AIS. Students read articles at their own reading level and grade level. The program provided the students with an opportunity to develop skills in reading, helping the students to raise their lexile level. REN STAR helps teachers identify skills in math and ELA where a child needs additional help. In addition to the present usage of REN STAR, training was provided in *Accelerated Math.* This new program is part of REN STAR and will take the place of IXL for supporting students in math. This program will also provide a greater opportunity for students to control their own learning.

The science teachers at PVC spent time this year realigning the curriculum to follow the *Next Generation Science Standards*. The teachers worked closely with science consultant, Helen Pashley to identify what standards were to be taught at each grade. In addition, representatives from the science department at PVC attended a six-day workshop that was focused on designing quality assessments in science. Noah Gallagher, Lauren Scollins, Erica Camilo, and Michael Plotkin developed new means for assessing science learning which aligned with the *Next Generation Science Standards.* The group designed a project-based unit for the 7th grade that promoted exploration, thinking, synthesis of data, problem-solving, and research skills. (See Appendix – *attached after testing data*)

SERT Team: PVC has an active Emergency Response Team. Each year the team continues to train so that if the need arises the school will be prepared. On several occasions the team came together last year to practice specific emergency scenarios. The training also helped us set up procedures to follow during and after an emergency.

Data Inquiry Team: The Data Inquiry Team focused this year on vocabulary across the curriculum. A word list was created that would make students better readers, mathematicians, and thinkers. The teachers infused the vocabulary into daily lessons. Students were required to know and be able to use the vocabulary in new settings. The teachers gleaned data from this approach by infusing the words into the class assessments. The teachers conducted three cycles of teacher-learning-assessing student performance in this area. The teachers were able to indicate the percentage of words that became part of a student's permanent vocabulary. Working with data consultant, Kathy Tuttle, the teachers set future student goals based on the data they collected. The teachers indicated that learning academic vocabulary was the gateway for students to employ higher-order thinking skills across the disciplines. The data team has helped teachers see that analyzing data with a specific focus can greatly impact their teaching and student learning.

6. <u>Building specific programs and committees</u>:

A. Wellness Committee: The Wellness Committee has been involved in setting guidelines for a healthier school. During the past two years the committee has worked with the PTA to provide healthier lunchtime choices and with teachers to rethink classroom celebrations.

During the 2014-2015 school year the committee discussed the need to provide greater student education around healthy choices. This year the students learned about making choices and setting up healthy nutritional programs.

Also, bake sales have become a topic of concern for the committee. While bake sales provide an easy way for students to raise money for a charity, a greater number of students now have food allergies, putting them at risk. Discussions will continue into next school year on how students can hold safe and healthy bake sales.

B. Research Committee: This committee began work last year by mapping basic research skills. The committee consists of teachers from all grade levels and content. During the first year the committee created a framework for teachers to follow. During this second year the committee created a rubric of skills showing different levels of success, those expected of students in grades five and six, along with more advanced expectations for 7th and 8th graders. This rubric will continue to be honed so it easily connects to the Rubric and expectations utilized in the 8th Grade Change Project to show end of middle school research skill expectations.

C. Advisory Committee: Advisory met twice a month this year. Students were broken into advisory groups of 12-15 students which were also their homeroom groupings in 7th and 8th grade. The theme for advisory was "I Choose…". The year began with a pep-rally prior to the first advisory meeting. Students made speeches about the program and what makes PVC Middle School so great. The students introduced each teacher to the students and then started a PVC chant to demonstrate school **spirit.**

Also different this year from previous years was the design and use of the curriculum. The teachers received a binder on the first day of school that contained the mission statement, a calendar of meetings and topics, lessons for each month and follow-up activities. The lessons all focused on the theme of "I Choose…".

The topics included:

I choose to be a team
I choose PAWS
I choose community
I choose to be respectful
I choose to be kind and compassionate
I choose to persevere
I choose to trust and be trustworthy
You choose – Students designed lesson for their advisory
I choose to conquer stress
I choose to define myself
I choose PVC – wrap up with groups

Each month the students and their advisor explored a different theme. The first meeting of the month, students and advisors engaged in discussions and activities that promoted thinking and reflection on the topic. The second meeting of the month allowed the students to put their thinking into action or to explore the topic further. Students took more responsibility and ownership for the topics.

One of the most noteworthy impacts that advisory had this year was the level of student involvement. Students planned several school-wide advisories. Eighth graders delivered lessons to students in 5th through 7th grade. Teachers also paired up this year and developed lessons to best fit their individual student groups. This made advisory more meaningful for all involved.

The advisory program has shaped the culture of the school in a very positive way and has shed light on the importance of the social/emotional program in developing a positive outlook which will have a long-term effective on a child's success and happiness in life. The advisory program develops a sense of connectedness at a stage in a child's life when they may feel disconnected. Researchers/experts contend that this is even more prevalent today because of social media and technology. They state that being part of a positive peer group during middle school can counteract this trend in a young person's life

and can increase their attachment to school. In short, advisory creates a personalization with school and the adults.

We look forward to continuing to move forward with our advisory program. During the 2015-2016 school year we will focus on the theme "I am…".

D. Olweus Bullying Prevention: This was the sixth year of the Olweus Bullying Prevention Program at PVC. The program has become a key feature for helping students develop interpersonal and problem-solving skills. Our 5th graders were introduced to the program through individual lessons over the course of the year. The lessons helped students recognize, react to and report suspected bullying. The lessons also helped students understand the importance of being an up-stander instead of a bystander.

At Back-to-School night a short presentation to 5th grade parents helped to raise parent awareness of the importance of the program. In November, an evening was set aside for 5th grade parents to learn more about this program, as well as touch base with the guidance department and administration regarding social/emotional education. During this meeting parents learned about the impact of bullying on student development.

Periodically, we survey the students to assess the success of the program and level of student concern. During the 2015-2016 school year, we will once again survey to examine the progress we have made since the program's inception.

7. <u>Tri-States Involvement</u>:

This year our World Language Department received a follow-up visit from the Tri-States Consortium. Changes that have been made since the original visit were discussed. Creating a more student-centered classroom was one focus at PVC. In addition, the teachers sought to create greater connection between assessments. Overall, the experience with Tri-States brought the middle and high school together.

The social studies department now begins to prepare for a visit during the Spring of 2016. During the summer of 2015 our social studies teachers will be attending tri-states training so as to be better prepared for the visit.

8. <u>Communication and parent involvement</u>:

PVC Middle School recognizes the importance of a strong connection between the school and home. Over the course of the year, parents attended Back-to-School nights and monthly principal coffees, participated in the PTA and SEPTA, Building Planning Council and Wellness Committees, ESL evening programs, parent lunch volunteers, attended classroom activities and student presentations, and devoted countless hours to Destination Imagination.

The PTA continued to support the school in a number of ways this year. Volunteers continued to serve lunch to our students. In addition, the PTA reached out to the Lion's Club for funding so that students who financially should receive a free lunch could do so. This was a reminder of how important it is for a community to work together for the good of the children. The PTA also funded a number of Field trips this year.

The Wellness Committee, composed of PVC staff, parents, and students met this year to continue discussions about healthy alternatives and the safety of students with food allergies. Students in student council attended to make sure that they had voice in whatever decisions were being made. The need for more student education regarding health and nutrition led to new experiences for students in health and science class where students evaluated the vending machine choices and developed a healthy nutritional plan for themselves.

A number of evening programs brought the school together with the families of our ESL students. Sarah Campbell was instrumental in setting up very successful programs. One program was a cultural sharing in which students presented an important aspect of their own culture and the parents brought family food dishes to share. Another evening was held at the Croton Library and focused on helping families to use the resources in their own community. During the 2015-2016 school year we will look for opportunities to integrate our ESL population as teachers of our general school population.

As always, we look for opportunities to involve parents in the classroom. This year many parents came to the school to shop at the 5th grade stores, visit the 8th grade Change Project displays, and participate in many student presentations. In 5th grade the parents also became mentors for a student project in Katie Brennan and Maureen Dillon's classroom. During the project, students chose an area that they wanted to study in greater depth and with the support of a mentor, engaged in an in depth study. Areas of study included graphic arts, law, engineering, etc. It was a great opportunity for students to direct their own learning under the guidance of an expert, many of which were parents.

9. <u>Building Planning Council</u>:

The PVC Building Planning Council met monthly during the 2014-2015 school year and was comprised of both parent and teacher representation for each grade level. In addition, the school psychologist, a member of the board of education, and the principal and assistant principal were members of the council.

Over the past few years the Building Planning Council has focused its attention on communication. This has included communicating student progress. As a result of past work, PVC will be rolling out a new report card for the upcoming school year (2015-2016). The report card will be standards-based with clear growth measures.

During the 2014-2015 school year the committee continued to focus on communication. In particular, the committee's attention was directed towards the PVC web page. While the webpage contains an enormous amount of information, much of the information was difficult to find. Therefore, the committee reached out to other parents and teachers to identify the most

frequently asked questions. These questions or the answers to them will be clearly posted on the webpage for easy access. In addition, the committee looked at the student handbook which is also posted online as a document. The committee determined that a new electronic version may be better and more accessible than the old uploaded document. Besides changes to the format, the committee also looked at some of the wording and determined a need for some additional clarity.

As new programs and procedures are developed at PVC it is important to share information with the parents. Typically, evening/day presentations have been the primary means for do so. However, these meetings are often not well attended. The building planning council discussed the use of webinars as a possible alternative. Presently, we have included a math webinar and one regarding the social emotional programs at PVC. During the coming school year we hope to utilize the webpage in this manner as we roll out the new report cards.

10. <u>Growth Opportunities for the 2015-2016 School Year</u>:

The 2015-2016 school year will be a challenging one as PVC embarks on a new grade reporting system. The following will be areas of focus:

A. Develop and implement a standards-based report card.
B. Design and train teachers to use e-School data online grade book with the plan to open this as part of the parent portal.
C. Continue to design evidence-based assessments including rubrics.
D. Support and continue to develop blended learning opportunities so students can move at their own pace in math.
E. Continue to realign and redesign science and math to include engineering opportunities that include creative, problem-solving.

Appendix Croton Science 7
PUTNAM/NORTHERN WESTCHESTER BOCES
TITC GRANT
Performance Task - Croton Science 7

Cover Sheet

Teaching is the Core Resource for:	*7th Grade Science*
Applicant	*Putnam/Northern Westchester BOCES*
School District	*Croton Harmon School District*
Author(s) of this assessment and contact information	*Lauren Scollins* *Noah Gallagher* *Erica Camilo* *Michael Plotkin*
Teacher(s) who will implement the assessment (if different from above)	Noah Gallagher Dara Diamond or Amanda Birdsall
Brief Description of the Assessment (what students will do) • type of assessment: product, demonstration, process, combination • moments: diagnostic, formative, summative, pre/post • student involvement in self- and/or peer assessment	Students will be able to show/prove/identify and provide evidence of changes in an ecosystem as a result of a virus or bacteria. Students will analyze and describe the impact of a virus or bacteria on the evolution of an organism in that ecosystem. Students will present their findings to a panel of evaluators. This presentation can be done in a variety of ways based on student choice. This assessment is designed to produce learning as well as measure learning. It is embedded in the curriculum and includes formative moments as well as opportunities for descriptive feedback during the process. Students will Conduct research and reflect on their learning process. Students will self-assess and reflect throughout the project
Brief Description of how results/evidence will be used by the teacher	Teacher will support students in learning pertinent vocabulary/concepts Build-in opportunities for the students to reflect on their learning, set goals and gain feedback from peers and facilitator. * Establish a chronological timeline that will guide students learning and the manner in which they address the different aspects of the learning experience.

Section 1: Standards/Outcomes Assessed by the Tasks(s)

Next Generation Science Standards:

LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

LS2-5: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
LS4-2: Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

LS4-4: Construct an explanation based on evidence that describes how genetic variations of trains in a population increase some individuals' probability of surviving and reproducing in a specific environment.

Common Core Learning Standards:

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.

RI.7.8 Trace and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W.7.1 Write arguments to support claims with clear reasons and relevant evidence

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content

Section 2: Task(s) Description & Teacher Support

What will the students do or produce to demonstrate their understanding and abilities? What is the task?	What will the teacher(s) do to support student learning? How will feedback be embedded in the process?
A. Students will investigate an ecosystem and for each: 1. **(LS2-2)** Identify characteristics of the ecosystem. • abiotic/biotic • organism/populations/communities/ecosystems/biomes • Predator/prey relationships 2. **(LS4-2) (RI.7.3)** Analyze the relationships and challenges faced by certain species of that system. 3. **(RI.7.8) (LS2-5)** Evaluate the human solutions attempted to address the system's/species challenges. 4. **(W.7.2) (W.2.1)** Students compare and contrast 4 viruses or bacteria and their influence on organisms in that ecosystem. 5. **(LS4-4) (W.7.1)** Students will investigate the evolution of viruses and bacteria to better understand their ecological relationship with organism within that ecosystem. B. Students will investigate viruses or bacteria: 1. **(LS2-2) (RI.7.8) (LS2-5) (W.7.1)**Research four viruses or bacteria: • Identify characteristics of ecosystem • Compare organism relationships in ecosystems • Analyze the struggles/challenges and relationships of organisms in that system. • **(RI.7.8) (LS2-5)** Evaluate the human efforts to address these situations. • **(W.7.2) (W.2.1)** Compare four viruses or bacteria and their influence on organisms from that ecosystem. • **(LS2-2)**Describe and analyze one of the chosen viruses or bacteria. • Students will present their research through the choice of one of the following formats and present to professional audience: o Design website o Prezi o PowerPoint o Poster o Podcast o Documentary/Movie 2. **(LS2-2)** Develop an understanding of the uniqueness of each and how they impact other organisms. 3. **(LS4-2)** Analyze the evolutionary changes undergone by the host organism 4. **(LS4-4) (RI 7.3)** Evaluate the efforts to combat the effects of the virus/bacteria, whether human or natural. C. **(W.7.2) (W.7.1)** Students will select a virus or bacteria of their choice. 1. Students will research what species this impacts and the overall effect on the ecosystem. 2. Evaluate the effects of human or natural responses to the environment or the bacteria.	A. For each of the student objectives the teacher will support students by: 1. Model, reinforce and select appropriate information and research on the ecosystems. 2. Support students in learning pertinent vocabulary/concepts 3. Build-in opportunities for the students to reflect on their learning, set goals and gain feedback from peers and facilitator. * 4. Establish a chronological timeline that will guide students learning and the manner in which they address the different aspects of the learning experience. 5. Collaborate with students to create a rubric(s) to guide learning and exemplify quality work. _____ * Feedback 1. Scheduled check-ins. 2. Student-teacher conference focused on goals and rubric 3. Peer review of work. 4. Student self-reflection. 5. Student demonstration of understanding: • Students will be able to identify, evaluate and analyze the characteristics of life that their chosen viruses/bacteria

3. Analyze the relationship between the host and virus and the overall impact on the ecosystem. D. Students will choose a presentation platform of their choice and work independently.	can successfully carry out. • Students will be able to identify the structure and function of chosen virus/bacteria components.

Rubric for Formative Feedback and Summative Evaluation
Rubric for- Croton Science 7 Unit

Dimensions	Student	Graduate	Scientist	Nobel Prize Winner
Analyze *Challenges faced by a certain species* (LS4-2) (RI.7.3) (W.7.2) (LS2-2)	Student presents facts relating to a species and or ecosystem however lacks connection between the organism and its ecological relationships.	Student discusses challenges and relationships without sufficient analysis and/or consideration of previous research.	Student analyzed relationships and challenges faced by certain species of that ecosystem.	Student analyzed relationships and challenges faced by certain species of that ecosystem over time.. Critiques current research done by scientists on that organism.
Evaluate *Human impact* *Efforts to solve the problem* *Impact of on Ecosystem* *(*RI.7.8) (LS2-5)	Students presents solutions in relation to challenges with little or no evaluation of the measures taken on the impact such measures had on the environments.	Students presents solutions in relation to challenges with some evaluation of the measures taken on the impact such measures had on the environments.	Evaluates the human solutions attempting to address the issues facing that species/ecosystem.	Evaluates the human solutions attempting to address the issues facing that species/ecosystem. Student uses content specific language to generate an argument as to the success and significance of these measures. Students utilize quantitative data in order to support their evaluation.
Synthesize *Solution to ecosystem/virus problem* (RI.7.3)	Student solution shows little to no connection to the current problems and issues facing the organism/ecosystem.	Student develops a solution to the challenges and issues faced by species/ecosystem with some thought regarding the cost, time, and struggles associated with this solution.	Student develops a well-rounded solution to the challenges and issues faced by species/ecosystem based on the strengths or "what worked" .	Student develops a well-rounded solution to the challenges and issues faced by species/ecosystem based on the strengths or "what worked" . The solution demonstrates a clear connection to other scientific work and evaluates the strengths and weaknesses of the solution presented.

RESEARCH *data collection and analysis (W.7.1)	Student sources lack variety, credibility and proper citing.	Student utilizes sources that may not be credible and cites sources	Student is able to consult and cite a variety of credible sources. Tracks progress towards specific goals and deadline. Student consults and cites a variety of sources. Tracks progress towards specific goals.	Student consults a variety of sources that include peer-reviewed articles. Tracks progress towards The students properly utilizes the data discovered and cites their sources properly.
PRESENTATION	Student presents solutions with lack of evidence and appropriate vocabulary. Presentation is unclear.	Student presents solution utilizing appropriate vocabulary and evidence to support claim. Audience is somewhat engaged. Presentation lacks organization.	Student presents solution utilizing appropriate academic vocabulary, evidence to support claims and engages their audience. Student is able to present the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify text or issue under study.	Student presents solution utilizing above grade level vocabulary and ample evidence that support claims and engages their audience. Presentation is well rehearsed and student is able to respond appropriately to critique.

Croton-Harmon Union Free School District
Principal Year End Report Form

Building: Croton-Harmon High School	**Principal:** Alan Capasso

1. Enrollment and demographics:

See attached at the end of the report.

2. Building goals and progress: A draft of the CHHS building goals were presented at a faculty meeting and Building Planning Council for input. Once finalized, they were presented at a faculty meeting and BPC. The first two goals are multi-year goals and appropriate annual progress was made. Much work was done on the third goal (student performance). However, there was a problem with determining if the goal was met due to a change in the conversion chart used to assign students a score (see below).

Goal 1:
At least ninety percent of students will perform at the college readiness level (75) on the ELA Regents.

This goal was successfully met with 91% of students tested achieving a 75 or greater.

Steps taken to achieve this goal include:

- ELA teachers gave multiple presentations at faculty meetings designed to assist non-ELA teachers with strategies that support reading and writing.
- ELA teachers attended regional workshops.
- Articles were shared with the entire staff that focused on improving student reading and writing.
- ELA teachers closely collaborated among themselves. This allowed for consistency among ELA teachers both for instruction and assessment.
- ELA teachers collaborated with members of other disciplines to use common terminology when describing the writing process to students.
- SPED teachers regularly conferred with ELA teachers. This helped produce directed support that allowed such a high number of students to achieve college readiness (75 or greater.)

Goal 2 (multi-year)**:**
Using the 2014-2015 baseline data, “founded” reports of bullying, harassment, and discrimination among CHHS students will decrease by at least 10% over the next three years.

This goal is in progress. Data from this past school year will serve as the baseline data referred to in the goal.

Steps taken to achieve this goal include:

- DASA and bullying was discussed with students during grade-level meetings and in freshman seminar.
- The *Olweus* Bullying Prevention Program was implemented school-wide.
- Multiple CHAPs were dedicated to discussing bullying and discriminatory practices with students.
- Preliminary data was shared and discussed with the Olweus steering committee.
- Data from the 2014 – 15 school years was collected and categorized. This data will serve as baseline data for the continuation of this goal.
- Faculty members attended workshops targeting questioning and engagement.
- Data from 2012-13 on indicators 3b and 3c were shared with staff at a faculty meeting.

Goal 3 (multi-year):
In all academic courses that have more than one instructor create a common final assessment and at least one school-year common assessment where ones currently do not exist. (If a course ends in a Regents exam that Regents exam is considered the common final assessment.) Analyze the data to identify student areas of weakness both for classes of students and individual students and identify instructional strategies to address the weaknesses. Analyze final assessment data.

This goal is in progress. Additional common assessments will be developed during the 2015 – 16 school year.

Steps taken to achieve this goal include:

- Academic courses that were taught by more than one teacher were identified.
- Through the department meetings multiple teachers of the same course were encouraged to develop at least one common assessment.
- At least one common assessment was created and used in all mathematics and English courses taught by more than one teacher.
- At least one common assessment was created and used in some social studies and science courses taught by more than one teacher.
- Common scoring rubrics were used and/or developed where appropriate.
- CHHS and PVC algebra teachers developed and administered a common assessment in Geometry. (Last year they did so in Algebra 1)

3. Curriculum and Instruction:
Curriculum and instruction summaries can be found in the CHHS Curriculum Coordinator reports.

Some highlights include:
All curriculum maps were made accessible to the public. Math, English and social studies and science teachers continued to modify their maps to reflect the Common Core and changes in the A.P. curricula.

Three new elective courses were developed and will be implemented during the 2015 – 16 school year, they are Computer Science 1, Computer Science 2, and Sports Medicine. Advanced Placement Computer Science is slated to be added for the 2016 – 17 school year. Students will be able to receive college credit from Pace University for Computer Science 1.

As a result of collaboration between the English and social studies departments the English department chose to modify the English 9 curriculum to better coordinate with the Global 9 curriculum. They moved their *Lord of the Flies* unit to earlier in the year to take advantage of a Global 9 unit that discusses characteristics that are needed to have a sustained and successful civilization. By making this change, English teachers were able to draw upon students' prior knowledge when they discussed the quasi-government/civilization that the boys established on the island in *The Lord of the Flies*. It also led to the development of a project that combined aspects of both courses.

Common core geometry was implemented this school year. A preliminary review of the common core geometry regents indicates a successful implementation. This year, Algebra2/Trig students decided whether or not to take the regents. Three students chose to take the exam and all three did quite well.

High school students took online courses both through Virtual High School and the PNW BOCES Online Courses for the 21st century consortium (OC21).

The high school continued to focus on component 3b – questioning and component 3c – student engagement as research shows these two components of the teacher evaluation instrument have the greatest impact on student achievement.

Much discussion and introspection took place regarding grading this year. This discussion was a major topic in multiple faculty meetings, department meetings, BPC meetings. SFC general and academic subcommittee meetings, and at principal's coffees. As part of the high school changing to letter grades for the 2016 – 17 school year work began to develop more consistency among teachers not just in grading practices but also in assessment and habits that promote learning. This work will continue throughout the upcoming school year.

Working together with the Director of Technology the social studies department decided to go to chromebooks instead of replacing their one mobile laptop cart. Doing so will allow each teacher to have a set of chromebooks in their classroom which in turn will greatly increase students' ability to use it as an integral part of their learning in the classroom.

4. Special assemblies and highlights:

A special day was used to rollout the Olweus Bullying Prevention Program. All faculty members wore t-shirts (sponsored by the Croton Community Coalition) on which was imprinted, "CHHS Stands Up for Character and Down to Bullying". A full school assembly was held. Members of the Olweus student committee began the assembly by standing in front of the student body and speaking out against bullying. They did so through readings and even a rap song highlighting their anti-bullying message. This was followed by Dr. Fowlin whose message was designed to provoke thought and empathy for others – which coincides perfectly with the message of the Olweus program. News 12 filmed portions of our event which was featured on the evening news with the tagline: "Westchester school takes strong stance against bullying."

Dr. Matt Bellace, a nationally known motivational speaker, comedian and educator spoke at a full school assembly to raise awareness of the negative aspects of marijuana use. Dr. Bellace is the creator of the original marijuana awareness comic strip "Weed is not Salad" that the Croton Community Coalition distributed to students. The assembly was held the day before the Junior Prom and three days before "4/20" a national "get high" day in the pot culture that teen marijuana users glamorize. This program was part of the multi-year effort to prevent and reduce underage drinking and drug use among Croton teens.

Building administration taught one of the eight sessions of the Freshman Seminar course again this year. This provided an opportunity for students to "get to know" the principal and assistant principal and for administration to review important aspects of the school and highlight portions of the student handbook, answer questions and get a sense of how the freshmen are adjusting to the high school. It also provided an opportunity for administration to discuss the new DASA legislation and the procedures that were put in place for the reporting of bullying and harassment.

This year the Fall Drama Performance was *Arsenic and Old Lace*. The Shakespeare Club performance was *All's Well That Ends Well,* and the Spring musical was *Sound of Music.* Mr. Merriam's Theater Class' annual production showcased five student written and performed comedies.

The Art Department again hosted its annual Advanced Placement Art Show featuring the art portfolios of the A.P. art students.

A high school parent, Mr. Maxwell spoke to some of our math classes about computer programming as part of the "Hour of Code" initiative. Mr. Maxwell told the students of his background, and his experiences working in Information Technology security at Citibank.

The annual awards assembly was held on Friday, June 5th. One hundred forty students were recognized for their academic and co-curricular accomplishments. Following the assembly, seniors traveled to the Kittle House in Chappaqua for the senior class luncheon.

The annual senior awards assembly was held on, June 23rd. Fifty-four seniors received scholarships and/or awards for their accomplishments.

5. Building specific professional development:

Many faculty members presented examples of best practices at faculty meetings. For example Soyoung Lim demonstrated how she uses videos available on *You Tube* for differentiating instruction in the teaching of geometric constructions and Tom Naughton shared the use of an educational blog in the teaching of A.P. World.

As part of the districtwide look at grading practices, the high school had its own subcommittee that focused on high school specific practices and making recommendations for changes. Subcommittee members include Alan Capasso, Kurt Lindner, Noel Schoenleber, Chris O'Connor, Susan Bree, Ray Ferrara, and Kelly Ingraham.

A major portion of the September's faculty meeting was devoted to sharing strategies that support students with special needs. Faculty members were strategically assigned to one of six interdisciplinary groups together with a special educator who facilitated the group. Karen Gatto started the meeting by reviewing IDEA and its legal requirements. Next, she talked about different types of disabilities and how they manifest themselves in students in different ways. After Karen's presentation, the special educators facilitated a discussion of some of the strategies that the teachers in the group used to accommodate the identified disability. A recorder in each group documented the group's discussion which was typed up and shared with the faculty.

At December's faculty meeting the English Department made a presentation of close reading strategies that they teach ninth graders and demonstrated how these strategies are transferable to reading for information in all subject areas. As part of the presentation Ray Ferrara, Kelly Ingraham and Mike Chimileski described different ways they have collaborated with English teachers to use some of these close reading strategies in their ninth grade classes. The groundwork for this collaboration was done over the summer by Michael Chimileski, Ray Ferrara, Erica Fiorini, Kelly Ingraham, Suzanne Lewis, Ashley Valentine, Jamie Rooney, and Noel Schoenleber.

This year's implementation of the Olweus anti-bullying program included much professional development for staff.

Greg Bradley, Tracey Finan and Eileen Pike continued Croton's participation in the regional 3 into 2 math initiative. This initiative's goal is to condense Geometry, Algebra 2 and Trigonometry and Pre-calculus into a two-year integrated curriculum for the purpose of accelerating math students who do not take Algebra 1 in eighth grade. In addition to meeting during the school year, they received significant staff development regarding the common core during the summer.

During the March Superintendent's Conference Day faculty attended a presentation by Devin Thornburg who is Professor of Education at Adelphi University. His scholarly work has focused on cognitive models of learning, diversity and intercultural competence, emotional lives of students and teachers, and human rights and school reform. Dr. Thornburg's presentation focused on the uniqueness of individuals and the implications that has for teaching high school students.

At a faculty meeting the high school SERT committee reviewed the procedures and protocols for fire drills, evacuations and lockdowns with staff.

Testing data from 2013-14 were presented and discussed at a faculty meeting.

6. Building specific programs and committees:

As part of the districtwide look at grading practices, the high school had its own subcommittee that focused on high school specific practices and making recommendations for changes. Subcommittee members include Alan Capasso, Kurt Lindner, Noel Schoenleber, Chris O'Connor, Susan Bree, Ray Ferrara, and Kelly Ingraham. The work involved much research, discussion and introspection. The work of the subcommittee was shared with the faculty regularly. The principal met multiple times with the academic committee of SFC. The full SFC was kept updated by the subcommittee and the principal. Parents received information about the subcommittees work at principal's coffees with one of the coffees devoted solely to this topic. The subcommittee's work was also discussed at multiple BPC meetings. Input from all groups was considered by the subcommittee and was reflected in the subcommittee's final recommendation to use both pluses and minuses instead of the initial recommendation of just pluses. To address behaviors that promote learning the subcommittee recommended that comments on the report cards be modified to better reflect these attributes. Once the final recommendations were made the subcommittee began its work to ensure consistency of practice. This work will continue during the 2015 – 16 school year.

The CHHS School Emergency Response Team (SERT) met multiple times this year with Altaris and did "table top" exercises in which the team was presented with a

scenario and asked how we would respond. A discussion and critique followed each scenario.

The Olweus anti-bullying program was implemented at the high school. Multiple CHAPs were dedicated to discussing bullying and discriminatory practices with students. Members of the steering committee included Una Andrews, Maria Rykowski, Mark Maxam, Linda King, Carrie Bishop, Leslie Troise, Tanya Thibideau, Donna Light, Ellen Hackett, Eric Rosen, Jonna Deak, Kerri Tracy, Nick Lapadula, Phyllis Cobb, Susan Dullea and Bill Thom. Mark Maxam and Linda King served as co-chairs.

Ms. Donna Light-Donovan coordinated the Annual Science Research Symposium. After a brief overview of the Science Research Program four students: Emily Grossman, Jacy Pare, Jacob Ross and Sebastian Gonzalez presented their projects to an audience of students and parents. This was followed by poster sessions in the main corridor conducted by the students enrolled in the program.

During the February break fifteen students visited various places in Spain on a cultural tour/exchange. The cities visited included Madrid, Marbella, Alhambra, Gibraltar and Granada. The program was arranged and coordinated by advisors Sue Lewis and Zhanna Glazenburg.

CHHS again hosted students and teachers from Jian Ping High School. Nineteen students and two teachers stayed with Croton families for approximately a week and a half. In the spring Mark Maxam and Ed Fuhrman took 15 Croton students to China. The visit included a three day stay with Chinese host families. As part of the exchange the group visited two Chinese schools, Beijing 101 and Jian Ping High School. They also visited many historical and cultural sites including, Tiananmen Square, Suzhou Garden, the Forbidden City, the Silk Building, the Great Wall, and the Summer Palace.

This spring it was CHHS' turn to do the hosting as part of the annual exchange with La Rochelle, France. While the French students were here they attended classes and participated in a number of activities together with their hosts.

The TAP program held their traditional Thanksgiving dinner at the high school as well as their annual recognition breakfast at the Croton Yacht Club.

SFC discussed many issues, which included the elimination of the Fairness Committee, the code of conduct, SFC website, ways to better promote tolerance, proposed changes in the CHHS grading system, internet and social media access and filtering, the inappropriate use of the library as a place to socialize, wireless accessibility at CHHS, the Olweus anti-bullying program, whether or not physical education should be graded pass – fail, food items offered in the school's vending machines, current course offerings (lack of any computer science courses) and whether students should be required to take Regents exams other than the ones required for graduation.

Active extracurricular clubs and/or activities this year at CHHS were: A Capella Club, Art Club, Band, Big Buddies, Book Club, CACTI, Chorus, Destination Imagination, Fall Drama Production, French Club, Gay Straight Alliance, Green Team, Interact Club, La Rochelle Exchange, Legitimate Edgar, Literary Magazine, Video Production Club, Spring Musical, National Honor Society, School Newspaper, Pi Squad, School Spirit Club, Select Chorus, Shakespeare Production, Stage Crew, Student-Faculty Congress, Teen Leadership Council, Yearbook, Explorers Club, Glamour Girls, Spanish Club, Human Rights Task Force, Skateboarding Club, and Debate club. New clubs this year were the Engineering Club, the Chinese Club, and the Programming Club.

CHHS students attended the Student Institute on Human Rights conference for the 12th consecutive year. This conference is a gathering for high school students (over 200 students from 2 dozen schools) sponsored by the Holocaust and Human Rights Education Center.

This year one-hundred-sixteen students participated in CHOOSE.

7. Tri-States Involvement:

The World Language Department had a follow-up visit to the initial visit three years ago. World Language teachers at the high school and middle school worked together as a cross-building team to prepare for the follow-up visit. After reflecting on the recommendations, the department implemented those that were deemed most appropriate. They then presented their work to the visiting team when they returned in March. The visiting team was very complimentary of the progress made towards implementing the key recommendations. Clearly the level of collaboration and collegiality was enhanced by going through this process.

The focus of the next Tri-states visit chosen is social studies. The visit will occur in March of 2016. In preparation for the visit, most social studies teachers have been trained in the Tri-States model.

Both the principal and assistant principal attended their respective Tri-States quarterly meetings.

8. Communication and parent involvement:

Principal's Coffees were held throughout the year. Items discussed at the various Principal's coffees include grading practices and the work and recommendations of both the district and high school grading subcommittees, APPR, the Common Core, the budget, and new course proposals for the 2015 – 16 school year.

The PTSA again sponsored SAT and PSAT prep classes and college essay writing workshops.

The CHHS PTSA again hosted *Parent University*. This event provides a chance for parents to experience a taste of what the high school offers to students. The following classes were offered: *The Bad Samaritan: A Socratic Seminar*, Brett Bowden; *Workout For Busy Parents*, Bill Thom; *Advancing Immunization Literacy: Reining in the Measles Outbreak*, Donna-Light Donovan; *Reading Shakespeare Like A Director*, Joseph Merriam; *Introduction to Yoga and Visualization*, Kerri Tracy.

The yearly orientation for Grade 8 parents was held in February. Presenters included Alan Capasso, Mark Maxam, Linda King, Leslie Troise, Tanya Tibideau, Lisa Madalavage (9th grade parent), and the following students: senior Kyle Rossini and freshmen Maddie Barnes.

The Guidance Department hosted its annual College Symposium in December. Following brief opening remarks parents and students attended two separate panel discussions relating to the college search, and the application process. This new format of two separate panels was the result of parent feedback. Speakers included the University of Connecticut, SUNY Purchase, Franklin & Marshall, Binghamton University, Rustic Pathways (GAP year) and the University of Rochester. This event is a kick-off for the juniors as they embark on the college search process.

Ms. Tracey, supported by the high school PTSA presented a Wellness Night for high school students, parents, and faculty/staff. There were two guest speakers from local organizations presenting on various health topics. The guest speakers were Elissa Holzman, a health coach, who spoke about, “The Not-So-Sweet Truth About Sugar,” and psychologist, Dr. Kristy Vanacore, who spoke about, “Mindfulness, Stress & The Teenage Brain.” The evening event was attended by parents, teachers and students.

The Guidance Department hosted a Financial Aid Night aimed at junior and senior parents (although the invite was sent to all parents). The presentation was given by Joel Peck, CPA. Mr. Peck gave an overview of the process as a whole, including when and how to fill out the financial aid forms. He also identified various types of aid, grants and scholarships that are available.

This March the Guidance Department arranged a presentation for parents entitled “**Survival Tips for Parenting Today’s Teen: It’s All in Their Heads!”** The guest speaker, Terence Houlihan, explained how certain differences in an adolescent’s brain causes students to react differently than an adult would. For example, he presented research indicating that teenagers have difficulty interpreting facial expressions correctly. As he highlighted these differences he also presented various research-based, strategies designed to help parents when dealing with their teenager.

This spring all three principals attended the SEPTA parent meeting. The meeting was designed to facilitate the transition from CET to PVC and from PVC to CHHS.

In May Jodi Burger coordinated the 2015 Advanced Placement Art Show. It featured the art portfolios of fourteen juniors and seniors. There was a special evening "opening" of the exhibition to which the public was invited.

9. Building Planning Council:

Topics discussed this year by BPC include a review of the Code of Conduct, making all non-graduation required Regents Testing optional, the high school's yearly goals, new high school course offerings (Computer Science 1 and 2, Sports Medicine), work of the district grading steering committee and the work of the high school grading subcommittee. The recommendations of the high school grading subcommittee were discussed multiple times at length. Not all parent members of BPC supported a change to letter grades grading practices, a main argument being 'if it ain't broke don't fix it.' Some felt that the subcommittee's initial recommendation of using letter grades with pluses only would not allow enough distinction among the top students. This input was communicated to the subcommittee. After considering this input the subcommittee modified its recommendation to include minuses as well as pluses.

Additionally, BPC selected two graduates to be inducted as Distinguished Graduate on November 23, 2015. The graduates selected are Loren Stillman and Benjamin Holzer.

10. Growth Opportunities for the 2015-2016 School Year (please include areas that need improvement):

Much work will need to be done to prepare for the Tri-states visit focusing on social studies. The visit will be conducted in March.

Increase the consistency in grading practices between and among departments. This work began this past school year and will continue.

The high school must plan for the changeover to letter grades in the 2016 – 17 school year. This includes significant communication to students (beyond members of SFC) and parents (beyond members of BPC, the PTSA executive board and parents who attend principal's coffees).

Three new courses will be implemented: Computer Science 1, Computer Science 2 and Sports Medicine.

The high school's participation in the regional "Three into Two" (math course compacting) will continue. The 2015 – 16 school year will make the final year of planning before implementation.

There continues to be a need to better use data to inform instruction. To be most effective this needs to be done at the department level.

The creation of common assessments in courses taught by multiple teachers will continue. The goal is to complete this work for all such courses by the end of the 2015 – 16 school year.

The dialogue about dropping the advanced designation on the CHHS diploma among key stakeholders should continue.

CROTON-HARMON

Union Free School District

Curriculum Coordinator Reports

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CET	**Department: ELA K-2**	**Coordinator: Stefanie Liss**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

- Scholastic Reading Assessments
  - Looked at the Next-Step Reading Assessment by Scholastic
  - Each teacher on the committee piloted this assessment with at least 3 students in the class (low, middle, high)
  - Assessments were given alongside TC to be used as a comparison
  - The committee decided that moving forward we should use this researched based/common core aligned assessment for our formal reading assessment
  - Committee members would like time to look through the assessments and determine a book 1, book 2, etc. for consistency
- Guided Reading
  - Defined guided reading for consistency and understanding
  - Discussed the purpose of guided reading groups and how these groups can be directed
  - Discussed the difference between guided reading groups and strategy groups
  - Shared various activities/tasks that other students are doing while guided reading and/or strategy groups are being conducted
- Writing Assessments/Kathy Tuttle
  - Discussed writing assessments and use of rubrics
  - Discussed how writing assessments could relate to writing about reading
- Write Steps Program
  - Created free trials and explored the different units available within this free trial
  - Discussed pros/cons as a committee
  - Had a video chat with Jan from Write Steps to learn more about the program
  - Discussed overall pros/cons with the entire ELA committee K-4
  - Possible outcome: K-1 will not pilot one unit of Write Steps next year, but will look closely at writing curriculum and how it can be revised. Grades 2-4 may pilot one unit of Write Steps (available through the free trial) and will discuss their thoughts regarding adopting this program.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

In grades K-2 metacognition is modeled through teaching students how to become independent workers and thinkers. Students take control of their literacy instruction through book choice, as many teachers provide students with opportunities to "book shop" at their just right level. Students are often engaged in different types of learning activities, at once, while the teacher works with a small group. Students have to monitor themselves during independent reading, partner reading, reading response time and/or literacy centers. Students rely on themselves to problem solve, complete activities, word solve, etc. K-2 teachers work hard to foster independence, help students learn how to take risks, and help students to create personal goals. We model our thinking out loud during literacy instruction, have them practice with the teacher and a partner for guided practice to scaffold their learning and then have them practice strategies independently.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

In response to the new ELA Common Core Standards and State Assessments, CET has continued to spend time this year unpacking the new standards as well as researching new curriculum programs to meet these new standards. Grades K-4 have been very busy piloting new programs and evaluating each module's quality and appropriateness for our community of learners. We have also set up pilots for next year, to thoughtfully select the best programs to meet the new curricular demands.

Currently, we are in the process of reviewing the *ELA Curriculum Maps* on *Engageny.org* and making necessary revisions, to meet the needs of our local students. This process will continue into next year as we continue to first select appropriate programs, and then integrate modified ELA curriculum maps from engageny.org into Rubicon Atlas.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

We spent a great deal of time discussing assessments for our students. We piloted the Scholastic Next Step-Guided Reading Assessment and have decided to use it school wide for next year. This assessment aligns with our curriculum as well as the Common Core Standards in Reading: Foundational Skills, Reading Informational Text, and Reading Literature. The website offers a guide to which standards these assessments directly align to and can be viewed at http://teacher.scholastic.com/products/next-step-guided-reading-assessment/K-2.htm.

Grades K-2 has also been working on their writing assessments. Work was done with a consultant, Kathy Tuttle, to look at writing assessments across the year. We developed prompts based on our current curriculum. We also looked at how we can incorporate writing

about reading within these prompts. The development of our grade level writing assessments and rubrics are still a work in progress.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

We achieve this vision through preparing our students and teaching a comprehensive curriculum (i.e.: modeling, interactive read alouds/writing, shared reading/writing, guided reading, literacy centers, small group work, reader's notebooks, independent reading/writing, Headsprout, etc.). We use supportive materials that provide the framework for teaching and learning through grades K-2, which are based on the Common Core Standards. We have discussed many of these as a committee, in addition to working on researching new programs and assessments. We have worked together to help foster this mission within our classrooms.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

- Kathy Tuttle (Data inquiry in the area of developing writing assessments)
- Write Steps (Video conference with Jan Polavian).

Personal Professional Development in the K-2 ELA area

- Presented ELA curriculum at PTA Principal's Coffee
- Sat with visiting school district to discuss ELA curriculum
- Attended ELA colloquium at Putnam Valley

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- Pilot of Scholastic Next-Step Guided Reading Assessment with the decision to use this assessment school-wide for the 2015-2016 school year.
- Defined Guided Reading and the diversity of how it can look in the K-2 classroom
- Study of the Write Steps programs and the decision to pilot the Write Steps program grades 2-4

ADDITIONAL COMMENTS:

The ELA committee would like to engage in possible summer work to look closely at the Scholastic Next-Step Guided Reading Assessments to look at which books would be read first, second, third, etc. when assessing students. This will allow for consistency with these assessments from grade level to grade level.

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CET	**Department: ELA 2-4**	**Coordinator: Erica Hubbard**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

1. **Metacognition** –
   The committee developed a list of innovative ideas, strategies, and resources to successfully promote metacognition across curriculum, instruction, and assessment, and then shared with colleagues. This list attended to the following questions:
   a. *How does my classroom help create successful/active thinkers?*
   b. *How do my students own the whole learning process?*
   c. *How do I promote wellbeing?*
   d. *How do I communicate purpose to my students and that what we do matters?*

2. **Reading Logs** –
   The committee determined that reading logs...
   - help develop responsibility
   - are used by families as a tool to help students develop good reading habits at home
   - serve as a communication tool between home and school
   - need to keep the task of recording reading simple and efficient

3. **Interactive Writing** –
   The committee determined that interactive writing is based on the workshop model and very much a part of what we do. Interactive writing needs to remain a component of our balanced literacy instruction.

4. **Advanced Features of RAZ Kids –**
   A guest presenter offered staff development on using the advanced features of RAZ Kids as a supplemental diagnostic tool to provide additional information and data about students (in particular with comprehension skills). This resulted in teachers having an additional tool available in their “toolbox” to determine if a student is able to

comprehend a text on an inferential level. Teachers later utilized this tool to access a variety of different student reports to monitor a student's progress, plan instruction, and to better communicate with the RTI team.

This discussion also resulted in the committee identifying a similar need in the lower grades and recommended they find a comparable program for early readers. The *Headsprouts* program was recommended and then later adopted by the lower grades.

5. **Review of Professional Texts including, "*The Best Ways to Prepare Students for Standardized Reading Tests*."**
    a. Committee members discussed the author's point of view that reading tests measure reading comprehension only and not sub-skills. Members also considered the author's idea that having students practice answering questions on various sub-skills won't necessarily produce better results because reading is a language activity and not the execution of various sub-skills.
        b. Committee members discussed the factors that do explain students' performance on standardized tests (as noted in the article and based on observation). Members listed:
    i. Text complexity – If the text is easy enough, students can answer any type of question and if the text is difficult, they will struggle with even easy questions. (Reading tests measure how well students read texts, not how well they execute particular reading skills.)
    ii. Reading tests are designed to separate proficient readers from struggling readers.
    c. Committee members discussed the question: *How do we prepare students to do well on the new tests?* Members then listed solutions which included:
    i. Students should read extensively within lessons.
    ii. Students should read increasing amounts of text without guidance and support.
    iii. Texts should be rich in content and sufficiently challenging.
    iv. Students should explain their answers and provide text evidence supporting their claims.
    v. Students need to be engaged in writing about text.

6. **<u>Reading Levels</u>** – The committee discussed the need for building or grade level "guidelines" to ensure consistency when assessing and assigning reading levels to students. Over the years, we have had new staff join us as well as have had philosophies change and evolve. The committee determined the purpose of identifying

a student's "just right level" is to plan targeted small group instruction on a student's "instructional level." Levels should be used to inform instruction.

- Members found an updated resource from the TC website called *"Matching Books to Readers A to Z"* to provide additional information on text level characteristics and skills for each reading level.
- Members identified key questions to discuss with the faculty as a whole group. This later resulted in a building wide discussion on reading level assessments and development of guidelines.

7. **Writing Assessments** – Each grade will need to give a benchmark writing assessment 2-3 times throughout the year. This assessment will be much like the benchmark reading assessments we give. This will be a tool to help collect data as we are a data driven school. This will be another diagnostic tool we can use to make referrals to RTI/Writing AIS.
   - The committee concluded that: In third and fourth grades, we should first read text aloud to students as they follow along but then give students a copy to reread and refer to, to answer the prompt using text evidence. This will help to ensure that we are measuring writing and not reading and listening. The same prompt should be given throughout the year and the text and prompt should be a "middle of the road" level passage. The committee determined that as this is a writing test, we want to measure:
     a. Content and analysis
     b. Command of evidence
     c. Coherence, organization, and style
     d. Control of conventions

8. **Reading Assessment Pilots** – We reviewed the two different pilot programs being used in third and fourth grades. This resulted in a school wide adoption of the assessment kits for full implementation for the following school year.

9. ***Writesteps* Writing Curriculum and Resources** – Teachers set-up a free trial account and made plans to pilot a unit for the upcoming school year. This discussion also resulted in a K-4 professional development session with a *Writesteps* developer. We are in the process of considering this program for a pilot as well as looking into other programs.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

<u>Strategies to create successful/active thinkers:</u>

i. A variety of choices, use of authentic and engaging materials and tasks
ii. Differentiated tasks and menus
iii. Thinking in writing (whiteboards, notebooks, post-its, chart paper, time to "stop and jot…")
iv. Discovery learning, problem or project based learning, problem solving, rigor
v. Cooperative learning, time to collaborate and reflect and present with peers
vi. Opportunities to ask questions, self-reflect, "stop and think…" and paraphrase
vii. Visual representations of learning and thinking

<u>Strategies to promote students owning the whole learning process:</u>

viii. Implementation of a "thinking curriculum" not just content. Students learn process skills and thinking skills and strategies.
ix. Pre/post assessments
x. Structures and routines in place to build independence and gradually release responsibility, helping students at our level to develop autonomy.
xi. Choices – students have opportunities to make decisions based on interests and preferences with tools and tasks.
xii. Goal oriented process
xiii. Solving real problems
xiv. Time to stop and reflect and revise thinking/plan, progress monitoring
xv. Coaching students to stop and ask themselves, "Does this make sense?"
xvi. Ending lesson with a "share"

<u>Strategies to promote students' social-emotional wellbeing ("I am okay; I feel okay"):</u>

- Welcome students with a personal greeting each morning
- Send messages home (importance of sleep, healthy snacks, etc.) and keep lines of communication open (questionnaires, email, webpages, etc.)
- Create a warm classroom climate and comfortable environment

- Offer stretch breaks, build movement into transitions such as “Brain Break Stretches” or “Brain Gym”
- Reduce stress in room through a predictable structure and routines
- Read and respond to a student’s body language
- Rehearsal with a “turn and talk partner” before speaking to whole group
- Whiteboards or writing before speaking/sharing
- Positive encouragement, authentic compliments
- Use of hand signals to take a pulse of room (thumbs up, down, etc.)
- Community building during *Morning Meeting*
- Equity sticks for participation
- Parent request to write personal letters to their child to read before state tests

Strategies to communicate a sense of purpose to students (“What I do matters!”):

- Work is celebrated (published in hallway, publishing parties with family members, student samples as mentor texts or exemplars)
- Real audiences (letter writing for example)
- Real world connections, work fits into a greater context
- “Class Economy”
- Connection to life outside of school/home
- Democratic classrooms

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**

In response to the new ELA Common Core Standards and State Assessments, CET has continued to spend time this year unpacking the new standards as well as researching new curriculum programs to meet these new standards. Grades K-4 have been very busy piloting new programs and evaluating each module’s quality and appropriateness for our community of learners. We have also set up pilots for next year, to thoughtfully select the best programs to meet the new curricular demands.

Currently, we are in the process of reviewing the *ELA Curriculum Maps* on *Engageny.org* and making necessary revisions, to meet the needs of our local students. This process will

continue into next year as we continue to first select appropriate programs, and then later integrate modified ELA curriculum maps from engageny.org into Rubicon Atlas.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

1. Next Step Guided Reading Assessment Kit – Includes a student interest survey, word knowledge inventory, independent reading comprehension assessment, 1:1 reading conference assessment (fluency, literal and inferential comprehension). Each grade level has a kit which is aligned to the specific grade's Common Core Standards. The assessment components are labeled with the corresponding standard to ensure alignment. This includes: Reading Foundational Skills (phonics and word recognition, fluency), Reading Informational Text (key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and text complexity), and Reading Literature (key ideas and details, craft and structure, range of reading and text complexity).

2. Grade Level Reading and Writing Benchmark Assessments – These assessments were developed by grade levels using the annotated test guides from engageny.org. Grade levels selected passages and question sets released from previous Common Core Standardized State Assessments. These assessments are administered in the beginning of the year to meet the Student Learning Objectives (SLO) requirements and are also used as a diagnostic tool for referring students for Academic Intervention Services (AIS) services as well as to provide data to develop data driven instruction. These assessments are administered later in the year to measure growth.

3. Renaissance STAR Reading Assessment – The STAR Reading assessment is given to all elementary students three times a year to monitor growth as well as to identify students who are in need of Academic Intervention Services (AIS). This assessment assesses 46 reading skills in 11 domains, focusing on the following four major skill areas which include: foundational skills, reading informational text, reading literature, and language. We administer the *Core Progress for Common Core* to optimize alignment with the New York State Common Core Standards. This diagnostic tool was selected by CET as it allows educators to have immediate access to skill-specific, actionable data to target instruction and practice, select students for intervention, and predict state-test performance. STAR also reports *Student Growth Percentile*, a widely accepted growth measurement.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective

communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

Examples of evidence to support that our vision and mission are part of our ELA curriculum, instruction and assessment:

Lifelong learners – "*Mystery Reader* "program in some classrooms with guest readers, Parents As Reading Partners school-wide initiative, *Fourth Grade Writing Workshop Day* with parent presenters, student goal setting and monitoring, metacognition/comprehension strategy lessons (developing higher order thinking skills) and reflections, opportunities for student choice

Contribute to the wellbeing of society – Multicultural materials/texts that promote social justice are utilized, persuasive letter writing units, character education literacy lessons (identifying central message), current events articles utilized during instruction, and field trips with organizations that promote the wellbeing of society

Effective communicators – Oral presentations (with speaking and listening rubrics), book club discussions, *Morning Meeting* routines, fluency lessons and assessments

Problem solvers – Problem based learning opportunities and projects working with real problems, open-ended tasks, collaborative and cooperative group work

Researchers – Integration of research skills (reading, writing, viewing) across academic areas to produce a variety of products to showcase research skills

Independent thinkers – Opportunities to make choices (democratic classrooms), opinion based materials and student debates, expansive classroom libraries, choice or project menus, text evidence to support thinking, multiple perspectives/point of view comparisons, metacognition lessons and reflections

Responsible for own learning – Implementation of a "thinking curriculum" not just content (students learn process skills and thinking skills and strategies), pre/post assessments, structures and routines in place to build independence and gradually release responsibility, choices (students have opportunities to make decisions based on interests and preferences with tools and tasks), learning contracts, student checklists, goal oriented process, time to stop and reflect and revise thinking/plan, progress monitoring, ending lessons with a "share" and coaching students to stop and ask themselves, "Does this make sense?"

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

- Prepared a survey and supplemental resources for a faculty meeting to facilitate a school-wide discussion about reading levels and assessment techniques. This led to teachers working collaboratively as a whole group to create a building-wide protocol for administering running record assessments and leveling to thus create greater consistency across grade levels and to promote greater vertical alignment in regards to expectations.
- Attended ELA Curriculum and Assessment Workshops at BOCES.
- Reviewed professional texts, including articles, websites, and apps
- Attended an "Awareness Session" with the *Writesteps Writing Program*.
- Hosted a visiting school to share our best practices. Met with a group of ELA teachers and administrators from a different elementary school to discuss how we have interpreted the new standards and implemented new curriculum.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- Piloted the *Next Steps Guided Reading Assessments* kit which led to a school wide adoption of this assessment kit and protocol.

- Promoted a discussion of leveled texts and running record assessments which resulted in a school wide development of guidelines for administering assessments and matching readers to leveled texts.

- Actively reviewed different writing programs which led to plans for a 2015-2016 pilot of the *Writesteps Writing Program*.

- Developed a list of innovative ideas and resources for successful implementation and supplementation to the new Common Core curriculum, and shared with colleagues.

- Increased communications across and between grade levels, facilitating an increase in consistency and continuity.

- Presented major shifts in the ELA curriculum for community members at a "Principal's Coffee" PTA meeting, helping to develop a strong connection between "home and school."

- CET was awarded the *National Blue Ribbon Award* for excellence in education this year. Our school's eligibility for this award was initially based on test scores (including ELA and Math).
ADDITIONAL COMMENTS:
Thank you for this opportunity.

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CET	**Department: K-2 Math**	**Coordinator: Patricia Lynch**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

-In our second year of implementing the CC, we were able to build upon the gains that students had made in the prior year. As a result, delving into the 'Foundational and Focus Standards' guided our early meetings. We monitored our year-long pacing and aligned our assessments across the grades. This was a wonderful starting point for our committee as we knew what the students already knew, what they needed to accomplish and where their strengths and weaknesses fell. Each grade customized CC work to best suit their students and this was discussed at length. Our early discussions centered on standards, assessments, and how best to implement the CC. This committee work prepared us to delve deeper into student learning for our subsequent meetings as the structure of our curriculum was in place.
-We were then able to move onto examining how we unpacked application (story) problems with our students. We reviewed CC model drawing and how it progresses K-4. We viewed instructional videos from various sites and discussed the methods the teachers used to elicit flexible problem solving from their students, especially when solving application problems. The outcome of this discussion gave us a better understanding of how to help students to be metacognitive when they approach and solve these problems. We are better prepared to explain the strategy that is best for each problem and how it can be solved in other ways too. We also spent time discussing how we use fluency games, sprints (quizzes) and chants. This is an area that needs further discussion so that fluency work is vertically aligned through the grades.
-We spent time reviewing the Math Standards listed on our report cards. We aligned them with the CCSS and discussed how best to communicate a child's progress in Math in the comment section of the report card. The outcome of this work reassured us that the CCSS, our report cards, and our assessments are aligned and that the comment section of the report card serves as a glimpse into how students approach their work and their level of proficiency in problem solving.
-Manipulatives, software, and online resources were explored. Kindergarten was able to find and utilize math resources for their new smartboards.
-We spent time discussing how best to present information at Family Math Night. The outcome was a successful evening for all involved.
-I turn-keyed information from the 10-County Math Conference held at No. Rockland High School.
-We discussed how best to present Math resources on our websites. We reviewed additional resources and links. The outcome was that now all Math resources are presented in the same fashion across the grades at CET.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

-The summer curriculum work and the extra time spent prepared me to help my colleagues in this area. Math is metacognitive and as a committee we spent an entire meeting discussing ways that our students are metacognitive when solving application (story) problems. We, as teachers, had to be metacognitive as we analyzed 20 different application problems. Sorting these problems by strategies, discussing student misconceptions and how they rush to choose a method to solve the problems deepened our metacognitive approach to helping students. We created charts about problem solving and shared them with all CET teachers. It was insightful work as problem solving is truly metacognitive. In addition, as we viewed videos and resources on model drawing together, our lens was always to help our students to become metacognitive in applying model drawing to their work. As we put ourselves into our students' shoes, we were further able to understand how explicitly teaching metacognitive habits to our students was extremely beneficial.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

-Our K-2 maps are complete, with the exception of, Enduring Understandings and Essential Questions. Kindergarten maps reflect teacher created assessments and the CC standards. First and Second Grade maps reflect CC standards and assessments. This work can be continued next year. We had spent time as a committee reviewing our maps during the 2013-14 school year. The quality of the maps is high in our opinion due to the maps being CC based.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

-Kindergarten teachers spent time this year aligning their assessments to the standards and also ensuring that it was reflected in student report cards. First and Second Grade teachers administered mid-module and end module assessments.
-On a more informal basis, we utilize daily fluency activities, exit tickets, problem sets and student observation to assess the needs of students.
-The STAR Math assessment was administered in Second Grade. The data is used to determine AIS groups.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

-Our mathematics program is strongly based in problem solving and flexible thinking. Throughout our lessons, we encourage our students to reflect on the task, be metacognitive when choosing a strategy and when applying it, estimate, and to continually assess their processes. Time is given for students to explain their reasoning and process. Flexible approaches to problem solving are highlighted. Extensive practice allows students to internalize both why and how they would implement efficient strategies. Students are given opportunities to not only practice their newly discovered strategies, but it also allows them to generalize their skills. They continually discuss strategies and efficiency with one another yet independently select strategic methods. With students themselves asking each other, "Why did you solve the problem that way? How did we solve these differently?" students are able to engage in rich dialogue about the mathematical strategies and determining which are most useful.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

-We utilized the EngageNY site frequently. The teacher video series was especially helpful.
-We worked with Mr. Cavillieri to discuss how our parent resources were presented across the grades and what we would like posted.
-We searched 'Smart Exchange' and other resources for smartboard lessons.
-Some committee members attended a 2 day BOCES Math training series and turn-keyed the information.
-Mrs. Maloney forwarded articles of interest from professional journals including 'Teaching Mathematics' to the committee to enhance our discussions.
-I attended the 'Ten-County Math Conference' at No. Rockland High School and turn-keyed the information. This was a wonderful opportunity to learn from the authors of our Math series and to delve deeper into refining our methods.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

-Overall, our K-2 committee accomplished articulating the Mathematical learning experiences that are best for our students. We moved from learning how to implement the CC to how best to implement it for our students. Grade levels became advocates for their students in choosing how to adapt the modules without losing the rigor of the standards.
-Delving into problem solving was enlightening for all. Talking collaboratively with colleagues about how students approach problem solving led to deeper conversations with our students.
-Defining metacognition as a district refreshed our lens of looking at student progressions as they travel through units of study. Having a student articulate the skills gained in a unit is wonderful but having students being able to truly articulate their progression using the metacognition definition was even more remarkable.

ADDITIONAL COMMENTS:

-Our committee came to each meeting energized. Our discussions were deep, thoughtful, and reflective. Our time was well-spent and was extremely valuable to all. Thank you for providing the structure for the committees as it is a gift to be able to examine a subject so deeply with colleagues.

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CET	**Department: 3-4 Math**	**Coordinator: Tara Arturi**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

- In our cross curricular work, we spent a good deal of time looking at how all grade levels present word problems and instruct in order to solve them. We shared the processes used by various grade levels in order to pinpoint what a problem is asking, and how to pull out important information. We then discussed strategies to solve the problem, using model drawing, etc. Finally, we focused on computational strategies to complete the problems. These strategies were shared across grade levels in order to provide for more consistency. Use of these strategies encourages metacognitive thinking.
- We spent several meetings discussing the recommendations of the Grading Committee. We had lengthy conversations about many of the topics covered at those meetings. Being on both committees gave me a helpful perspective and enabled me to share ideas from both groups. Among our curriculum discussions we covered January and June expectations, alignment with Common Core Standards, and thoughts on a grading system which would be fair as well as clear to students, parents and teachers. These discussions included grading throughout the year, in addition to report card grading.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

- Metacognition was an important topic during several meetings. We began by discussing the metacognitive strategies that we already use. Team members brought examples of their own activities, rubrics, ex., in order to share them among colleagues. For example, we utilized rubrics for math projects which required students to stop midway and analyze what is complete, and what needs improvement. Self-analytical activities were another example, as these were used both at the end of lessons as well as during assessment review. These activities enabled students to articulate how they felt about a skill, and where they thought they needed more practice or help, etc. (A favorite metacognitive tool of mine is the "Blob Bridge", shared with Curriculum Coordinators during our August meeting!)
- As mentioned, one of our areas of focus this year was problem solving strategies. This process itself is a metacognitive one, as students need to analyze a task and explain their thought process in a written explanation. In addition, students are encouraged to use several different strategies in order to solve the problems, and these various techniques are then shared and discussed among peers.

CURRICULUM:

As a department, how are you ensuring the curriculum maps reflect quality?

- Most of the necessary information for the curriculum maps has been entered. The remaining information needed in order to complete the maps is currently being uploaded from the NY State modules to Rubicon Atlas.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

- Both the third and fourth grade uses a variety of assessments in math. Exit tickets are part of each module lesson, and were utilized by all teachers on the grade levels. Mid-module and end of unit module assessments were used. In addition, alternate quizzes, teacher made or purchased, were also given. Rubrics and self- reflection sheets were utilized by several teachers. Finally, we used fluency activities, daily problem sets, homework, and student observations.
- As part of summer curriculum work, along with several team members, I was involved in reorganizing the module assessments and rewriting the corresponding rubrics. The results were assessments that are more efficient and rubrics that are fairer for students, and more aligned for grading using our Common Core report card.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- As mentioned in response to the second question, problem solving is an integral part of our math curriculum. Not only do our students need to analyze problems, they are required to use model drawing to make representations of their tasks. In addition, students are asked to be effective communicators because they are asked to describe how they solved problems, and to write about their strategies. These strategies are frequently shared amongst peers and discussed.
- Through the use of checklists and rubrics, students are responsible for their own learning.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

- Because this was our second year using the modules, the team felt that it was beneficial for us to attend the professional development for Zearn.org, a website which was created based on the CC modules. The math committee attended a webinar with one of the creators of Zearn during a curriculum coordinator meeting. The 3rd and 4th grade staff members who are on the ELA committee also attended professional development with Zearn. Both of these meetings were arranged by our principal, Kelly Maloney.
- Parent resources were reviewed and uploaded to our grade and individual webpages.

- Relevant articles from *The Marshall Memo* were frequently reviewed and discussed.
- Summer professional development, as mentioned above, was important to improving module assessments and rubrics for grading and report card writing.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- Our team made progress in discussing and implementing metacognitive skills. I believe that because of these discussions, the team members are able to use metacognition on a much more frequent basis, both formally and informally in our instruction.
- The cross curricular work on problem solving strategies was very beneficial to all grade levels as we are now more consistent in this important skill.
- This year, because it was our second with the modules, we were able to concentrate on not only understanding the modules, but improving them, as well as the assessments and rubrics. We also focused more on how to make them more interactive and child friendly. One of the ways we were able to do that was through the use of Zearn.org, as well as other online resources.
- Last year both the 3rd and 4th grade scored well on the NY State math tests.
- I am proud to say that CET is a Blue Ribbon School.

ADDITIONAL COMMENTS:

- Thank you for the opportunity to be the Curriculum Coordinator for math in the 3rd and 4th grades. I believe that the time spent at our meetings was productive and valuable for all of the team members.

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CET	**Department: Special Education**	**Coordinator: Travis Moll**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

- RTI special education representation and Tier 1 and 2 Leadership- SPED teachers were asked to be RTI leaders for each grade level this year. We worked to turnkey our training regarding RTI and help Gen Ed teachers create and implement classroom interventions.
- Use of RTI Direct in RTI meetings. SPED teachers led the use of RTI direct as a data warehouse for student interventions. Trained staff how to use independently so that they may update their own interventions instead of waiting for next meeting to occur.
- Continuum of services between buildings - students transitioning from CET to PVC should have similar programs in place based off student needs. (this continues to be an ongoing concern)
- Creating and having appropriate support for students with ED –Received TCI training for certain staff and look to train more future staff who work with students to help deescalate situations involving students with severe social/emotional needs
- SPED teachers and aides being utilized as substitute coverage – continues to be of concern due to loss of student mandated services
- Access to student IEPs and 504s in RTI direct – difficult to have the appropriate people gain access, recommended that teachers have access to all students at their designated grade level
- Finding time in schedule to complete student testing for initials and reevaluations – teachers were afforded time to complete test scoring and reports, coverage was difficult at times
- Editing drop down menus and interventions in both IEP direct and RTI direct –many updates have been made that are more tailored to current programs within CET
- Implementation of the RTI model according to Jim Wright
- Utilized a BCBA to observe, create BIP's and FBA's for students in need at CET

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

- Ongoing workshops - how to differentiate reading instruction using the modules
- Incorporating project based learning within the modules – "Dream House" – Math, "Wolf Study" - ELA
- Differentiating modules to meet student needs
- Use of RTI and intervention strategies at our grade level
- Taking on an RTI leadership role
- Use of data during simulation testing to recommend appropriate testing accommodations

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

N/A

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

STAR Testing
SLO Testing
TC Reading Assessments
Scholastic Guided Reading Assessment
Explode The Code Assessments
RAZ-Kids
Lexia Core 5
iXL
Zearn.org
Daily math exit tickets
Module assessments in math
*All of these are aligned to the CCSS

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

-Student projects are based off of choice, interest, necessity and incorporate grade level standards.
-Students with disabilities are receiving on grade-level instruction with appropriate modifications
-Students with disabilities are able to work on module based activities with appropriate accommodations

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

-TCI Training
-RTI Training

-Engaging Low Level Readers
-Adapting and modifying math modules for students with disabilities

ACCOMPLISHMENTS:
What are some specific accomplishments for your department/grade level for this school year? -Our department really stepped up as grade level Tier 1 and Tier 2 leaders. A special education teacher was designated RTI leader and was given the responsibility of organizing meetings, designing measurable interventions and collecting teacher data on these interventions. This was a large additional leadership role that was placed on SPED staff and they were able to successfully incorporate this into their daily responsibilities.
ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form 2014-15

Building: PVC	**Department: English**	**Coordinator: Maryann Zabbia**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

*****Revise and Align the Writing rubric to reflect developmental growth and CCSS

*Use of Google Classroom and Google Drive as platforms for frequent targeted feedback and writing assessment. Conferences are now very productive as teachers have regular access to the progress of written work on Google Drive.

*Research based project work that supports development of CCSS skills

*Developed standards based report card

*New 4 point rubrics and assessments to support CCSS

*Teachers were asked to create SLO tests in case NYS cannot give us growth scores due to opt outs

*STAR reports and how to use them to set goals with students

*Achieve testing and program was used for AIS support

*Academic Vocabulary- We've begun looking at words we can align grade 5-8. We continue to create common vocabulary as we've done with Kathy Tuttle in ELA/Math this year.

* Teachers use content or project specific rubrics to facilitate goal setting, reflection and assessment.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

As a department we've participated in many discussions on metacognition. We used the metacognition graphics to hang in our rooms to easily refer too. Students often reflected during and after learning and used their metacognitive skills.

Students routinely engage in the following: set goals for learning, monitor along the way, correct or revise their goals, self score and peer score, reflection at the end of units. Teachers use content or project specific rubrics to enable this process.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

Our maps are not fully complete. As we move forward in adaptation of CCSS and alignment of our Croton Core curriculum with standards, we will identify our Big Ideas, Enduring Understandings and Essential Questions. With this consistency, we will then move towards common standards based assessments and resources. In creating this new CCSS curriculum, we will be able to update our maps and ensure alignment across grades.

We will ensure all maps reflect quality by strengthening our rubrics and assessments to reflect continuity throughout the grades.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

*Standards aligned curriculum content, tests, projects, performance assessments

*Writing Rubric

*Standards aligned rubrics

*STAR testing

*Achieve testing and program used for AIS

*Content specific rubrics used for performance assessment

PVC ELA Dept continues to adapt and align the CCSS to our own best practices and Croton Core curriculum. This year, we designed our standards based report card and also adapted our Writing rubric so that it aligns to CCSS content and language. Moving forward, our goal is to design new assessments and rubrics that are closely aligned and reflect CCSS.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

As a department we offer many opportunities for students to become 21st century global citizens and contribute to the well-being of society. ELA students study the connections between history and literature and also study history to make better informed decisions and understanding about events in our modern world. Our research and problem based learning focus requires students to read, research and learn about these topics. New standards require expository reading that complements literature and content work. Students learn strategies for taking notes that will support synthesis of ideas and deeper thinking. They use their research to problem solve and find solutions and then finally to clearly communicate their findings to an audience of their peers. Rubrics are used at the start of each project to guide students and to support development of new standards. All of this work aligns with CCSS.

Examples: 6th Grade ancient cultures research work in connection with Malala and The Breadwinner, 7th grade refugee research in connection with A Long Walk to Water, 8th grade Taking a Stand and Change project research in connection with To Kill a Mockingbird.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

Achieve and Star staff development

Google Drive and Google Platform applications

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

We are very proud of our refinements in assessments that measure developmental growth, clearly communicate to both parents and students, and also provide the means for goal setting. Our department has pioneered the use of developmental growth assessment. In addition, we have worked hard to incorporate “Croton Core” best practices and bring them into alignment with both district goals and also CCSS. We feel that our curriculum reflects rigorous practice and that it continues to grow, evolve and develop in sync with the new standards. We also feel that technology has greatly enhanced both the volume and quality of student performance, especially in writing and research. The ability to track student writing on Google Drive has given teachers more access to each student’s progress as well as the ability to give frequent and specific feedback in order to support growth.

ADDITIONAL COMMENTS:

We very much look forward to continuing our work in adapting the CCSS and alignment 5-8, along with standards based assessments. We feel we’ve made great progress this year and look forward to continuing this, and creating a more rigorous and cohesive ELA program.

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: PVC	**Department: Math**	**Coordinator: Jenny Barth**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

- **Grading/report card standards**
  -Outcome: Report card standards have been finalized for all grades and subjects taught at PVC. The report cards have been updated and submitted to Deborah O'Connell.
- **Metacognition**
  -Outcome: Metacognition has been brought up throughout the year. We feel it is important for students to think about each math problem and visualize the scenario prior to the solving process. This can help students determine what mathematical operations need to be used. In addition, we feel it is important to have students reflect on their own learning preferences and error analysis opportunities. These opportunities help students learn more about their learning styles and can become better mathematicians in the future.
- **Math at your own depth/resources**
  Outcome: PVC teachers have participated in a parent coffee meeting that addressed math at your own depth. In addition, the math department has scheduled more time to meet in June as a 5/6th and 7/8th grade team to make even more connections between grade levels. At this meeting, teachers would like to incorporate more "math-deep" projects that are consistent across grade levels. Teachers will use the schematic that was created last year as a model to develop uniform process for math at your own depth. We will also look into using Renaissance Star Accelerated Math program as a potential supplementary program to help move students along in the math curriculum when necessary. We have already looked into other supplementary programs, such as Edgenuity, KhanAcademy and LearnZillion. We continue to use IXL in our classrooms to help support lessons a well.
- **Math department website**
  Outcome: PVC math department now has a website. Resources have been added to this page and will continue to be added as necessary.
- **Math vocabulary grades 5-8**
  Outcome: PVC math department has compiled a list of all vocabulary words used in grade 5-8. Our next step is to determine any overlap and find the grade level that each word should officially be taught at.
- **Potential Math Assembly**
  Outcome: We have looked into two potential whole building math assemblies to further engage the entire student population in a fun, math assembly. We discussed possibly starting early next year to write a grant to fund this opportunity.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

- At the beginning of the year, the entire math department went through the presentation for metacognition and viewed the visual representation of our definition for metacognition.
- Students complete error analysis metacognition reflections and learn from these opportunities.
- Teachers provide reflection opportunities for students, such as "fist of five", "thumbs up or down" and other means of metacognitive assessments to help students and teachers address needs of our learners.
- Teachers provide benchmark reflections after each unit's assessment so students can assess their own study habits and make changes for next time.
- Providing choice throughout lessons helps students reflect on their own learning preferences and seek out ways to learn curriculum based on the way they prefer to acquire information.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**

  -This year we piloted a new math program (math at your own depth) and therefore, curriculum maps may not reflect this change in curriculum. After summer work, curriculum maps will reflect a more accurate view of the changes at each grade level.
- **How are you ensuring that the curriculum maps reflect quality?**
  -Discussions among colleagues, state provided rubrics and aligning maps to NYS standards are all ways that help ensure quality curriculum maps.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

- We use benchmark tests that have been aligned to the NYS common core standards for math. Furthermore, questions from NYS modules have been embedded and/or used as a reference when creating grade level benchmarks.
- Module work is used throughout lessons when necessary.
- Formative assessments are aligned with NYS common core standards, but show a more basic understanding of content so that teachers can determine where students have mastered concepts (basic computation versus complex word problems).
- Reflections and error analysis work provides additional assessments of student learning. These are aligned to our district's definition of metacognition.

- Grade level projects align to NYS learning standards/modules and address higher-level thinking skills to help learners go deeper into the curriculum. We plan to continue to enhance these projects at each grade level.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

The math department is addressing the vision and mission of the Croton-Harmon school district because we have kept in mind all of the learning standards listed under the "school house" when planning units throughout the year. We have aligned all of our lessons to the common core learning standards of New York state. We continue to embed 21st century skills in all of our lessons and incorporate projects that include critical thinking, communication and collaboration, and creativity and innovation skills. We incorporate STEM-D approaches at each grade level and have created project-based learning assignments as an integral part of our math curriculum. (We will continue to develop and hone these grade level assessments as we move forward.) In addition, the nature of math at your own pace allows students to become engaged in the learning process, become more independent thinkers and responsible for their own learning. Our focus on metacognition this year aids students in their ability to reflect on their own learning, become problem solvers and develop habits of mind to become lifelong learners.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

- We have had Renaissance Star training at the beginning of the year to address changes, concerns and any other questions we had about the program.
- We will be having a professional development day in June to align our curriculum even more and to discuss grade level project opportunities that mirror the math at your own depth schematic.
- We have had the opportunity to learn about technology at the Superintendent's Conference Day and were able to meet as a department to reflect on the use of technology in our math classrooms.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- Grade 5-8 content vocabulary list
- PVC math website has been created and updated periodically
- PVC report card standards have been finalized and sent to the district office
- Math at your own depth program continues to strengthen and help students learn at their own pace

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: PVC	**Department: Social Studies**	**Coordinator: Sarah Wellman**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

Tri-States: some teachers were able to attend training, proposed plans for other teachers to attend training before the fall. The mission and procedures of tri-states was shared and discussed

Report Cards: Created a proposed version of the 7th and 8th grade standards based report card.

Metacognition: Revised projects to provide time and areas for students to reflect on their process.

Academic Vocabulary: Lists created for content and grade specific academic vocabulary. Use of Marzano worksheets for the teaching of vocabulary.

Rubrics: Revised and updated rubrics in writing, and content areas.

Technology: Google drive, sites and classroom

NYS Framework for Social Studies: the shifts in 7th and 8th grade were discussed, as were the emphasis on primary source reading and analysis in the assessments.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

Group Processing Questions as daily check-ins for project work.
Individual components of the Group Processing Questions when projects are done.
Added reflection questions to projects and to assessments.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**

- The maps for 7th and 8th grade need more work on the student engagement, differentiation and, in some units, assessment. Those areas need to be revisited. As we prepare for tri-visit and reflect on our teaching and lessons the map will be reviewed and different sections addressed.

    - **How are you ensuring that the curriculum maps reflect quality?**

- The department reviews and revises the map. As lessons and projects are changed and adapted to new resources, different classes and different emphasis of content through the shifts in the Framework, the map reflects those changes.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

Assessments: Inquiry based projects, performance based assessments, scenarios, essays, document based questions, debates, Socratic Seminars, tests

Through careful revision and our own metacognitive practice we ensure that the assessments are tied to the standards. Content standards are easily met, as our lessons and curriculum revolve around NYS content. The social studies practices (the historical thinking skills) are the foundation of our practices in that they are the skills emphasized in lessons and then developed through various assessments.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

Assessments are structured to address and include the vision and mission of the district. Daily class lessons support projects and assessments, which then address the mission and vision of the district. Engaging inquiry based lessons, debates, research projects, Socratic seminars, essays and discussions ensure that students are life long learners. Differentiating lessons and assessments ensure that students are challenged and invested in their learning.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

Tri-States training
BOCES Curriculum work on 7th grade Social Studies/ELA
Visit to Croton Dam, Teachingthehudsonvalley.org
Visit to Lincoln Museum (Peekskill)

ACCOMPLISHMENTS:
What are some specific accomplishments for your department/grade level for this school year? -Standards based report card -Vocabulary Methods, Lessons and Assessments -Revised Projects regarding Metacognition -8th Grade project
ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: PVC	**Department: Science**	**Coordinator: Lauren Scollins**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

*Lab Report Template- We've discussed the need for common lab report template/or language. We've begun looking at examples we currently use as well as what is being used at the high school.
*STEM-D- Through the Science Committee we've researched a variety of ways and programs to use to add more STEM and Engineering into our curriculum.
*Academic Vocabulary- We've begun looking at words we can align grade 5-8. We will work next year to create common vocabulary as we've done with Kathy Tuttle in ELA/Math this year.
*Standards- The department spent time looking at Next Gen and how our disciplines might change.
*Scope and Sequence- The department has been working as a break off of the science committee to create a scope and sequence for consistency in science grades 5-8.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

As a department we've participated in many discussions on metacognition. We generated our own graphic with the metacognition questions to hang in our rooms to easily refer too. Students have reflected during and after learning and thought about how metacognition affects them. A few specific examples from each grade follow. (copies can be provided)
In 5th grade students write a reflection at the end of each unit. Students often 'grade themselves' and are required to justify their choice.
In 6th grade, students track their own learning, set goals and reflect on these goals through the various units. As engineers students test and re-test as well as look at and review their own learning.
In 7th grade, students are given different 'metacognition questions' throughout the unit, and must think about these questions and respond to them, verbally or in writing.
In 8th grade, students fill out a self- evaluation at the end of each trimester to assess their work habits and then set goals for themselves.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

Our maps are not 100% complete. As we move forward in finishing our scope and sequence 5-8 we will be able to reorganize our Big Ideas and Essential Questions. With this consistency we will then move towards common assessments and resources. In creating this new scope and sequence and Science curriculum we will be able to update our maps and ensure alignment across grades.
We will ensure all maps reflect quality by using the various rubrics such as the Equip rubric put out by the NGSS.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

During the work at TITC Noah Erica Michael and I analyzed a variety of assessments from our department. The majority of these assessments examined were formative or summative assessments. All of these assessments asked students to create something that showcases their knowledge or generate solutions to problems. The majority of these assessments provided opportunities for students to confer with others as well as designed to develop problem solving skills. We use assessments such as, multiple choice tests, essential question responses, lap reports, and problem based tasks. Many of these assessments are graded on rubric. We are working to realign these assessments to the Next Gen Science Standards, but ensuring quality by using many of the strategies given to us at BOCES. We are looking at explicitly including these standards on our rubrics, as well as aligning all assessments to our Big Ideas/Enduring Understandings, which are aligned to standards.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

As a department we try to offer many opportunities for students to become problem solvers and contribute to the well-being of society. 6th graders designed solutions to problems our world faces due to natural disasters, as well as solutions to pollution problems in modern day China. 5th grade students studied bridges, learned about the New Tappan Zee bridge design and tried to design an even better solution! These bridge designers were also invited back to be a part of the student presentations.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

We've spent several days working with Helen Pashley. Members of the department also attended a bio-mimicry workshop at BOCES. Noah Erica and Lauren participated in the TITC Grant looking at problem based learning in science.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

*Pierre Van Cortlandt Middle School fifth-grade students met with leaders of the New NY Bridge team who are designing and implementing the replacement for the Tappan Zee Bridge. This team presented to our students for a curriculum connection.
*Noah Erica and Lauren have been involved with the TITC Grant at BOCES designing problem based assessments.

ADDITIONAL COMMENTS:

We are very much looking forward to continuing our work and looking at our alignment 5-8. We feel we've made great progress this year and look forward to continuing this, and creating a more cohesive science program.

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: **PVC**	**Department:** **World Languages**	**Coordinator:** **Maria D'Amato**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

Tri-State Follow-Up – We spent a significant amount of time preparing for our follow-up visit from the Tri-State Consortium, which occurred in March. Our conversations surrounded two major topics: data and metacognition. The follow-up visit was highly successful and the feedback we received was very positive. It was a powerful experience.

Data – Last year, the entire World Language Department received training about the data inquiry process. This year, we spent time discussing data collection and how to best use data to inform what we do. We were particularly interested in tracking students as they move through grades 5-12. We received data from LHRIC which tells us more about student movement. Going forward, we would like to continue to examine this data to help us strengthen our program. We also examined protocols for data collection and have identified a few that we find useful. These protocols will help us look at data in a uniform and consistent way.

Grading/Report Cards – We spent time discussing grades and the upcoming changes in the report card. We also looked at our standards and began to discuss how the standards should be used on a standards based report card. We developed a draft and submitted it.

Metacognition – This was a major topic for us this year. Please see below for more information.

APPR – We continue to use curriculum time to develop and grade the required assessments.

Trips – We successfully planned three restaurant trips. Our 8th graders went to Guadalajara Mexican Restaurant (Spanish), Aberdeen Restaurant (Mandarin) and Le Provencal Bistro (French). Students learned about food, the place setting, and how to order. They were able to use what they learned in an authentic setting.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

Metacognition has been a topic that the World Language Department has looked at in depth. We spent a lot of time discussing what we do to promote metacognition in our classrooms. We compiled an electronic folder of helpful resources to share. We also developed World Language metacognitive surveys to be given at the end of an assessment, at the end of a

project, and at the end of a marking period. These can be used across languages and grade levels.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

Our maps are complete, but are constantly evolving. We have filled in the maps and met the requirements. As we teach and encounter students with different needs, these maps need to change to reflect what we actually do. We ensure that the curriculum maps reflect quality because they are shared maps. We often teach multiple grade levels (and sometimes languages) so the maps are not the work of one person. Our maps are collaborative documents. There are "more eyes" looking at them and consequently, less overlap and fewer issues.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

The standards are central to everything we do. All assessments are designed to promote language for communication and cross-cultural understanding (the two New York State standards for Modern Languages). We use a variety of assessments, both informal and formal. Informal assessments include question and answer, white boards, exit tickets, etc. Our more formal assessments include quizzes, tests, projects, video/audio recording, and more. Whenever possible, we use the similar assessments across languages and include a cultural component.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

Communication is our primary goal. Learning world languages expands the pool of people with whom our students can communicate. They learn to read, write, listen and speak in the target language, as well as develop cross-cultural skills and understandings.

Our students are problem solvers. In the World Language classroom students use language in authentic scenarios. They learn what to do when they are sick, lost, bored, etc. They can use language to express an issue and solve a problem.

They are also researchers and independent thinkers. As a department, we often use technology to promote independent learning. Our assignments often involve choice and we encourage our students to set goals and guide their own learning. The work we have done with metacognition is central to this process.

Our curriculum, instruction, and assessment will help create lifelong learners who contribute to the well-being of society.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

- Sally Barnes and Charlene Sirlin attended LATIC training and participated in ALU implementation
- Sally Barnes participated in the NYSAFLT Regional and Colloquium. She attended workshops on methodology and Common Core/World Language alignment. She also served on the grading committee.
- Sally Barnes and Charlene Sirlin attended the PWRFL Regional conference
- Charlene Sirlin is a Google certified trainer and has been a presenter at local, regional and national conferences (PWRFL, LHRIC, NYSAFLT and AATF)
- Maria D'Amato attended meetings for curriculum coordinators/administrators/lead teachers at BOCES
- Qi Song and Charlene Sirlin attended workshops with Harriet Barnett at BOCES
- Marie Sullivan attended an International Day in Somers to get ideas for our Foreign Language week
- Qi Song attended the 13th New York International Conference on Teaching Chinese Language and Culture
- Department members have also participated in courses for professional development.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- We participated in the Tri-State Follow-Up
- We continue to collaborate with our colleagues at the high school to strengthen our program and promote alignment
- We developed department Google forms for metacognition
- We use Google with our colleagues and our classes
- We planned three successful field trips
- We continue to belong to professional organizations
- We nominated the winning member of the Philip A. Fulvi Love of Language Award for our region (James "Bucky" Bradley)

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: PVC	**Department:** Special Education	**Coordinator:** Marisa Gendron

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

- **Projections for 2015-2016 school year**
  Outcome- We made informed decisions about student placement. We discuss the students' needs and assessed what programming we would have for the following school year. It was decided we would continue to have special classes in seventh and eighth grade, but eliminate the program for now within the fifth and sixth grade and mainstream these students through the consultant model.

- **Scheduling for the 2015-2016 school year**
  Outcome- Our projections were used to make tentative schedules and groupings of students for the next school year. This also allowed us to make decisions as to who would teach which sections and our grade level assignments.

- **Testing Accommodations**
  Outcome- Some of us attended a BOCES workshop on testing accommodations and passed along that information to colleagues. Our department also helped to facilitate state testing by examining students' testing accommodations and making a plan as to where each student would be placed for testing. We had to meet with aides and other individuals who were responsible for administering the tests, to ensure that students' accommodations on their IEP were followed through.

- **IEP development (Goals, Document Repository, Programming, Accommodations)**
  Outcome- We familiarized ourselves more with the Document Repository aspect on IEP Direct, which allows us to upload documents (classroom observations, evaluations, tests, work samples, etc.) to an IEP. This allows teachers to track student progress and it also forces us to keep copies of files to ensure that we are meeting students' needs. We continue to talk about goal development for IEPs and this is an area of focus within our department, as we feel we could use continued work on this.

- **Triennial testing**
  Outcome- Additional WIAT III test kits were ordered to help us meet the demanding testing needs, as many of us had triennials and initial referrals this year. These additional test kits were extremely beneficial and allowed us to use the test whenever needed.

- **Annual reviews**
  Outcome- The special education teachers worked closely with Glenn Klugherz, as well as parents, to create a schedule for annual reviews across all four grade levels.

- **Declassification process**
  Outcome- Through the declassification discussion, we established that documentation (recent testing, assessments, work samples), must be shown and documented in order to declassify. We are also working on a way to track declassified students, as they don't show up in IEP Direct, but still receive testing accommodations for their entire educational career.

- **Response to Intervention**
  Outcome- Within the RtI discussion, we worked on establishing a schedule and action plan for strengthening the Response to Intervention Program at PVC. Our department met on Friday, May 8th to gather resources and interventions that could be made to teachers on the Tier One level. We identified skills within each subject area that teachers may identify as areas of weakness for students. From there, we used Jim Wright's website and other resources to gather checklists, strategies, and interventions. Some of us may be meeting over the summer to further develop the program and establish entrance and exit criteria for the three levels. We may also collaborate further with Jim Wright.

- **Progress monitoring for IEP goals**
  Outcomes- As special education teachers, we report progress through IEP goals four times a year (November, January, April, and June). This discussion relates to one I mentioned previously in goal development for IEPs. We shared ways in which we track progress and provided suggestions for goals that we typically see on our particular grade levels. We discussed the possibility for summer work in which we develop assessments that could be used throughout the school year to track progress towards IEP goals.

- **Grading/Report Cards**
  Outcomes- As the special education representative on the grading committee for PVC, I shared the information that we discussed within the committee, with my department. We discussed ways in which we see and use metacognition within our classes, as well as in the classes that we support.

- **Communication**
  Outcomes- Towards the beginning of the school year, we spent a portion of our time discussing methods of communication within the school, as well as with the Croton community. In September, we reviewed our special education caseloads with the teachers (content area, foreign language, and specials) and discussed testing accommodations and program modifications for each student. We reviewed the IEPs and had teachers sign off on the release forms that ensured that they read over the IEPs.

We also held a parent coffee during parent-teacher conferences in which we discussed the various forms of communication, as well as the continuum of services within the district. We showed parents the progress monitoring tool that is administered to teachers for each student on our caseload. These forms are used to make informed decisions and make parents aware of student progress during annual reviews or any other CSE meeting.

Communication between buildings was also discussed. Janet Cook attended the current fourth grade annual reviews and worked closely with teachers at CET to make them aware of the services offered at PVC. Linda Jamison worked with Kelly Ingrahm at CHHS to discuss the needs of students transitioning from the middle school to the high school.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

- Previewing material to make learning more concrete for our students
- Connecting to real world situations so learning isn't so abstract
- Modeling, thinking out loud, and showing the steps; gives students language to use
- Allow differing methods of communication to illustrate thinking (word processor, visuals, voice recordings, video tapes, movies, etc.)
- Providing opportunities for student choice (method of presentation, method of response)
- Student reflections (formal and informal)

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

As special educators, we help to differentiate the content on the curriculum maps as well as the expectations so all students can meet personalized goals and access the curriculum. We frequently meet with the content area teachers to discuss student needs, but also the curriculum. We meet with grade-level content-area teachers regularly to ensure that our students' individual needs are being met in the general education classes.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

We utilize the Weschler Individualized Achievement Test (WIAT III) as an educational assessment in order to evaluate students for initial referrals to special education, as well as to reevaluate students currently receiving services. These results are shared with parents and grade-level teachers and used to make informed decisions about special education services and programming.

We also examine data from the Renaissance Star testing to make informed decisions about programming and intervention supports.

Some of us utilize the program, Achieve3000, which has a reading comprehension assessment after each article. We are able to track student progress and use the information to confer with the students and make adjustments to our teaching.

KeyMath is used to examine math reasoning, computations, and is a thorough evaluation that could be used to identify a learning disability in mathematics.

At times the WADE (Wilson Assessment of Decoding and Encoding) is used to identifying children with decoding and spelling difficulties.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

As special educators, our main focus is on the students' needs, whether they be academic, social, emotional, or behavioral. Many of our students face challenges and may grow frustrated or resistant to learning. Within our department, we strive to make our students feel comfortable, while building their foundational skills, so they can achieve success. Many of us teach instructional support classes in which we focus on the areas of needs that are listed within their IEPs. The overall goal is to raise students' skills and ensure that these students can productive communicators, problem solvers, researchers, and independent learners who are responsible for their own learning.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

-Achieve3000 Training
-BOCES Classes (Testing Accommodations)
-Response to Intervention development
-Graduate level classes

-ELA Scorers' Training
-Autism Training
-TechExpo and website development

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

-Developed additional strategies to support students in the Common Core
-Worked with classroom teachers to identify non-IEP students who would benefit from support
-Used data from Renaissance Star to make informed decisions about programming, placement, and interventions
-Furthered the development of the special class continuum at PVC
-Made connections with CET and CHHS to ease the transition processes between buildings
-Bridged communication by holding an informational coffee for parents and discussed the continuum of services available at PVC, as well as effective communication, and transition services
-Served on multiple building and district-wide committees (Grading, Science, SERT, RtI)
-Served as advisors, coaches, tutors, and directors in athletic and extra-curricular activities
-Community outreach such as fundraisers and trips to the SPCA
-Organizing and chaperoning field trips

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CHHS	**Department:** English	**Coordinator:** Noel Schoenleber

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

- We planned a presentation on close reading strategies and writing from sources across disciplines, as well as inter-disciplinary projects. We delivered the presentation to the CHHS faculty in December 2014.
- We discussed the scaffolding and alignment of research and synthesis essays in English 9, 10, and 11, which resulted in the following plan:
  English 9: Students write two synthesis essays with the Writing an Evidence-Based Claim and outlining process; they have the opportunity to work on these essays at home. They also write a research paper, as well as an on-demand Regents synthesis essay on the final exam.
  English 10: Students write in-class synthesis essays with class time for the Writing an Evidence-Based Claim and outlining process. They also write a research paper, as well as an on-demand Regents synthesis essay on the final exam.
  English 11: Students write the research paper in the 1st Quarter, and synthesis essays are written in-class with class time for the outlining process. At least one in-class synthesis essay is written completely on demand.
- We discussed our grading rationales and policies. As a result, we articulated consistent grading policies for English 9, 10, and 11. (The two AP Courses have grade policies that are consistent with one another.) We also decided on common means of calculating numerical and letter grades based on the Common Core rubrics.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

- We model and teach close reading strategies, such as approaching a text by noting useful information before reading, annotating the text, questioning the text, and stating interpretations about the text's meaning.
- Students evaluate their own writing according to a rubric or a structured review process.
- Teachers have given students the criteria and scale, and then directed students to create a rubric (with special attention to adjectives that classify responses at each point of the scale).
- Students to respond in writing or in conferences to teacher feedback as part of their essay revision process.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

- Our maps are mostly complete, but we need to add or revise some of our assessments to reflect the transition to Common Core. The transition will be complete next year, when 11th grade will be fully aligned to CC standards. We are still developing these assessments, and then we will add them to our maps.
- We will ensure quality by aligning our maps to CC standards and reviewing them with our department.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

- Writing assessments – analytical essays, research papers, synthesis essays based on multiple sources, creative writing
- Performance-based assessments – presentations and performances

These types of major assessments are evaluated with rubrics based on NY State Standards

- Tests and quizzes

These assessments are modeled on, or scaffold toward, NYS Common Core assessments.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- In English 9, students develop research papers about social issues that interest them.
- In English 10, and 11 students develop research papers about issues related to on non-fiction texts they select.
- Many students choose to reflect on and revise their writing assessments.
- Students are required to read during the summer and they are assessed on their reading.
- Students deliver presentations, and they engage in structured discussion formats such as fishbowls and Socratic seminars.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

- Susan Ardolino and Joseph Merriam worked during the summer to plan Common Core-aligned instruction and assessment for a new novel in the English 10 curriculum, *Things Fall Apart.*

- Erica Fiorini, Noel Schoenleber, and Ashley Valentine worked during the summer with science, special ed., and social studies teachers to share close reading strategies and to develop an interdisciplinary assessment in conjunction with social studies for *Lord of the Flies*.
- Susan Ardolino participated in a BOCES workshop fall titled Repackaging Research for the Common Core. She also completed an online course, Creative Controversy.
- Noel Schoenleber served on the grading committee.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- We continued to develop and implemented strategies and assessments to help our students meet Common Core standards.
- We delivered a presentation to the HHS faculty on close reading, writing from sources, and inter-disciplinary projects.
- We revised our grading policies for next year so they are consistent and reflect a common rationale.

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CHHS	**Department: Math**	**Coordinator: Greg Bradley**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

Our department had extensive conversations about grading, in particular letter grades and the formula for the calculation of quarter grades. If and when we convert to letter grades the department is split on whether we will grade an assignment with a letter grade or grade using points and then convert the points to a letter grade. This discussion will continue. More discussion was in finding a consensus on how weight the various categorizes in order to calculate quarter grades. We finally agree on the following: Tests/Quiz – 80% and HW/Problem Set assignments – 20%. Test/Quiz will most likely be broken down to tests (40 - 50%) and quiz (30-40%).

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

This idea meshed with our discussions of the Common Core implementation. The strategy employed across the board a new focus on independent work - encouraging students to discuss the content of a lesson in small groups and with the large group. Also, creating an itinerary for the day's class period allowed students the freedom to choose their own strategy knowing what they were responsible for at the periods end.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

We have added three new course for next year: Introduction to Algebra; Applied Geometry; Computer Science 1 and 2. These maps are not complete and the teachers teaching these courses will be working them this summer. We also have not decided whether or not we will teach the new CC Algebra 2 curriculum since the Regents exam in this course in now optional.
In order to ensure quality we will have to devote some collaboration/department meeting time to "peer review" of the curriculum maps.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

I can only speak personally on this matter. My primary assessments are short quizzes and tests. I also monitor student understanding by stopping at each table (3-4 students per table) and listening to discussions during independent work times. Additionally, I assess while asking questions during whole group discussions. Problem sets, a combination of skill drill and creative problem solving, is another form of assessment.

I use the workbooks from Emathinstruction for both Algebra 2/Trig and CC Algebra 1 and all lessons are aligned with the standards via footnotes.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

The first indication that we are aligned with the vision and mission is the fact that we as a department work together and do not shy away from discussing issues as they come up. The context of our discussions about a department grading policy point to students "taking responsibility for their own learning". We want to hold a mirror up to students so they are able to see clearly what THEY have or have not accomplished in their learning life. Flexibility with due dates is important but students need reminders that there are consequences to lateness and lateness in the world of work can infringe on the well-being of others and their progress. We often encourage students to express their point of view and stand up for it by having them interpret the solution to a problem in sentences. Independent thinking involves stating ones opinion and standing behind it.
It is likely we will teach from the core curriculum in the subjects of Algebra 1, 2, Geometry and Pre-Calculus which are curriculum that demand problem solving, research and effective communication.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

Greg:

- Math Chairs Meetings at BOCES
- IDE coaching sessions.
- 3 in 2 course development at BOCES with Eleanore Livesey
- Collaboration with department members throughout the year.

Tracey

- 3 in 2 course at BOCES with Eleanore Livesey
- Critical Friends
- Collaboration throughout the year with the math department
- 10-County Math Conference

Soyoung

- Critical Friends
- 10-County Math Conference

Susan Dudman

- Collaborated with Department members throughout the year.
- Critical Friends

Kurt Lindner

- Professional development
    i. Math Methods Workshop held at P/NW BOCES
    ii. Professional conversations via AP Stat Listserv
    iii. Olweus staff development

Eileen Pike

- 10-County Math Conference
- Critical Friends Group
- Collaborated with Greg and Tracey in creating the Algebra Midterm and review.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: **CHHS**	**Department:** **Social Studies**	**Coordinator:** **Christopher O'Connor**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

- Metacognition
- Grading philosophy and practices (at the department and school-wide level)
- Pre-Assessments, SLO's, and Post-Assessments
- Budget for 2015-2016
- Social Studies department course descriptions and course offerings
- Review of new NYS K-12 Social Studies framework
- Tri-States coming to Social Studies department in Spring 2016: training opportunities, expectations, requirements, preparations
- Student course selection process and teacher recommendations
- Technology: new laptop carts for next year; recommendation for Google Chromebooks
- Using Google Classroom and/or other web-based applications in the classroom

Outcomes of these discussions:

- Metacognition: It was agreed upon by our department that the Social Studies classroom is an ideal place for students to make connections and help them discover why "it matters"; methods/techniques that we use currently to help students discover why it matters include: scenarios, role playing, and/or hypothetical assignments, covering current events and connecting them to the past, modeling historical thinking skills, and having students reflect on their work. We also discussed other important points related to metacognition, including: the importance of wait-time when asking questions, having students identify their strengths and weaknesses through reflection, the impact that class size has on being able to accomplish all 8 aspect of "Ned's Gr8-8", getting the students who need to attend helping period the most to attend (through their own recognition), and building a classroom environment where students are comfortable taking risks and presenting information.
- Grading Policy/Practices: We discussed numerous times throughout the year how a change in the CHHS grading policy would affect the Social Studies department. There was general agreement within the department that a letter-based grading system would be more in-line with how to properly assess students in the social studies classroom. AP and Regents-level essays are already graded in bands, and it could be argued there is more subjectivity to grading in social studies than in other academic areas. We also had discussions about individual grading practices; it was noted that the English department recently worked on lining up their course syllabi to increase consistency (particularly when two different teachers are teaching the same course).

Since several teachers currently teach Global 9 and give a common assessment at the end of the year, it was suggested that their course syllabi have the same weighting when it came to assessments, homework, participation, etc. This will have to be further explored, since not all teachers give the same type of day-to-day homework and classwork assignments; however major assignments (projects, essays, research papers, unit exams, etc.) should have similar weight and rubrics.

- Tri-States: With Social Studies K-12 being selected as the next focus area for the Spring 2016 Tri-States visit, our department engaged in a number of discussions about the necessary preparation for this experience. It was agreed that every member of the department should make their best effort to attend a Tri-States training session; two members already attended a March 2015 training session in Ardsley, and two more members will be attending the training session being held here at Croton in July 2015. We also set up a folder in the T: Teacher Share drive where digital files can start to be submitted as artifacts. We also discussed the possibility of using common planning and/or collaborative time next year to sort through the artifacts and place them in the appropriate Tri-States indicator boxes.
- The department is excited about the prospect of receiving new laptop carts equipped with Google Chromebooks next year; this led to discussions on how to best utilize the laptops as a department. Since the district is abandoning eChalk and teachers are setting up new class webpages, it was discussed that moving one's class over to Google Classroom, Edublogs, or another web-based classroom system would help maximize the potential of the new laptops. Some members are already using these programs; others expressed interest in being trained on how to use these programs in their classrooms. It was also agreed that having the students use Google Docs to save and submit work will be easier and more reliable (thanks to Cloud-based back-up) than using the older system of Microsoft Word and the S: Student Shared Drive.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

- Class discussion and questioning strategies
- Self-analysis/reflection of written work (e.g. after a student writes an essay, he/she reviews the grading rubric, reads several student samples/exemplars, then completes a reflection on the strengths & weaknesses of his/her own essay)
- Connecting current events to the past to demonstrate why "it matters" to the students
- Implementing assignments that include role-playing, hypotheticals, and personal analysis of historical events

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

- Yes, our department maps are complete and have been published on the school website
- The department maps will be have to be reviewed and amended in the future to fit with the recently released NYS Common Core Social Studies Framework; a new Global History Regents (based on only 10th grade material) will be implemented in June 2018, and a new US History & Government Regents is set to debut in June 2019.

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What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

- Unit exams that include: multiple-choice questions (AP or NYS Regents-level), short answer response, long answer response
- Thematic and DBQ Essays
- Individual and/or group projects
- Research-based papers, assignments, and presentations

In order to ensure that our assessments are aligned to the standards, our department:

- Uses the WizardTM test generating software to create multiple-choice exams; this software includes subject-specific banks of questions that are aligned to the NYS Regents and College Board AP curricula
- Assigns thematic and DBQ essays that have appeared on prior NYS Regents and AP exams
- Utilizes backwards-design to create exams, units, and assignments that are planned and implemented based upon standards in the College Board/NYS frameworks; students are expected to be proficient in these standards by the end of the course
- By collecting and compiling Item Analysis Data for exams; this data can then be used to identify which specific standards need to be addressed based upon student performance

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- Members of our department are encouraging students to be independent thinkers, researchers, and responsible for their own learning by implementing web-based classroom systems (i.e. Google Classroom and Edublogs). Through these systems, students have control over: when and how they acquire information, when and how their work is submitted, and how they are doing in class through teacher feedback and open-access to grades. This helps create the habits of mind to become lifelong learners.
- In addition to the numerous AP and Regents-level course offerings, the Social Studies department also teaches anywhere from 3 to 5 half-year elective courses that are consistent with the district mission; these classes engage in and encourage research, problem solving, and the contribution to the well-being of society.
- The 9th and 10th grade research papers/projects (on *Turning Points* and *Human Rights Abuses*, respectively), in addition to other long-form research projects in 11th and 12th grade also indicate that the school mission and vision are connected to the social studies curriculum, instruction, and assessment

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

- Attendance of a 2-day Tri-States training session in March
- Participation in Critical Friends
- The following graduate level courses were taken by members of the department: Organization of a Community Relations Program, Critical Issues in Special Education for General Education Leaders, School Finance, Creative Controversy, Teaching Through Learning Channels, Cooperative Learning for Students with Special Needs, The Role of Medicine and Bioethics in the Holocaust, Religious Responses to Nuclear Weapons, The Relationship Between Cartography and Theories of Race
- A cross-building, department-wide field trip to the Lincoln Depot Museum in Peekskill, NY
- Participation on the building and district level Grading Committee
- Human Rights Workshop at Manhattanville College

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- Global 9 teachers successfully collaborated to create a new local Global 9 final exam that included more historical-thinking-skill-based questions
- Hosted student-teacher observers from Pace University in both Fall and Spring semesters
- Integrated Google Classroom, Edublogs, and digital pamphlets into several classrooms
- Revised and updated the Social Studies course descriptions and set more specific parameters for electives in the Course Catalogue

- Collaborated to create a common rubric that will be used to grade the 9th and 10th grade research papers/projects

ADDITIONAL COMMENTS:

- The department is looking forward to the eSchool grade portal being opened up in the near future to both parents and students in order to further open the lines of communication, increase transparency, and enhance student ownership over their learning.

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CHHS	**Department: Science**	**Coordinator:** Jamie Rooney

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

The department discussed the following topics:

1. Grading- we spoke a lot throughout the year about grading. Ray Ferrara was the science department's representative on the grading committee. We had discussions on letter vs numerical grades, and how comments were implemented in the grading system,
2. Science Mission Statement- we reviewed our mission statement as a department and a science committee was formed to look at science 7-12. We discussed what we wanted science to look like 9-12.
3. Metacognition- We discussed what is it, what does it look like in our classrooms and how can we implement more of it.
4. Lab Safety- Was a major focus for us as a department as news of accidents in the science classroom were increasing. We have new protocols in checking our equipment in the laboratory now.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

- In Ecology- there is a new vocabulary notecard. When filling out a notecard on a new term, not only do they need to provide an actual definition of the term, they need to put in in their own words, draw a picture or provide an example, and write it in a sentence. The ecology teachers added a debriefing part this year. Students must pair up and discuss what the definition says to you and what questions do you still have about the vocabulary term. This is forcing students to communicate their thinking to each other.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

With the change in the curriculum for all of the AP Sciences and the expected changes that will be brought to our curriculum by NGSS, science department began the review of our curriculum maps. We expect that these maps will need to be re-designed once the NGSS curricular changes come into effect.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

- There are oral and written assessments in all of the science courses. Some courses have performance-based and/or project-based assessments. We constantly revise and update our assessments as standards change. This will need to be done again once the new NGSS come from NY State.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

As you can see from the science department mission statement, our focus is in line with the district's mission and vision. Evidence would be the performance assessments we have our students do and classroom observations.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

All of the department members actively participated in the professional development workshops. Some of the examples of these workshops include Chemistry & Physics Club meetings, STEMteachers NYC meetings, Westchester Science Café presentations

and others. All science teachers are members of the National Science Teacher's Association (NSTA). We each receive professional publications such as The Science Teacher, *NSTA Reports*, and E-Newsletters.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- Members of the department who were on the science committee worked on restructuring science 5-8.
- We have updated our safety protocols and done training.
- Created a new engineering course for the high school.
- We have numerous students win awards for science research and environmental science.
- We had a number of students participate and attend the Experience Science Fair (AP Environmental Science, Science Research)

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CHHS	**Department: World Languages**	**Coordinator: S. Bree**

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

Grading practices
Like other departments, we have begun to compare grading practices and to see where our practices may become more closely aligned

Common Assessments
For all courses with multiple sections taught by different teachers we have put in place multiple common assessments throughout the year, and a common final exam

Tri-State Re-visitation
We had a very successful Tri-State "re-visit"; the visiting team was very complimentary in its assessment of how the department discussed and addressed its commendations and recommendations. We spent a good deal of time discussing what we had accomplished since the initial visit and how best to present our results to the visiting team.

Metacognition
We continued to gather examples of metacognition and metacognitive activities from classes at all levels.

Data collection and analysis
We created a spreadsheet template to track enrollment data, moving from the current senior level class, back in time to previous senior cohorts.
We looked at different protocols to look at student work together and perhaps select exemplar work for our future students to see

Sharing of best practices ("This worked")
We began to spend some of our curriculum time reviewing practices that had been successful in our different classes and putting descriptions of some of them into a folder on the O: drive.

Alignment
We have discussed making a list of "exit skills" at each level to be sure students have met a certain threshold before moving on. We have not made any concrete progress in this area, but agree it would be a good idea.

APPR
We shared our areas of focus and the kinds of evidence we each were providing to administration.

SLO
We spent some time discussing how we would change the area of focus for our SLO: we felt reading skills were too difficult to measure growth in over time, and decided that vocabulary would be better, both in terms of measuring growth and in terms of supporting some of the vocabulary goals of the Common Core. We also began focusing on some of the common

core vocabulary skills (identifying new vocabulary through context cues, etc.) in our teaching and assessment of reading.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

We directly question students about their thinking and learning and encourage students to do the same to each other:

> "How did you arrive at that answer/conclusion?" "What part of this is giving you a problem?/Do other students have suggestions to help solve this problem?" "How did you study/do you intend to study?" "Is there a different technique we could use here to solve the problem?" When students raise problems they are having, we ask for input from the class in general to give suggestions as to how to overcome the issue.

We provide "routines" in our classroom activities that encourage students to articulate their thinking: for example, when students give an answer to a particular question or problem they must then articulate how they arrived at the answer they gave.

Specific example of above: Students read a text in pairs and tried together to work out the meaning of unfamiliar words using techniques learned in class (using cognates, meaningful word parts, and context clues). Each pair of students was responsible for presenting one term to the class: they explained what they thought the meaning of the word was, and <u>articulated how they arrived at their conclusion</u>. Other pairs of students were then able to comment on and develop each explanation if they wanted. In the end, the class was able to correctly work out the meaning of each term, using (and modeling out loud for each other) different techniques.

We sometimes have students correct their own work, and articulate what they did wrong. Some teachers are interested in having students keep all of their assessments and "correction data" in a folder the classroom, so they can look at their error patterns over time and track trends and progress.

In upper level classes, students sometimes record their own oral performance and are asked to reflect on how they did, using reflection questions. Students sometimes also listen to each other and "peer reflect"; we have an established routine for listening, taking notes and giving feedback on oral performance.

We discuss the ACTFL proficiency criteria in class, and students are asked to reflect on their work using the ACTFL standards as benchmarks (i.e. to reflect on when they are meeting/not meeting the major levels).

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

Some maps are completely finished and others are not. There are some "newer" courses whose maps have not yet been added or updated (the AP Spanish course was completely revamped by the college board in recent years and so the teacher has not yet had time to enter into Rubicon Atlas a new curriculum that reflects the curriculum she sent to the AP Audit; some of the higher level mandarin classes have not yet had their maps entered into Rubicon Atlas although much of the course outline is present on the google sites for the course).

I am not certain whether or not our maps consistently include information for student engagement or differentiation. These are areas for which I, myself, am not always sure what kind of "evidence" or information to include. This will require further departmental discussion.

The department will need some time as part of our next year's curriculum work in order to continue working maps and then to begin to examine the spectrum of departmental maps for better consistency of terminology, alignment, etc.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

Formative assessments include: quizzes (vocabulary and grammar), graded in-class work or homework, short oral presentations based on templates, short structured compositions, practice readings done as a class or in groups, projects to learn and consolidate vocabulary or structures.

Summative assessments include: unit tests (some are skill specific, others include multiple skills), in-class compositions, "transfer" oral tasks based on the practice work done earlier.

The department has discussed different ways of linking assessments directly to the ACTFL performance standards; we also frequently share rubrics to ensure consistency of evaluation at different levels. We are interested in using a protocol for selecting exemplar papers to increase a common understanding of student work that is typical/ outstanding at each grade level.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible

for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

We work very hard to convey to our students the utility of what we are studying to different, real-world situations. Typically, once students grasp that they can use their language skills to communicate with real, native speakers their level of commitment to the subject increases dramatically. Among the students who enroll in upper level (4, 5 and AP) courses, a very high percentage go on to study languages in university, many of them majoring or minoring in one or more languages.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

Tri-State re-visitation: the department worked together extensively as a team to discuss the work we engaged in as a result of the initial visit; we also contributed to developing and making the presentation to the visiting team when they returned in March.

Sophie has attended numerous webinars and local Chinese teacher conferences throughout the year, to share best practices and learn about new developments and materials for teaching Mandarin.

Susan completed training and became certified to rate the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in French. This assessment is used mostly in K-12 settings and allows students to measure their performance levels according to ACTFL's proficiency standards.

Susan participated as part of a Tri-State visiting team to the Edgemont school district in December, 2014.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

The Tri-State re-visitation was a major accomplishment for our department over the past 3 years. We worked together as a cross-building team to prepare for the visit, to reflect and act on the recommendations made to the department, and to present the results of our work to the visiting team when they returned in March.

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator Year End Report Form

Building: CHHS	**Department** Special Education	**Coordinator:** Kelly Ingraham-Friedman

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department/ grade level discussed/addressed this year. What are the outcomes of these discussions?

- **Grading**: The Department is in support of the proposed change to letter grades, to include + and -. We are looking forward to future discussion around grading practices and policy.
- **Metacognition**: The Department feels we represent metacognition. Whether we are engaged in planning, process, or reflection with our student, we are modeling our thought process and challenging students to do the same. We enjoyed this dialogue and feel we could serve as a good resource for our colleagues in implementing and addressing any of Nate's Gr8 8 in their classroom.
- **Caseloads**: Caseloads are used to determine which students individual teachers are responsible for in regards to progress monitoring, IEP Report Card reporting, IEP drafting and writing, and in some cases providing CTS-D and I, and updating the Finals/Regents documents. Previously caseloads were determined by the number of classes a student has in a Special Class setting (2+ special classes, they would be on the caseload of the special class teachers). This year individual arrangements requested and made, but this was not consistent. Next year Karen will provide us each member of the Department with a Roster of our caseload, along with clearly defined responsibilities.
- **Parent Coffee and FAQs**: As a department we developed a list of frequently asked questions that we hear from parents. These questions lead the discussion at the Fall Parent Coffee:
    - Who are the support people in our building?
    - What is the Continuum of Services in CHHS?
    - What is the role of the Resource Room?
    - What is the role of the Case Manager?
    - How/When do we communicate with general education teachers?
    - How/When do we communicate with parents?

    - How are testing accommodations implemented?
    - Transition planning. How are we getting our students ready for transition?
- **Progress Monitoring**: Progress monitoring is typically the responsibility of the case manager. They will evaluate all goals for students on their caseload, and communicate with teachers, parents, guidance, etc. on an as needed basis. If a student is in a special class, is it the special class teacher who is responsible for monitoring any goal(s) connected to their class, even if they are not the case-manager - similar to a service provider being responsible for their section on the IEP. We would like the opportunity to discuss this with Karen in September - what does/can this look like?
- **Purple Progress Reports**: These have served as a means to progress monitor and collect teacher feedback for students, but the process has become cumbersome. We have been working in collaboration with Mark, Al, and Karen to make this a more stream-lined process for both special educators as well as general educators involved. Next year Karen has proposed that we send Purple Sheets out once, at Annual Review time, unless we feel otherwise for particular cases. There is the strong likelihood that we will be provided with viewing access to our students' grades via eSchool, which would eliminate the need for the frequency of Purple Sheets.
- **Document Repository**: Instead of collecting paper samples of student work and teacher reports to pass on to the DO, IEP Direct has a repository that we have started to use. Those of us who used this throughout the year had our Aides scan, email, download, and then upload any documents. It is not a difficult process, but can be timely. If we are to continue to use the Repository we should train our Aides in this process and avail time for them to attend to this.
- **RTI & RTI Direct**: We have access to RTI Direct via IEP Direct, and some members have received preliminary training. How will this be used in the high school, going forward? And will we have RTI established? There is a felt need for RTI here in the high school. We are curious as to what this could look like, and hopeful there will be a possibility next year. After attending Jim Wright's workshop, there was mention of a possible "Secondary RTI Task Force" as well as Summer Curriculum Work in this area with Karen. We feel teachers should also be briefed as to what the process is and what resources are available to them. They do express their concern, rather regularly to the special education department, and appear eager to learn/know more.
- **EdGenuity**: After exploring EdGenuity, the Department felt:
    - This could be beneficial for remediating students who need to (re)take a Regents exam in January.

    - It seems more useful for remediation rather than instruction with our population.
    - Good for Preview and Review
    - It's a nice tool - good resource - useful as far as we could utilize pieces of it in our work in Resource; but not a stand-alone. Our students need us, their special education teachers.
    - May have a place in Learning Center or AIS, but we would want to hear general education teacher feedback.
    - Seems like a good resource to use in the Therapeutic Program
- **Learning Centers**: There is a felt-need in the building for additional Learning Centers to support students who are not classified, but who are struggling. Currently there are 3 sections. We are pleased to hear that additional Learning Centers are expected to exist next year.
- **AIS**: Can Learning Centers serve as AIS? Does there need to be a distinction between the 2? Can we use the criteria of students failing/failed a course or an exam required for graduation (9-12) as opposed to just the 8th grade assessments?
- **Math "Crisis"**: Our students, classified and non-classified, are in need of additional Math support. Al and Mark had joined an earlier joint Department Meeting between Math and Special Education to address our shared concerns
    - Currently Algebra with Lab is serving as our AIS Math Support. Students who meet our current criteria for AIS Math are struggling in Algebra with Lab, and even in Geometry. They are not receiving the remediation they need.
    - There are students in Algebra with Lab, who received grades in the 90s in 8th grade Math and a 1 on the 8th grade assessment; and they are struggling. There is no additional support for these students.
    - Resource Room teachers are struggling to meet the needs of students' IEPs as they are overwhelmed with Math. Resource Rooms need to return to the equilibrium of services within a Resource Room that we had prior to the "Math-Crisis" we are now experiencing. We are not supposed to be teaching content – we are to be remediating a skill deficit based upon a student's specific learning disability identified in their IEP. We are unable to remediate such a skill deficit, as we once were able to, when we are spending the majority of our time addressing the Math content that our students are struggling with.
    - Is it possible to have an AIS (and/or Learning Center) for Math? For both classified and non-classified students?
- **Support for Students in Math**: Below is a list of skills/terms our students consistently do not recognize or understand without explicit instruction. Once

we get through our instruction, it leave us very little time to address an assignment and/or an IEP goal that is based on a specific learning disability in math:

- Terms and Vocabulary: Yards vs Feet; Rational vs Irrational; Inequalities; Variables; Integers; Whole Numbers; etc.
- Working with Time (in Maths & Earth Science)
- PEMDAS
- Properties of Addition and Subtraction
- Multiplication Tables
- Simple Addition and Subtraction
- Isolating X
- Scientific Notation (in Maths and Earth Science)
- Conversions (inàcm; inàft; etc.) (in Math and Earth Science)
- Basic Geometry: length; width; height
- Multiplying and Dividing Fractions: keep, change, flip
- Fractions: LCD; LCM; GCF
- Laws of Exponents (mult variables with exponentsàadd the exponents; dividing variables with exponentsàsubtract the exponents)
- Decimals: Place Value; How to change to %
- It is to the point that there is a Felt Need for a Math Skills Class

- **Continuum of Services**: With the future addition of the new therapeutic program, and the recent addition of RISE, our continuum of services has grown quite a bit, and we are proud to be able to support such a large variety of students and student needs within our building. With our growing and changing continuum (and assignments), it would be beneficial to review the Continuum within the Department, as well as with the Faculty.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite specific examples.

In Resource Rooms

- Vocabulary Cards: Including Actual Definition, Your Own Definition, Examples/Pictures, Use in a Sentence. Students can generally fill out the Actual Definition and the Example/Picture section - the others require some additional thought and synthesis, and at times guidance
- Activity Lists to self-select IEP Goals; Aligned IEP Goals to areas of struggle in general education classes

- Guided Earth Science Notes/Study Guides with “Stop and Think” prompts: Where am I in my application of knowledge? How am I doing? Am I on the right track?
- Individual Student Meeting at 5 and 10 weeks to reflect upon progress: Can I accurately gauge where I am at right now; how do I feel about my performance right now; what expectations do I have for myself; what is realistic; where do I go from here?
- Student reflection/interviews in preparation for IEP drafts: Looking at current performance, Programs, Goals, Accommodations, Modifications: How do I feel about my learning - in general and so far? What do I still need to do to accomplish my goals (IEP and personal)? Where do I go from here? Transition planning: How do I learn best? What are my strengths and what do I need to improve upon? What do I still need to do to accomplish my goals (IEP and personal)? Where do I go from here?
- Modeling and discussing the phases of metacognition: Preparation, Execution (Process) and Reflection: Especially during writing assignments
- Asking students to think about the resources they can use, prior to asking a teacher or aide for help.
- Daily: Asking students to think out loud.
- Daily: Asking students to annotate their reading and ask themselves, why am I reading this? What is the purpose? Do I understand what I am reading? If I don’t, what do I need to do in order to understand it?
- Students are asked to create their own study guides. In doing so, they must ask themselves, “What do I think is important?”
- Daily: If a student doesn’t understand a concept, they are asked to think about possible solutions to help them answer their own question. “What can I do to help myself figure out the answer to this problem?”
- Daily: Students are encouraged to talk to one another, to ask questions, to explore possible solutions with one another.
- Students frequently discuss what they are reading in their English classes and are encouraged to extend their thought process beyond the meaning of the text.

In Special Classes (“TAP”)

- Modeling the behavior; letting the students see & hear thought processes
- Asking students to reflect on a lesson first in general terms, then more specific
- Having students create the lesson and then asking them to share with their peers why they chose an idea over another.

- Having the students fill out KWL charts about a new unit, then in the middle, and once again at the end.
- Student facilitated discussions, usually with a “Why would this be important to me (us)?” prompt.
- Student reflection/interviews in preparation for IEP drafts: Looking at current performance, Programs, Goals, Accommodations, Modifications: I am always asking myself “How do I feel about my learning - in general and so far? What do I still need to do to accomplish my goals” (IEP and personal)?

In RISE

- Student reflections and interviews prior to annual meetings and drafts- creates meaning and value to the student
- Vocab cards/books across the subject areas to reinforce concepts learned as well as student progress throughout the year. It helps with the students to visual and apply in own words.
- Learning journals - students create responses to their own or other students work. This helps students to reflect on work and provide feedback to other students through collaboration.
- Student Critiques for class projects
- Interest and Learning Style Inventories through Careerzone
- Through our classroom Essential Questions - the students have to think about the world around them and application. How can we accomplish our goals and benchmarks throughout the year?Day? What do I know about my learning style? Reflecting on teaching styles and practices.

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

- Kelly, Kim, Jonna, and Dan have collaborated with content teachers in the past to support their Maps with differentiation and resources.
- Sam and Sue have attended curriculum meetings with the Social Studies and English Dept. to discuss where and how to adapt lessons and align curriculum standards
- Sue worked with Susan Dudman over the summer to add to the General Algebra
- Ryan collaborated with Related Personnel and Karen Gatto on yearly curriculum maps for RISE Program to meet CDOS Standards which includes proper documentation of student's progress towards each standard. Community outreach to ensure students begin meeting career exploration goals and CDOS Hours. The team also meet monthly with a Transition Specialist.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

In the Resource Rooms

- Mostly Formative Assessments
- Assessments are determined by, and aligned to, students' IEPs, as opposed to standards
- STAR Testing

In TAP

- EXAMGEM as one type of assessment in Social Studies classes. The Regents based questions used are aligned to the state standards.
- For the Introductory Algebra course I used Problem-Attic to gather assessment questions from old Regents exams. I took the Common Core Algebra standards and compared them with the grade 2-8 math standards and assessed which would be most beneficial for the students. The goal: to have the students prepared to achieve success in the CC Algebra course the following year.
- Speaking with mainstream teachers and adapting their assessments to meet students' needs.

In RISE

- Vocational, preference and interest assessments through Career Zone and Naviance
- Achieve3000
- QRI
- Formative Assessments

Other

- WISC
- WIAT III
- Behavioral
- Observation

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

Student Engagement is key: Engagement with Curriculum, Teachers, Peers, and Self

- If you're not thinking you're not engaged; if you are engaged with the material, a task, a teacher, then you are in a position to develop and become more aware of your own thinking and actions
- This can be a challenge - not all our special education students are at this level
- It is important that we acknowledge this relationship and foster it within our classrooms and our students
- In our setting, we meet students at their readiness level, we discuss their IEP and their learning profile and how this relates to their success, and struggles, in school and life; etc.
- We encourage and facilitate self-advocacy
- We are metacognition - once students have a greater awareness of who they are as a learner (IEP discussions, progress report and report card discussion, self-assessment reflections, etc.) we are in a position to guide them in the planning, execution, and reflection of a task.

How to we Encourage and Foster Engagement:

- We diminish stress and worry; we create a safe learning environment
- Reach out to them ahead of time
- We are in a small enough setting to really listen and respond and develop a plan with our students - both for our room and the larger classrooms
- There is a trust factor involved - we are engaged with them - we know them
- In our settings we allow students to take that risk - we coach them, provide a safe learning environment, etc. Our ultimate goal is that they will be able to transfer this into a larger setting, comfortably, having already been exposed to the material or the task and having already "practiced" with it
- No surprises. Our students who struggle do not like surprises - they like to be aware, prepared, and confident with the material or the task at hand. They know what will be asked of them on a daily basis here, and they know we will "push them" to grow, but not beyond what they are capable of managing with some degree of success at a particular time.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?

Collectively, the Department has engaged in the following professional development activities this year:

Grading Committee

Transition and Indicator 13 Workshop

RTI presentation w/ J. Wright

LHAPPA Event

CSE/CPSE roundtables

BOCES progress monitoring workshop

Dealing with Critics workshop

Science Committee

Olweus Committee

Transition and Indicator 13 Workshop

Curriculum Days for RISE

Achieve3000 Workshop

Google Drive

Technology Supports for Students with Disabilities

Assessments, Transition Planning, and IEP Goals for H.S. Students,

The Forum: Agencies that Serve Adults with Multiple Disabilities

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?

- Presentation to Faculty: Accommodations and Modifications - what do they mean? Why do they exist? What do they look like? What strategies work well?
- Fall Q & A Coffee for Parents
- Setup Vocational Opportunities within the community (Danish Home and Briarcliff SCPA)
- Success of Bio Prep course by Jonna and Kelly - All seven students passed the exam.

ADDITIONAL COMMENTS:

CROTON-HARMON

Union Free School District

Co-Curricular Reports

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form – 2014-15

Building: CHHS	**Name of Club:** Winter Drama – *All's Well That Ends Well*	**Advisor(s):** Joseph Merriam
Frequency and Duration of Meetings: November: Auditions December: 2 rehearsals, 6:00-10:00 January 5-30: 4 rehearsals/week, 6:00-10:00 February 2-5: 4 rehearsals/week, 6:00-10:00 February 6-7: 2 performances, 5:00-11:00 (including pre-show work and post-show clean up)		**Number of Students in Core Group:** • 29 on stage • 19 in off-stage capacities (light, sound, costume, makeup, stage crew)

1. Description/Purpose/Goal:

- To give students the experience of putting on a complete show with as much student ownership as possible
- To expose students to Shakespeare through a hands-on rather than an academic approach
- To develop and showcase students' acting talents and skills

2. Bulletin point list of achievements, highlights, events & activities:

- Rehearsed *All's Well That Ends Well* December 2014-February 2015
- Performed *All's Well That Ends Well* February 2015

3. Please write a narrative about student learning, skills & experience:

After last year's repeat of *The Tempest*, I wanted to try something new. Looking over the list of students likely to audition for the show, I thought that *All's Well That Ends Well*, one of Shakespeare's problem comedies, would be a good fit. After editing the play down a few pages to remove some of the more problematic lines, we had a 128-page script and we were off. The play went well; we had a few new performers – the freshmen (naturally), a couple of seniors trying out the stage for the first time, and a few upperclassmen new to Shakespeare.

Among this year's challenges and opportunities were the following:

- **Costuming, Makeup, and Set Design**: this year, we hired CHHS graduate Issie Iodice for costume design, which certainly paid off, despite her going to school at SUNY New Paltz. The set was a little trickier; we tried to use Scene Works, the same company we had used for the fall drama, but communication problems caused the deal to fall apart fairly close to the performance date. Fortunately, Brandon Sargeant and the stage crew stepped up and took over, so that crisis was averted.
- **Working with Stage Crew**: Brandon Sargeant has been great to work with; he is very proactive and is entirely willing to work with me on design and construction. We would have had some real problems without his help, but he made sure that everything worked out smoothly.
- **Choreography**: this year, in the absence of our previous choreographer, Jocelyn Jones (I'm told she has moved to Florida), I asked Emily Riedel to do our choreography for us. Emily has been very professional and managed to take care of both her own lead role and the choreography for the cast. The dance was a hit, and everyone was very pleased with her work.

Here are the applicable state academic standards for the show (as provided by Atlas Rubicon):

Theater

Students will . . . perform theatre pieces . . . They will understand and use the basic elements of theatre in their characterizations . . . Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

- Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance (c)
- Create props, scenery, and costumes through individual and group effort (d)
- Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces . . . within the school/community, and discuss ways to improve them (e).

4. Goals for Next Year:

To put on another Shakespeare play. As of now, I am inclined to put on *The Comedy of Errors,* but there's no rush to decide at this point.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Spirit Club**	**Advisor(s):** **Lauren Maiolo** **Ashley Valentine**
Frequency and Duration of Meetings: Meetings take place on an as-needed basis, but generally occur about once a month. As we prepare for major events, we meet at least twice per week.		**Number of Students in Core Group:** **20+**

1. Description/Purpose/Goal:

The club mission is to foster school spirit at CHHS and to promote a true sense of community by hosting events that involve the entire school population, including students, faculty, and staff. The Spirit Club plans two major pep rally events. The first is Homecoming and the second is Color Wars.

2. Bulletin point list of achievements, highlights, events & activities:

- Spirit Week (Fall): Students & staff were encouraged to dress in a different theme each day. Students decided on themes.
- Spirit Week Pep Rally
- Spirit Week (Spring): Students & staff were encouraged to dress in a different theme each day. Students decided on themes.
- Color Wars Hall Decorating Contest
- Halloween Costume Contest: Students were awarded in 2 different categories and honored with a photo in the 2014-2015 yearbook

3. Please write a narrative about student learning, skills & experience:

Spirit Club had a following that reflected the same level of interest as in years past. Students selected all of the themes for each Spirit Week and created promotional posters to post throughout CHHS. They planned and helped execute the pep rallies for both of the events by decorating the gym, obtaining appropriate supplies, and planning and playing the music. The students are constantly working towards boosting school pride, morale, and camaraderie. They are expected to exemplify school spirit and CHHS pride.

4. Goals for Next Year:
We would like to continue the CHHS traditions that the 2015-2016 Spirit Club once again successfully implemented.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **Croton Harmon HS**	**Name of Club:** **Big Buddies**	**Advisor(s):** **Linda King & Ellen Hackett**
Frequency and Duration of Meetings: We have meetings in the beginning of the school year and regular meetings in the spring with our new group of Big Buddies		**Number of Students in Core Group:** 60 students in the fall, 57 juniors in the spring

1. Description/Purpose/Goal of This Club:
This program directly supports the district goal of *Promoting a school environment where everyone including students, parents, and staff members feel valued, respected and safe.*

In the fall, Big Buddies assist incoming freshman with transition to CHHS. They reach out to students during the summer to answer questions about schedules, the high school, and to ease the anxiety of beginning high school. They also help out during the first day of school and throughout first quarter. The new group of junior Big Buddies are selected in spring and they help out with orientation for incoming freshman.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- We have Big Buddies and Little Buddies complete a survey and we try to pair students together with similar interests.
- We hand select a student leader committee that assists us with planning the spring orientations.
- We coordinate with PVC, during high school finals week for all Big Buddies and Little Buddies to have lunch together.
- Big Buddies lead on the first day of school.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2014-2015

Building: CHHS	**Name of Club:** CHOOSE Advisor	**Advisor(s):** Dan Delaney
Frequency and Duration of Meetings: four evening presentations to parents Numerous CHAP meetings Nine weekly meetings once program begins 116 presentations		**Number of Students in Core Group:** 117

1. Description/Purpose/Goal:

To facilitate and support the CHOOSE Internship program in all areas.

2. Bulletin point list of achievements, highlights, events & activities:

- Introduced program to both students and parents in the fall.
- Interviewed 126 students as to whether they wanted to participate and if so what topics they were interested in.
- Coordinated the mentor assignments with faculty
- Worked on placements for students, phone calls, emails, utilizing previous contacts
- Conducted weekly meeting with all 116 participants to discuss the criteria of the program and to review the grading rubrics
- Reviewed criteria of journal writing , annotated bibliographies and interviews and used examples from last year
- Spoke at length about research component of CHOOSE and how to document the research
- Showed student examples of presentations and reviewed the rubric for presentation evaluations
- Held training session for all new evaluators
- Scheduled the evaluation committees
- Attended all the presentations
- Graded each experience
- Created spread sheet of placements for future reference

2. Please write a narrative about student learning, skills & experience:

Students learned a wide variety of skills from resume writing, interviewing techniques, time management, prioritizing of tasks to more academic skills dealing with research, recognition of sources of valid information and correct formation of annotated

bibliographies. Considerable time was spent on effective presentation skills, especially the proper use of PowerPoint.

3. Goals for Next Year:

Expand the number of possible internship sites.
Have more students be proactive in obtaining their internship

Comments:

Students need to be more responsible in dealing with correspondence relating to the program.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Gay-Straight Alliance**	**Advisor(s):** **Noel Schoenleber**
Frequency and Duration of Meetings: **Thursdays 3:00-3:30**		**Number of Students in Core Group:** **9**

Description/Purpose/Goal of This Club:

- To encourage a sense of community and pride for lesbian, gay, bisexual, transgender, and questioning students and their allies.
- To educate students about LGBT issues, including gender identity, gender expression and sexual orientation.
- To foster a safe, inclusive environment for students in our school.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Organized a flyer campaign to educate the school community about what it means to be an LGBT ally, and hosted an event for students to pledge to be allies.
- Hosted a viewing of the documentary film, *Straight Laced*, about how gender expectations and homophobia confine teenagers
- Hosted a viewing of the film, *The Adventures of Priscilla, Queen of the Desert*
- Hosted a presentation and discussion by CHHS parent, Jessa Mittleman, about her experience as a trans-woman and working as a software engineer at Google
- Eight students attended The PrideWorks Conference for LGBTQ Youth and their Allies at Pace University
- Currently designing an LGBT-positive bumper magnet to be produced and sold as a fundraiser for our club

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Freshman Class Advisor	**Advisor(s):** Kim Gaynor
Frequency and Duration of Meetings: We meet several times throughout November, December and January.		**Number of Students in Core Group:**

1. Description/Purpose/Goal:

I am the faculty advisor who oversees the main event for the class, which is to prepare for the talent show annual freshman fund raiser.

2. Bulletin point list of achievements, highlights, events & activities:

The talent show was a success and included over twelve unique acts and it class raised over $1,000! The students worked collaboratively to pull the show together and fulfilled several different roles during the dress rehearsal and night of the show to make the show come to its fruition.

3. Please write a narrative about student learning, skills & experience:

The students learned to advertise for the show, coordinate the acts, audition appropriate school friendly acts, collect prizes from within the community (P.R.), organize a dress rehearsal, work the door, judge the acts and manage the actual run through of the show.

4. Goals for Next Year:

The goal next year is to advise and facilitate the same rite of passage for the upcoming freshman class, so, they too will understand the commitment and responsibility that is takes to put on a successful fund raising endeavor.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Tiger Clause (on-line) Newspaper	**Advisor(s):** Kim Gaynor
Frequency and Duration of Meetings: Meet every Friday first month of school and then other Friday for check-ins. Students also come in individually to check in with their articles and to get new assignments. Duration approximately 30 minutes.		**Number of Students in Core Group:** **8**

1. Description/Purpose/Goal of This Club:

The purpose of our meetings is to assign new articles, due dates, write interview questions, edit/ revise articles, and to recruit new members.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

1. New student editor- this was a good learning experience for her.
2. She also promoted the newspaper at the club and activities fair in the beginning of the school year during CHAP.
3. She facilitated two meetings in Sept. /Oct. explaining the inverted pyramid, the 5ws and H, and a news lead.
4. These strategies are reinforced and discussed every time a student sits with me to revise or edit an article.
5. We had more students conducting interviews to produce hard news stories.
6. Two new members learned the difference between writing an essay and a news article.
7. The on-line paper allows for flexible due dates. This has helped to increase student participation in this club.

Goals for Next Year:

The goal next year to get more writers and to get more students interested in writing their own columns or writing a specific beat. A beat refers to the subject area a reporter covers.

Comments:

There are no designated issues for the Tiger Clause newspaper since it is an on-line, on-going newspaper. The students have selected this format for the paper.
The following is the link: http://tigerclausechhs.com/.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **CHHS Band**	**Advisor(s):** **Ivelaw Carrington**
Frequency and Duration of Meetings: **6 out of 8 days for the entire year**		**Number of Students in Core Group:** **64**
1. Description/Purpose/Goal of This Club: Prepare students for: • Spring & Winter concerts. • Musical pit band • Football pep band		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: • Musical - "The Sound of Music" • Several students performed for the musical with professional players • Level of music elevated from the December concert • Accompanied string student to NYSSMA music festival in Rochester NY • Judge for the elementary All-County Auditions		
Comments:		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** C.A.C.T.I academic challenge team	**Advisor(s):** Brett H. Bowden
Frequency and Duration of Meetings: Twice weekly, Saturdays, and other days		**Number of Students in Core Group:** 30

1. Description/Purpose/Goal:

The first purely academic team/club at **Croton-Harmon High School**, C.A.C.T.I. (Croton Academic Challenge Team Intelligentsia) is an engaging way to maximize student interest and differentiate instruction/learning utilizing user-friendly technology fully aligned with Common Core and Croton Core standards. Academic Challenge teams compete in a multi-media setting throughout the local region. Our mission/goal is to create an innovative and fun educational setting for ANY student interested in enriching their learning experience at CHHS. All competitive quality academic challenge programs in our County operate not unlike an athletic team might with regard to practice, competition, and funding.

2. Bulletin point list of achievements, highlights, events & activities:

- Recruited several new Members – including a very strong group of incoming Freshmen;
- Competed in two separate local events: *W.A.C.K.O.* (Westchester Academic Challenge Knowledge Organization) at **White Plains High School** AND *M.A.C.C.* Metropolitan Academic Challenge Competition at **Horace Greeley High School** and **Briarcliff High School**;
- Won the "B" Division at Metropolitan Academic Challenge Competition at **Horace Greeley High School**;
- Continued participation in the annual "Brain Bowl" academic challenge tournament against **Hendrick Hudson High School** – we won for the 3rd straight year;
- Competed in the "***Golden Cactus Academic Challenge***" tournament (students vs. teachers) – students won for the 3rd straight year;
- Presented awards to **Sophie Bauder** (*Leadership*) and **William Mahoney** (*Knowledge*);
- Posted article recapping the "Golden Cactus" and "Brain Bowl" on CHHS webpage;

3. Please write a narrative about student learning, skills & experience:

C.A.C.T.I. continues to draw significant interest across the grades (and community) and perform well – several years after our inception. On a weekly basis for the entire school-year, participants learn a great deal about: ***content*** (across the full spectrum of academic and cultural disciplines); ***teamwork*** (how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework); ***respect and sportsmanship*** (for themselves, their team, and competitors); ***challenge and adversity*** (specifically dealing with high expectations, addressing learning gaps, and bouncing bad from mistakes); among other things.

Every week, we practice answering questions. Often, participants teach one another how an answer can be derived (i.e. "how'd you do that math problem) – so there's a fair amount of students learning from their peers. On most occasions, students interact with and learn from students older than themselves – it is the epitome of camaraderie. Furthermore, participants create "Top Ten" lists of factual information from myriad categories – in an effort to be prepared for questions for which they might not otherwise know the answer.

Finally, there are the competitions, where our team matches up in day-long Saturday affairs against the best and brightest in Westchester, Putnam, Orange, Fairfield and Litchfield counties. Through it all we remain tremendously grateful for the district-wide support that provides us transportation and funding.

This year we have a strong core of Seniors on the current squad who have provided leadership and served as role models for the younger players. And, we've picked up a good number of very bright and enthusiastic Freshmen – who should form the core of an even higher level of competition moving forward. As always, we will continue to recruit from/focus upon incoming students – some of whom will be siblings of past or current participants!

In Closing

Essentially, **C.A.C.T.I.** does its level best to work hard, and attract bright and interesting students (two times a week, 40 weeks a year) to this totally academic co-curricular activity. I will continue to reach out to colleagues PVC about starting an academic challenge team there. Doing so will allow even more students to participate in this engaging learning experience.

We are the epitome of the Croton-Harmon Mission Statement: *challenging all students… developing skills that enable students to become effective communicators, problem solvers, and researchers who are independent learners responsible for their own learning*. It's no surprise that we're **very** proud of our team! And it is a team, open to any interested student in good academic standing.

On a personal note, I truly enjoy **C.A.C.T.I.** and am proud of its impressive academic, social, and intellectual legacy here at **Croton-Harmon High School**. I hope to oversee its activities for **many** years to come.
Check out the article I wrote – attached to the CHHS webpage…

4. Goals for Next Year:

- Continued success in all **W.A.C.K.O.** and **M.A.C.C.** competitions – maybe even return to Nationals in Washington, D.C.;
- Winning the Fourth Annual "Brain Bowl" against **Hendrick Hudson High School** – perhaps getting local sponsorship for the event);
- Defending our "Golden Cactus" title against the Teacher team;
- Recruiting incoming Freshmen as well as interested Sophomores and Juniors;
- We still want to develop an academic challenge team at P.V.C.;

Comments:

I love advising **C.A.C.T.I.** – and look forward to many years of success moving forward.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Human Rights Task Force**	**Advisor(s):** **Brett H. Bowden**
Frequency and Duration of Meetings: **weekly**		**Number of Students in Core Group:** **20**

1. Description/Purpose/Goal:

The ***Human Rights Task Force*** believes that the purpose of freedom is to safeguard it for others. Towards this end, we welcome ALL students interested in furthering human rights and civil liberties.

We strive to provide a safe, tolerant, and intellectually provocative venue for CHHS students who want to make a difference in their school, community, state and nation.

2. Bulletin point list of achievements, highlights, events & activities:

- "Upstander Week" was a big success, featuring a "**Political Literacy Q & A**" booth (asking students to answer a daily question on a variety of human rights, civil liberties, political literacy topics);
- Sponsored the 2015 "Day of Silence" – where CHHS students and staff respectfully remain silent all day long in support of people in the LGBTQ community and other communities who feel that their voices are ignored or not heard;
- Continued the "Democratic Ukraine" awareness-raising campaign (asking the CHHS community to support efforts to end appeasement and aggression in Crimea and Ukraine);
- Co-Sponsorship, along with Gay-Straight alliance of the film "Vito";
- Attendance at Human Rights Student Institute for High School Leaders at **Iona College** (sponsored by the *Holocaust and Human Rights Education Center*) – where our school created 3 workshops: Native American Right Today, Bad Samaritan (promoting Upstander Behavior), Rise of Anti-Semitism in France;
- Junior and Senior Facilitators for the Student Institute attended separate training session after-school at **New Rochelle H.S.** and **Iona college** – escorted by Mr. Bowden;
- Mr. Bowden co-ran the first training Session at **New Rochelle H.S.**;
- Presented awards to Kyle Rossini and Leo DiRusso;

3. Please write a narrative about student learning, skills & experience:

HRTF members learn…

- The actions of a few can greatly impact and influence a larger group in a small high school like CHHS;
- There are only four roles one can play in life: *bystander*; *victim*, *perpetrator* and *upstander*;
- Being an Upstander is not the frequently chosen route most individuals take;
- A small group of committed individuals **can** make a difference and change the world;
- Often, raising awareness is more important (and more difficult) than fund-raising;
- Researching for a workshop helps frame a narrative that can be presented to others;
- It is vital to learn how to work together with people you don't initially get along with;
- Doing the right thing takes as much *perspiration* as it does *inspiration* – and is often taken for granted in a world filled with situational ethics;

4. Goals for Next Year:

To focus upon pertinent civil liberties and human rights concerns;
To continue our Political Literacy campaign at CHHS;

Comments:

I remain quite proud of advising the **Human Rights Task Force** – a group I founded in my first year at CHHS;
And I look forward to being the HRTF advisor again in 2015-2016;

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Interact Club (Community Service Club)	**Advisor(s):** Tracey Finan
Frequency and Duration of Meetings: Met with club one to two times a month Mondays 3 - 4pm Met with board members separately twice a month. Various weekdays after school or during lunch. Off-site events: Summerfest Fundraiser (June 2015), & Train Station for Rotary Auto Show (September 2014).  		**Number of Students in Core Group:** Six

1. Description/Purpose/Goal of This Club:

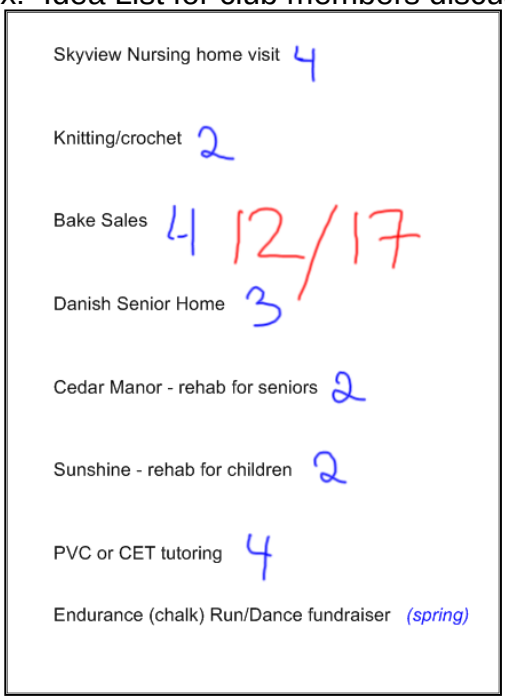
Create and promote community service activities for CHHS Students

This year's focus was to create more local community service projects.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Most of the learning came out of creation of community service ideas/projects. The club members were included in the process of creating ideas and reaching out to implement those ideas. Most of the ideas suggested were not followed through to completion because reaching the appropriate people or deciding when the group would complete the project became roadblocks.

Ex: Idea List for club members discussed….(11/10/14 meeting)



Although not always successful the students and leaders learned it is not easy to create new projects.

A huge success this year came out of the idea that Nohemi Apri initiated to create cards for children in hospitals. These are for children in long term care. Not only did the club gather to make cards for the children but the entire Croton-Harmon High School got involved.



The club decided to get the entire school involved and the activity was implemented during CHAP in May 2015.
Many teachers commented that this CHAP was a huge success with the most student engagement/participation all year. The school created over 300 useable cards that were sent to a children's organization to be distributed to children of all ages who are in a hospital.
The creativity, kindness and care the students put into this project was amazing. They wrote inspirational messages, jokes, simple cheerful pictures and long story-like essays to inspire other kids.
I believe this idea for a CHAP project continues in the future.

In addition students had several bake sales during the school year.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: Croton-Harmon High School	**Name of Club: The Fourth Floor Literary Magazine**	**Advisor(s): Jaclyn Szymanski**
Frequency and Duration of Meetings: We meet once a week for an hour.		**Number of Students in Core Group: 8**

1. Description/Purpose/Goal of This Club:

The Fourth Floor Literary Magazine represents and expresses the creative and artistic abilities of the students (and faculty) of Croton-Harmon High School. Through highlighting these talents, our goal is to bring attention to and foster an appreciation of the arts. The magazine also offers a forum and outlet for students to express their emotions, beliefs and dreams.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Involving my creative writing classes in putting the magazine together
- We started holding monthly writing contests which were a great success
- Holding bake sales at school events to raise money.
- Attending the AP art show to collect images for the magazine.
- Collaborating with students who exhibit a wide range of talents and skills (those who write poetry, short stories, fiction, are photographers, painters, drawers, sculptures, etc.).
- Creating a common forum for students of all grades, skill, views, backgrounds and status to share their work and experience the work of others.
- Reaching out to the school community with posters, Facebook and other social media.

Linking my Creative Writing class to The Fourth Floor proved to be very successful. The students were excited about creating pieces for the magazine and many were proud to know their work will be featured. There is going to be a very strong showing by the seniors this year. The Fourth Floor continues to be an incredible outlet for students to express themselves creatively and a way for students to communicate with and learn about their peers. Working on this magazine pushes students to reach outside of their regular group of friends and learn something new and interesting about their peers. Students also gain experience in editing, proofreading and formatting programs. They also communicate with the publisher to set up the printing and delivery of the magazine.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **CHHS Musical**	**Advisor(s):** **Ivelaw Carrington**
Frequency and Duration of Meetings: **6 weeks**		**Number of Students in Core Group:** **36**
1. Description/Purpose/Goal of This Club: • The use of the student body to help cast performers, dancers, singers for the Spring Musical • 3 performances – (Friday, Saturday night and Sunday afternoon)		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: • Musical - "The Sound of Music" • Several students performed for the musical with professional players		
Comments:		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form Spanish Club

Building: CHHS	**Name of Club: Spanish Club**	**Advisor(s): Jeannie Van Asselt**
Frequency and Duration of Meetings: Twice a month on Tuesdays		**Number of Students in Core Group: 15**

1. Description/Purpose/Goal of This Club:

In the Spanish Club we learn about the diverse cultures of the different countries in Latin America.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Planning for events such as bake sales, movie night
- 2 evenings of a Spanish language movie and food
- Presentations once a month on a different Latin American country
- Discussions about the kind of organization in Latin America we might want to support

The 2nd half of the year brought in a new, very active, very motivated group of students to the Spanish Club. We elected new officers, and under this new leadership the Club really took off. These students explicitly wanted to learn about culture in Latin America, and to that end, they wanted to learn about movies, the different foods eaten in the different countries, and the different ways that non-profit organizations work to alleviate poverty in these countries.

Comments:

Under the new leadership of Justin Crowe and Adrian Cardenas, who were elected in January, this group began focusing on the specific ways a non-governmental, non-profit agency works to alleviate poverty. For each meeting a student participant in the Spanish Club presented some basic facts about a particular country in Latin America (food, government, geography, climate, indigenous peoples, indigenous languages) and then a more in-depth look at one of the non-profit agencies in that country working with people in need. The ultimate goal for these students is to learn about the ways in which poverty in Latin America is addressed, and to contribute in some meaningful way to one of those agencies.

This is the first year that Hispanic students have fully participated in the Club, both in the meetings and in our social events. The movie/food nights were especially successful as they contributed to a true mingling of American students and those with Hispanic backgrounds. I have high hopes for this Club next year, as we already have an agenda and lots of interest and commitment from students, both Hispanic American and American. I can't stress enough how gratifying it is to witness the ease and friendship among all these students.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2014-2015

Building: CHHS	**Name of Club:** Student Faculty Congress	**Advisor(s):** Dan Delaney Pam Morrison
Frequency and Duration of Meetings: Each G Day 50 minutes Each E Day Agenda Meeting Individual Committee Meetings as needed		**Number of Students in Core Group:** 30

Description/Purpose/Goal:

- To facilitate discussion about student life at CHHS and disseminate information about programs and policies affecting students. Encourage development of leadership skills

- Support District Goal: *Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe.*

Bulletin point list of achievements, highlights, events & activities:

- Planned and facilitated SFC retreat in the fall
- Planned and facilitated Student Ping Pong Tournament to benefit the Greg Rodriguez Scholarship Fund.
- Organized and monitored class officer and SFC elections
- Solicited and selected at large candidates
- Implemented program for reporting of student concerns (SNIP)
- Provided input on grading practices and possible changes to those practices with Mr. Capasso
- Planned changes for CHAP Communication (2015 implementation)
- Revised web page and updated regularly
- Addressed technology (wifi) issues with administration
- Discussed parent portal and the impact on students
- Planned for mural to be painted during the 2015-2016 school year
- Made constitutional amendment: SFC Treasurer will be a BPC liaison starting in 2015 school year
- Discussed library atmosphere and possible ways to alleviate the issue, including changes to the cafeteria. One result: wrestling will no longer practice in the cafeteria.
- Sponsored speaker from RAIN during Tolerance Week

Please write a narrative about student learning, skills & experience:

Students learn through discussion and observation how policy is made, how change can occur and equally important what things they cannot change. By being members of committees, students learn how to delegate and perform tasks in order to get things accomplished**.**

Goals for Next Year:

- Implement changes to CHAP communication
- Possible new school mural
- Continue to update and maintain the SFC website
- Continue to facilitate discussion on grading policies
- Continue discussion on maintaining academic atmosphere in all areas of the building

Comments:

We had a positive and productive year with good discussions and many decisions made based on our meetings. The school benefitted from our discussions and input on grading, the library, the cafeteria and technology and school policy was altered based on these discussions.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHA	**Name of Club: Sophomore Class**	**Advisor(s): Kerri Tracy**
Frequency and Duration of Meetings: Weekly Meetings 3:00-4:00/ Daily "check-ins" if fundraiser or Hershey trip was approaching		**Number of Students in Core Group:** 4 Officers

1. Description/Purpose/Goal of This Club:

The purpose of our group was to fundraise throughout the year for the sophomore trip to Hershey Park. We also would try and fundraise a little for Junior Prom.

Along with the fundraising, we were responsible for planning the trip to Hershey Park.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Sophomore Class Car Wash – We fundraised over $1600 for the trip to Hershey Park. Car wash was entirely student led and worked. Sophomore class parents supervised the event.
- Dodgeball Tournament – We held the first ever dodgeball tournament. We fundraised over $380. The winners of the tournament won championship tee shirts. There was also a prize for the best dressed/themed team.
- Hershey Park Trip – We had 91 sophomores attend the Hershey Park trip. Thanks to the hard work of the class when it came to fundraising, the students only had to pay $100 for their trip fee. We were also able to buy a trip tee shirt for everyone again this year. The trip was just as successful as last year and the students were so well behaved that both the hotel and the bowling alley that hosted us welcomed us back for next year.

Comments:

This was my second year as the advisor and this year was much different than last. I have gotten a good system down and once again the officers were very motivated and mature. This year there were a few disciplinary events that took place with students who were planning on attending the trip which brought about a whole new set of problems. Mr. Capasso, Mr. Maxam and I have already discussed some things we plan on working on for next year. First and foremost we will be revising the letter for the Hershey Trip to make clearer guidelines for attending the trip.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2014-2015

Building: CHHS	**Name of Club:** Senior Class Advisor	**Advisor(s):** Dan Delaney
Frequency and Duration of Meetings: As needed		**Number of Students in Core Group: 127 students**

1. **Description/Purpose/Goal:**

To create a meaningful focused senior year for students and parents and to offer support and clarification whenever necessary.

2. Bulletin point list of achievements, highlights, events & activities:

- Maintained regular email correspondence with parents regarding college application deadline dates, scholarship information ,student academic progress and all senior year information
- Coordinated scholarship application process for seniors for in house scholarships.
- Planned and supervised Senior Prom, Senior Luncheon and Senior Picture Day at Croton Point.
- Sat on Awards Committee
- Collected and noted all senior activity fees
- Measured all students for cap and gown and ordered them
- Planned Senior Awards Night
- Served as liaison to community scholarship sponsors
- Supervised graduation ceremony and all speeches and performances
- Maintained weekly email correspondence with all seniors
- Tallied all community service hours. Assigned tasks for hours to those students needing them. Fielded requests from the community for volunteers
- Consulted with families regarding college application and acceptance process.
- Planned a parent dinner to be prepared by the students for June 23

2. **Please write a narrative about student learning, skills & experience:**

Students learned about the college application process and the complexities of the financial aid process. Care was taken for those students pursuing alternative post CHHS paths e.g. Tech schools, Gap Years, Military service

3. **Goals for Next Year:**
   Continue to improve communication with parents and students Encourage greater use of Naviance scholarship information by students

Comments: It was a challenging year. Exciting but challenging.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Shakespeare Club	**Advisor(s):** Joseph Merriam
Frequency and Duration of Meetings: weekly, 1 hour (Wednesdays, 4:30-5:30)		**Number of Students in Core Group:** 18

1. Description/Purpose/Goal:

To provide students with a positive, ongoing relationship with Shakespeare's works, both by reading/acting the plays (chosen by the students) and attending professional performances at the Hudson Valley Shakespeare Festival in the summer.

2. Bulletin point list of achievements, highlights, events & activities:

- Performed *All's Well That Ends Well* in February 2015
- Plays attended at the Hudson Valley Shakespeare Festival, summer 2014:
  - *Othello*
  - *Two Gentlemen of Verona*
- Plays read/studied/acted throughout 2014-15:
  - *Measure for Measure*
  - *The Comedy of Errors*
  - *Henry IV, Part 1*
  - *Henry IV, Part 2*
  - *Double Falsehood* (a recently discovered Shakespeare play)
  - *The Winter's Tale*

3. Please write a narrative about student learning, skills & experience:

The purpose of the Shakespeare Club is to provide students with a positive, ongoing relationship with the works of Shakespeare; what I mainly want students to get out of our meetings is that Shakespeare, if done well, is both fun and accessible, and the fact that some of the students have started bringing their friends to meetings suggests that the club's goal is being met. Academically, this is very helpful to them; the more Elizabethan English they read, the easier it gets for them, and that improvement is especially notable in the students who stay in the club for four years. And because this is a club, not a class, it is a low-pressure way to meet such Board of Education goals as "Develop quality differentiated curriculum and instructional experiences" and "Incorporate enrichment programs and address the needs of high performing learners." The Shakespeare Club offers students the chance to explore Shakespeare on their own terms and take their study of his works in the directions they wish to go. This year's requests for plays varied between histories and comedies – perhaps no one was in the mood for tragedy. The most unusual choice this year was *Double Falsehood*, a play that has been known to

exist for centuries but which computer analysis has only recently provided evidence suggesting that Shakespeare had a hand in writing it. We read it in the hopes of perhaps putting it on next year, but our opinion of it was unanimous: if Shakespeare did have a role in writing it, it wasn't a large enough role, and the play should remain obscure.

In terms of the Common Core standards, here is what students learn through participation in the Shakespeare Club:

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Attendance at club meetings usually varied from ten to twenty students per week (more in the beginning of the year and somewhat fewer towards the end).

4. Goals for Next Year:

To continue reading, attending, studying, and acting Shakespeare's plays (and occasionally the plays of his contemporaries, as student interest sometimes dictates).

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2015

Building: CHHS	**Name of Club:** **CHHS Yearbook** **TIGER TALES**	**Advisor(s): Dan Delaney** **Kami Hackett**
Frequency and Duration of Meetings: weekly beginning of the year then daily at deadline time		**Number of Students in Core Group:** 15

1. Description/Purpose/Goal:

To create the yearbook
To facilitate the yearbook photo shoots
To oversee the entire ordering process including payments

2. Bulletin point list of achievements, highlights, events & activities:

- Worked closely with seniors on senior sections of the book
- Coordinated and scheduled Senior Portrait Days and make ups
- Coordinated Underclassmen photo shoots and distributed orders
- Reviewed all quotes
- Collected and formatted all ads for the book, maintained payment records
- Oversaw the online ordering of the book for all students
- Collected all orders after the online ordering deadline passed.
- Paid all bills due
- Distributed all books
- Monitored Senior Portrait schedule during the week preceding the beginning of school
- Contacted photographer for Candid Photo Day
- Kami took all pictures of extracurricular activities e.g. clubs and sports and plays.
- Kami formatted and oversaw the production of the photos for all underclassmen.

3. Please write a narrative about student learning, skills & experience:

Students became familiar with an online product creation and utilized many of the graphics art skills they had learned in CHHS.

4. Goals for Next Year:

To have students adhere more closely to deadline schedule.

Comments:

The new vendor proved to be a good choice as there were considerably less issues with senior portraits than previously. The quality of all pictures was good. The Senior Portrait schedule for before school began worked out very well.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Chorus	**Advisor(s):** M. Weinstein
Frequency and Duration of Meetings: 6/8 days in cycle plus concerts		**Number of Students in Core Group:** 36

1. Description/Purpose/Goal of This Club:

The Chorus course satisfies the 1-credit, state-requirement for art and music. No audition is required and there is no prerequisite. Rehearsals and learning is set at a pace for students with little or no musical training….but adjustments are made according to the current group.
Open to grades 9-12. Material performed is selected by the students in a democratic process (as long as it is educationally sound, challenging, and appropriate).

Two (2) night concerts are performed plus any special events and/or field trips.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Yearly Spring and Winter Concerts performed (min of 2)
- NYSSMA – Preparations for student auditions.
- WCSMA **–** Preparations for performances with group(s) i.e. band/chorus/orchestra
- All-County, Area All-County, All-State, and other performing groups
- Site-singing, music theory, solfege, ear-training, rhythm studies, etc.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club: Explorers Club**	**Advisor(s): Kurt Lindner**
Frequency and Duration of Meetings: Planning meeting two-four/quarter = 20 minutes/mtg 5 – 7 Outings/year = 30-35 hours + 2 overnights		**Number of Students in Core Group:** 30

1. Description/Purpose/Goal of This Club:

The Croton-Harmon Explorer's Club is committed to…

-Challenging the fitness and cognitive skills of all members with high expectations through exploration of our natural world.

-Including parents and the wider community as partners in this endeavor.

-Fostering a climate of respect for each other and the environment.

-Developing student skills that will enable them to explore their natural world in a safe manner.

-CHEC alumni will develop into team players, problem solvers, and lifelong learners who continue to explore their natural world and educate others how to do so in a safe manner.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Overnight backpack in Harriman State Park– After the tremendous success of our first backpack last June, the students wanted to start this year off with another backpack. Students learned the skills of route finding, shelter erection, outdoor cooking, camp etiquette, low etiquette hiking, and fire starting. Through learning these skills students learned self-reliance, consequence/reward of decisions, collaboration, argument resolution techniques, time management and stress management.

3 hour Hudson River Paddle through Constitution Marsh. Students witnessed the biology of the Hudson river. Students worked cooperatively to explore the Marsh.

5 hour hike up Breakneck and through the Cornish Estate in Cold Spring, NY – Students learned the skills of route finding, low etiquette hiking, and basic rock scrambling. Through learning these skills students learned self-reliance, consequence/reward of

decisions, collaboration, argument resolution techniques, time management and stress management.

9 hour Ski/snowboard trip at Belleayre Mountain. – Students learned and practiced the skills of skiing and/or snowboarding. Through learning/practicing these skills students established time management collaboration, and organization skills.

Planning meetings (20-30 minutes each): One or two planning meetings occur for every event. These meetings entail the students planning the all aspects of the adventure from transportation to the event to the logistics of the actual adventure. They are given the tools they request and advice as needed.

Valentine's Bake Sale (2 lunch periods)– Students advertised and organized a bake sale where they raised significant funds to pay for equipment and/or park admittance fees.

8 hour dayhike, 3 hour paddle, 3 hour bake sale fundraiser, and an overnight backpack are all planned for the Spring of 2015.

- Creation and use of district permission slips and liability waivers for each adventure

- Staff and/or parent participation on every adventure

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Cercle Français** **(French Club)**	**Advisor(s):** **Susan Bree** **Alison Rhoades**
Frequency and Duration of Meetings: approximately twice each month		**Number of Students in Core Group:** 12-15

1. Description/Purpose/Goal of This Club:

The CHHS Cercle Français serves to provide *all* interested students, irrespective of their level of French, age, or if they are enrolled in French classes, opportunities to join together to learn about, share, and enjoy the French language and Francophone culture in a non-academic setting.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Movie screenings
- Mardi Gras Party for PVC students
- Fundraising to help purchase soccer jerseys for a youth team in Africa

Comments:

The French Club met throughout the school year with varying frequency. Led by Caroline Barnes, the group continued their efforts to serve and develop a group of students interested in French language and Francophone culture. From year to year the French club attracts students whose enthusiasm is quite variable and the goal of this year's group was to build on last year's successes.

What is most notable about the work of the club this year work is the personal initiative that the students took to set the goals for the year and to plan and execute the activities they chose. The advisors were present and available to students during the meetings and activities but the driving force of the club throughout the year has been the student members who assumed responsibility for the club.

It is also remarkable that there were members from every grade, every level of French and many students who participated in club activities who are actually students of Spanish or Mandarin. While French students represented the majority of the members, they were very successful in attracting their non-francophone friends to join and actively participate in the Cercle Français.

At the beginning of the year the members held brief after-school meetings to discuss possible French-language films and screening dates and then publicized the evening event to the wider school community.

In the Spring, the group decided to plan a Mardi Gras Party for PVC students and to generate enthusiasm amongst their younger peers for the study of French and Francophone culture. The event required a great deal of planning and organization, communication and publicity as well as commitment and cooperation on the part of the club members who took complete responsibility for the entire event. It was a tremendous success, both in terms of providing the PVC students an enjoyable and educational evening as well as in terms of raising sufficient funds that the group is able to purchase soccer jerseys and equipment for a youth soccer team in Africa.

As the year draws to a close the group continues to meet regularly to discuss plans for next year's activities. The students aim to organize another event for the PVC students and would like to continue to attract a broad range of CHHS students to their events.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Green Team	**Advisor(s):** Jamie Rooney & Kelly Ingraham-Friedman
Frequency and Duration of Meetings: Weekly. 30-60 mins.		**Number of Students in Core Group: 5**

1. Description/Purpose/Goal of This Club:

Promote and encourage environmental awareness and sustainability efforts.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Membership Drives
- Battery Drive
- Environmental Awareness Facts
- Consultation and Collaboration with Croton Climate Initiative
- Reusable Bag Initiative (appointment next week at Groovy on Grand to select and hopefully order bags with our logo to kick off next year with)

Students have learned to collaborate with one another and communicate their interests and ideas, while being respectful to others'. Students learned communication skills, organization, and time management through our conversations with the Croton Climate Initiative, Eco Bags in Ossining, Groovy on Grand, etc.

Comments:

It is important to note that Green Team lost several active members with the commencement of 2014. Only 2 upperclassmen remained; the rest of our members are all Freshmen. One of our biggest challenges was membership and focus this year.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Junior Class	**Advisor:** Pam Morrison
Frequency and Duration of Meetings: Semi-Monthly (with Class Officers) and on as needed basis		**Number of Students in Core Group:** 140 Students (+/-) 4 Class Officers

1. Description/Purpose/Goal:

The Junior Class works together to raise money and plan class events including Color Wars decorating and the Junior Prom.

2. Bulletin point list of achievements, highlights, events & activities:

- Cookie Dough Fundraiser
- Color Wars Decorating
- Bake Sales
- Junior Prom

3. Please write a narrative about student learning, skills & experience:

This year the Juniors had a little wrench thrown in the normal prom planning activities as our date was given away by our normal venue. The class officers banded together to call venues, get prices and find a new venue. After a great deal of consideration, and not many choices, they selected Dutchess Manor for the 2015 Jr. Prom. They planned invitations and made food selections trying to keep a variety of interests in mind. As a result they had a wonderful affair which included the French exchange students who had just arrived in the US.

The Junior girls participated in a Powder Puff game vs. the Senior girls. This was a fun activity that was meant to raise school spirit and band the girls together.

The Juniors did minimal decorating for Color Wars this year as a result of the date change/early snow dismissal. They had planned a theme ahead of time but did minimal execution of their plan since the decorating day was delayed by a week and there was no pep rally.

4. Goals for Next Year:

- Relocate the Junior Prom to a closer venue
- Increase attendance/participation in the Powder Puff game

• Plan Color Wars decorating in a manner that doesn't cause cyberbullying or aggression
Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **La Rochelle**	**Advisor(s):** **S. Bree/A. Rhoades**
Frequency and Duration of Meetings: Parent meeting was held on March 17, 2015 Student meetings were held after school, as needed.		**Number of Students in Core Group:** 28 (although French students also visited students at both CET and PVC).

1. Description/Purpose/Goal of This Club:

An extension of the French classroom; to allow students to use and expand their French in an authentic context; to give students an opportunity to explore French culture and experience French daily life first-hand through their contact with native French speakers.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Planning for the 2015 exchange began in September, 2014. We exchanged a series of email messages with our colleagues to establish the best dates for the French students' proposed visit, comparing our two vacation schedules for the 2014-2015 school year, and chose a two-week period in April-May 2015 for the Rochelais to visit. We spent some time trying to find alternative dates since the visit this year coincided with the beginning of our AP exams, but in the end no better alternative was found. The dates agreed upon were April 16-May 3, 2015.

In October-November, 2014, our colleagues at the Lycée Jean Dautet received approval for their trip, and began to collect applications from interested student participants. In December, we solicited applications from interested host families from our French III and IV classes. In January we received 29 applications for 28 possible positions within the program, so we drew a lottery to select our 28 hosting families. (Once the exchange began, we approached our French colleagues to see if there might be a possibility to find a 29th host family for the "extra" student if it were necessary; they responded favorably to this idea.)

The selection and matching process took approximately a month. We took into consideration many different factors while selecting host families, including allergies, student interests and hobbies, and the gender of guests/ hosting students.

We spent the next two months planning and organizing the calendar of events. The Rochelais spent 5 days in the city, visiting various points of interest. They asked us to make reservations/arrangements for them to visit the United Nations, the Metropolitan

Museum of Art, the Lower East Side Tenement Museum, the 9-11 Memorial, and the Statue of Liberty/Ellis Island, and to help them plan visits to various different neighborhoods in Manhattan. They traveled to and from the City using Metro North group travel; many thanks to our dedicated transportation department who provided transportation to the Croton Harmon train station each morning on those 5 days.

However, the Rochelais spent the bulk of their time in and around Croton. They were warmly welcomed to CHHS by Mr. Capasso and Mr. Maxam at a breakfast reception on Friday, April 17. Following the reception, they went on a scavenger hunt through the village, to familiarize themselves with the village and to speak to residents and business owners. On Saturday, 27 of the 28 students attended the Junior Class Prom, thanks to the assistance and flexibility of the Junior Class advisor, Mrs. Morrison. As a special "after prom" event, French and American students went ice skating together at the Westchester Skating Academy.

French guests attended classes at the high school, thanks to the generosity of our teaching staff who welcomed them into classes in every department. They also visited Teatown Lake Reservation and Philipsburgh Manor. On Saturday, May 2 we held our traditional pot luck supper in the CHHS cafeteria at 6:00 pm, followed by moonlight bowling at Cortlandt Lanes.

On the first Thursday night, we opened the cafeteria to our Rochelais guests as well as all students who had offered to host to give the whole group an opportunity to "hang out" all together, to listen to music, play some informal sports in the gym and eat pizza, from 6-9 pm. Thanks to our physical education department, who helped facilitate the use of the gym on this occasion, and many thanks to our custodial staff who, throughout the two weeks of the exchange, went above and beyond to provide clean space and support for receptions, the pot luck supper and the "hang out". We are truly fortunate to have such an accommodating and supportive custodial and transportation staff in our district: without their help, we could not provide such a pleasant stay for our guests.

With the exception of this one situation, Croton families have provided us with a great deal of positive feedback about their experiences. They made meaningful connections with our guests and were very sad to see the French group leave. The faculty of all 3 schools were extremely complimentary about the Rochelais' behavior during class visits; the French group, too, expressed their appreciation for the many opportunities they were given and the great kindness shown to them during their stay.

Rochelais students visited every French class at the high school at least once and participated in projects with the CHHS French students at every level of study. At CET, Linda Reich and her third grade class helped to coordinate visits to different classes in the elementary school. At PVC, Sally Barnes and Charlene Sirlin and their students welcomed our guests to middle school French classes. Our Croton students were thrilled at these opportunities to interact with our guests, and spoke expressively about what it meant to be able to evaluate their own progress in French such a meaningful way.

In AP classes, students had extensive conversations in French about the differences between different aspects of French and American life; the students were able to see some of the actual tasks of the AP exam come to life in a totally authentic context within the classroom.

We had conversations in several classes about the perception that the French students "speak better English than we speak French", which led to the realization that activities (i.e. practice) done outside of the classroom (listening to music, watching television or movies, etc.) all contribute to a faster development of proficiency. These opportunities are more widely available to students of English around the world due to the wide influence of American popular culture outside of the US, but are not unavailable to our students of French in the US thanks to internet resources. We also spoke of ways that we can help to make this kind of opportunity available to our students outside of the classroom.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2015

Building: CHHS	**Name of Club:** National Honor Society	**Advisor(s**): Pam Morrison Alison Rhoades
Frequency and Duration of Meetings: As needed before events		**Number of Students in Core Group:** 48

1. Description/Purpose/Goal:

To facilitate, monitor and chaperone activities of the National Honor Society
To offer opportunities for students to demonstrate the qualities of service, character, scholarship and leadership required of membership in the NHS
To support district goal of *Increase interactions and communications between school and community*

2. Bulletin point list of achievements, highlights, events & activities:

- Placed students in numerous Community Service situations
  - Harry Chapin Run for Hunger
  - Rotary Car Show
  - Lion's Club Tree Sale
  - Village Earth Day
  - Library Book & Bake Sale
  - Numerous activities for CET
  - CCCA
- Monitored the selection process for new members and planned the induction ceremony
- Sponsored Toys for Tots drive in December

3. Please write a narrative about student learning, skills & experience:

Student services were asked for quite often by a multitude or organizations. Students were exposed to many new scenarios that offered service opportunities.

4. Goals for Next Year:

Students will initiate ideas for personalized group service project most likely to benefit the school. A discussion will take place in regards to other service demands being met by class advisors or the community service club.

Comments:

Demand for student services can be overwhelming at key times. Many organizations were asking for help at what seemed to be the same time and also conflicting with major school events/exams.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** **Pi Squad**	**Advisor(s):** **Soyoung Lim**
Frequency and Duration of Meetings: **Three times/month, 40 - 50 minutes**		**Number of Students in Core Group:** **15 - 18**

1. Description/Purpose/Goal of This Club:

The Croton-Harmon High School Math Team, Pi Squad, is a student-led organization that is opened to all students who are interested in solving problems and learning advanced math topics that go beyond the classroom learning experience. The goal of Pi Squad is to encourage those students who desire a challenge to push the limits of their abilities in math. Students will enhance their math knowledge while they are enjoying the challenge of problem solving.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Students have practiced Math competition problems (AMC, Purple Comet, Art of Problem Solving)
- Practiced Rubik's cube
- Participated in the district wide Science Expo – Learn Rubik's Cube
- Math wing decoration for the Pi Day activity (3/14/2015)

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Select Chorus	**Advisor(s):** MWeinstein
Frequency and Duration of Meetings: Every double day, concerts, field trips		**Number of Students in Core Group:** 17

1. Description/Purpose/Goal of This Club:

This group is an audition-only, advanced sub-set of the main chorus. Students must be enrolled in Chorus full-time in order to audition and participate in this high-level group. Rehearsals and learning is set at a faster pace and higher expectations are set on these advanced students.
The group rehearses every double-day, 2x p/cycle and the material performed is selected by the students in a democratic process (as long as it is educationally sound, challenging, and appropriate).

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Annual auditions held w/current students performing group and individual assessments
- Rigorous material selected for this advanced group---some being a capella
- Field Trip to The Danish Home to perform our concert selections for residents
- Yearly Spring and Winter Concerts performed
- NYSSMA – Preparations for student auditions.
- WCSMA **–** Preparations for performances with group(s) i.e. band/chorus/orchestra

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Spinecrackers (Book Club)	**Advisor(s):** Pam Morrison
Frequency and Duration of Meetings: Sporadically		**Number of Students in Core Group:** 5-10

1. Description/Purpose/Goal:

Our goal is to encourage CHHS students to read for enjoyment, as well as to learn how to discuss books and films based on books. It is also to create a rich reading and discussion environment for the CHHS community.

2. Bulletin point list of achievements, highlights, events & activities:

- Some of the books read and discussed this year:
  - Eleanor & Park by Rainbow Rowell
  - The Girl of the Train by Paula Hawkins
  - Insurgent by Veronica Roth
  - Various poems selected by students
- Maintained and updated Spinecracker's bulletin board
- Discussed film & fan culture surrounding books.

3. Please write a narrative about student learning, skills & experience:

This year was lacking in consistency and attendance for the Book Club. We struggled to have regular meetings with regular attendance. I feel that this was due to a lack of strong upperclassman leadership. In an effort to reboot and recommit to this club I have asked Susan Ardolino to join me as co-advisor next year. It is our expectation that she will be able to encourage an as yet untapped group of students to dedicate themselves to our club. We have discussed various methods of getting new members and encouraging students to participate regularly.

4. Goals for Next Year:

- Increase membership across the grades/replace graduating seniors with new membership
- Develop new programs and activities

Comments

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building:CHHS	**Name of Club: A Cappella Club**	**Advisor(s): Sara O'Brien**
Frequency and Duration of Meetings: Monday afternoons from 3pm-4pm. Sept.-June		**Number of Students in Core Group: 11**

1. Description/Purpose/Goal of This Club:

To sing and work on arrangements of songs without instruments. The goal is to perform at least once a year for either school concerts or the community.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- The group sang Billy Joel's "For the Longest Time" at the CHHS Winter Concert.
- The group worked on arrangements of songs done by our own students. We were able to work through some issues and give meaningful critiques to improve the arrangements.
- The students really drive the group by choosing the music.

Comments: We have been really working on part independence so we can expand our repertoire in the future.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Destination Imagination**	**Advisor(s):** **Zhanna Glazenburg**
Frequency and Duration of Meetings: Bi-weekly meetings from Oct till May		**Number of Students in Core Group:** 44

1. Description/Purpose/Goal of This Club:

DI is the world's largest non-profit, volunteer-driven organization devoted to creating educational programs in which student teams gain practical life skills through solving complex open-ended Challenges and presenting their solutions at Tournaments.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

This year CHHS had 7 teams competing in the Destination Imagination tournaments. We started the year with a technical team, two fine arts teams, two project outreach teams and two improve teams. In order to solve their challenges students had to learn how to work as a team, how to brainstorm their ideas. The students needed to apply the ELA skills they were learning in school to writing and editing performance scripts. They needed to extend their knowledge of science and engineering to designing, testing and modifying technical parts of their solutions. They had to communicate all they learned to the appraisers. All of our teams performed well at the regional competition in March. Four of the teams (a tech team, an improve team and two project outreach teams) have advanced to the State Finals. These teams performed spectacularly well at the State tournament with Tech, Improve and one of PO teams taking first place. Out second PO team took the 2nd place. All four teams have advanced to the DI Global Finals in Knoxville TN. At the time of this writing the teams are working hard getting ready for the Global Finals.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form – 2014-15

Building: CHHS	**Name of Club:** Fall Drama – *Arsenic and Old Lace*	**Advisor(s):** Joseph Merriam
Frequency and Duration of Meetings: Auditions: 9/10 Rehearsals: 9/15–10/23, 4 nights/week, 6:30-9:30 Performances: • 10/24 @ 7:30 • 10/25 @ 2:30 & 7:30		**Number of Students in Core Group:** • 16 on stage • 12 in off-stage capacities (light, sound, costume, makeup, stage crew)

1. Description/Purpose/Goal:

- To give students the experience of putting on a complete show with as much student ownership as possible
- To develop and showcase students' acting talents and skills

2. Bulletin point list of achievements, highlights, events & activities:

- Rehearsed *Arsenic & Old Lace* September 2014-October 2014
- Performed *Arsenic & Old Lace* October 2014

3. Please write a narrative about student learning, skills & experience:

As a favor to Greg Bradley, who wanted to take a break from directing the Fall Drama, I took it on this year. Since this was my first time directing a non-Shakespeare play, I thought I would go with something that I knew reasonably well and that would be fun, so I chose *Arsenic and Old Lace*, which, surprisingly, the students had never encountered before. (Maybe that shouldn't have been surprising, but I always thought of *Arsenic* as being as much a part of American culture as the picture of the Marines putting up the flag on Iwo Jima – you may not know the whole story, but who hasn't heard of it?) In any case, the choice of play was a hit with the students, and they really enjoyed the opportunity to do a full-length show.

Among this year's challenges and opportunities were the following:

- **Costuming, Makeup, and Set Design**: for this show, the demands of the script forced me to pull back on my usual practice of getting students to do as much of the work as possible. While they did supply some of the costumes and props, most of what the play requires had to be rented from Beyond Costumes in Yonkers. Similarly, the set was not built by the students; instead, we worked with Scene Works, Inc., who built us a terrific set, with which the students were very happy. The stage crew took responsibility for painting and furnishing the set.
- **Working with Stage Crew**: Brandon Sargeant has been great to work with; he worked with me on the set design we proposed to Steve Loftus of Scene Works,

and he made sure that the painting and preparation of the set went smoothly from the moment that Steve and his crew finished building it.

- **Script Interpretation and Acting:** I had worked with many of the students in earlier Shakespeare shows, but working on a non-Shakespeare play was more different than I had anticipated. With a Shakespeare play, we always feel we have a lot of license in terms of interpreting the characters and the script, so there is much room for creativity; *Arsenic and Old Lace*, however, was written in 1939, and I had to help the students bend their imaginations to the constraints of that time period. So the majority of my work directing was in helping students look for acting directions in the script, figuring out character relationships in ways that moved them viscerally, and explaining to them parts of the script which they either couldn't see or lacked the experience to figure out on their own. As usual, they had plenty to offer, and as usual, letting them run with their ideas produced some dynamics that were better than I had anticipated (such as the students' contention that Dr. Einstein and Jonathan Brewster were actually an old married couple; while I still maintain that the script does not support that interpretation in the slightest, I have to admit that playing it that way added to the characters' on-stage relationship). All in all, the show was a great success, both for us and for the audience; one audience member was kind enough to say that she preferred our version to the film version starring Cary Grant, and since she didn't even have a child in the cast, I'm inclined to accept the sincerity of her view.

Here are the applicable state academic standards for the show (as provided by Atlas Rubicon):

Theater

Students will . . . perform theatre pieces . . . They will understand and use the basic elements of theatre in their characterizations . . . Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

- Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance (c)
- Create props, scenery, and costumes through individual and group effort (d)
- Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces . . . within the school/community, and discuss ways to improve them (e).

4. Goals for Next Year:

I have none related to the Fall Drama; directing the show was great, but doing two shows in one year is too much, and I'm sticking to Shakespeare from now on.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Filmmaking Club	**Advisor(s):** MWeinstein
Frequency and Duration of Meetings: E/O Thursday, helping period, and throughout every school day at anytime		**Number of Students in Core Group:** 12

1. Description/Purpose/Goal of This Club:

The video production room, the equipment, and I will all be available to students who wish to work on their own or group's productions. Students not enrolled in the class need more guidance with equipment use and learning the editing software. Students already taking video production will be taught to experiment with techniques that aren't taught in their respective courses. Students can also team up with students of their choice…some of which may be above or below their course level. This creates projects which helps the younger student learn new techniques while reinforcing the higher-level students' grasp of the material.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- vp1, 2, 3, and 4 projects
- other subject-area visual-based projects

Other misc. school projects, sporting events, or performances

Enhance writing, editing, effects, and scoring skills. We have 5 students moving on to VP3 next year and want to get involved with the new TV studio. They have spent time working on their current, year-long project, a trailer, and test audience viewings. Most students worked on their VP class group projects during helping period and after school. Some students have borrowed equipment for other class projects.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** Skate Club	**Advisor(s):** Ray Ferrara
Frequency and Duration of Meetings: The Skate club meets once a month for 1-1.5 hours each time.		**Number of Students in Core Group:** 5-10

1. Description/Purpose/Goal of This Club:

The Croton-Harmon Skate Club is committed to…

- Promoting skateboarding in a positive light.
- Promoting wellness though the exercise and sport of skateboarding.
- Learning the history of the sport and following the current trends into the future.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Watched and discussed the Movie Dogtown and Z-Boys over two of our meetings. This movie documents the origins of skateboarding as a popular sport.
- Looked at some of the current leaders in competitive skateboarding.
- Discussed some of the latest tricks and shared tips on how to master them.
- Organized a trip to 2nd Nature, a local skate shop and park.

Comments:

This year we had a strong group of core kids in the skate club. These students are typically underrepresented, or not involved at all, in other school activities. Through this club I have made some great connections to the students outside of the classroom. One goal we have already set for next year is to work to increase our membership.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club: CHAP Steering Committee**	**Advisor(s): Jaclyn Szymanski Kerri Tracy**
Frequency and Duration of Meetings: G-Day mornings during Congress		**Number of Students in Core Group:** N/A

1. Description/Purpose/Goal of This Club:

The purpose of the CHAP Steering Committee is to prepare and inform the CHAPs of the activities and lessons planned for each CHAP meeting throughout the school year.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Incorporated Olweus Bully Prevention Program into the CHAP program and had 5 Olweus Unity Meetings throughout the year.
- The Interact Club worked with the CHAP Steering Committee to make cards for children who were ill in the hospital. This CHAP event was a huge success and the students enjoyed doing something in CHAP to serve the community.
- We hosted Class Meetings and Spirit Club Events throughout the year during CHAP.

Comments:

One thing that is a strength of the CHAP Steering Committee is that we are very accessible to the student body and faculty/staff. In the beginning of the year the Olweus Committee had paired CHAPs together for Unity Meetings and after feedback from students and faculty/staff we realized that wasn't as successful as originally thought. All involved thought the group was too big and that it took away from the intimacy that is needed for successful CHAPs.
Also clubs, individual students and faculty/staff have come to us with ideas and suggestions. This helps the committee to lead a program that has input from all those involved.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Spanish Exchange/Cultural Experience**	**Advisor(s):** **Zhanna Glazenburg** **Suzanne Lewis**
Frequency and Duration of Meetings: September through February – weekly February through April -- monthly		**Number of Students in Core Group:** 12

1. Description/Purpose/Goal of This Club:

The purpose of the club is to provide students with a deeper understanding of the culture of Spain and other countries, give them opportunities to practice and improve their Spanish language skills as well as support students in becoming better informed global citizens.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

The club has organized a successful trip to Spain, Gibraltar and Morocco. Prior to departure the students researched and presented their research on the following topics:

- History of Spain and its influence on the world
- History of Spanish monarchy
- Contemporary history of Spain and current events
- Spanish place in Europe and European Union
- Art and artists of Spain and surrounding countries
- Music and dance of Spain and its influences on the global culture
- Food of Spain, its origin and influences
- Spanish literary traditions
- Spanish festivals and cultural traditions
- The sports and the Spanish people
- History of Morocco
- Islamic art compared to western art
- History of Gibraltar

During our tour of Spain, the students were able to see how the topics they researched related to contemporary Spain and the issues faced by the Spanish people. They were able to see the paintings which they had read about in books (for example, Picasso's Guernica was a big hit). The students had a chance to see both the classical Flamenco performance and the traditional/modernized Flamenco show staged by the Spanish Romani community. Additionally, they got to see the windmills of La Mancha that were described by Cervantes and the Moorish castles of Seville and Granada. We had an

opportunity to travel to Morocco and Gibraltar, therefore students were able to compare and contrast the 3 countries reflecting on their similarities and differences. We traveled to Morocco through the port of Ceuta which has been in the news lately due to the Europe's refugee crisis. A number of students have commented recently that having passed through the security checkpoint in Ceuta, it has made them pay closer attention to the news since they knew exactly from where the reports were coming. We are thrilled to learn that the experiences we had during our travels made our students into better, more aware citizens of the world.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Critical Friends Group (CFG)**	**Facilitator(s):** Joe Merriam & Jen Moore
Frequency and Duration of Meetings: Monthly (or bi-monthly) (a total of 9 meetings)		**Number of Teachers in Core Group:** 9 (including facilitators)

1. Description/Purpose/Goal:

The purpose of a CFG is to behave as a professional learning community and discuss different educational topics in order to improve instruction and teaching methods. As stated by the National School Reform Faculty (http://www.nsrfharmony.org/faq.html#1), our goals are as follows:

- Create a professional learning community
- Make teaching practice explicit and public by "talking about teaching"
- Help people involved in schools to work collaboratively in democratic, reflective communities (Bambino)
- Establish a foundation for sustained professional development based on a spirit of inquiry (Silva)
- Provide a context to understand our work with students, our relationships with peers, and our thoughts, assumptions, and beliefs about teaching and learning
- Help educators help each other turn theories into practice and standards into actual student learning
- Improve teaching and learning

2. Bulletin point list of achievements, highlights, events & activities:

This year Critical Friends discussed a range of topics and used several CFG protocols to facilitate conversations. Each member had an opportunity to present and/or facilitate a protocol discussion. These discussions included but were not limited to:

- Creating a project-based classroom
- Incorporating real-life scenarios within lessons
- Strategies to work with specific populations of students (e.g., ELL, at-risk)
- Student engagement—making the classroom exciting
- Grading—transitioning from numeric to alpha and what that looks like
- Student motivation
- APPR—new regulations and what that means in the classroom

3. Please write a narrative about teacher learning, skills & experience:

An essential element of the CFG experience is to treat each other's concerns or teaching challenges as our own. This approach is meant to foster a collaborative environment, so that teachers are not isolated in their classrooms but are sharing their experiences and knowledge for each other's, and ultimately the students', benefit.

Observations

Although observations are only required for those receiving in-service credit, typically all members participate in this activity. Observations follow a typical clinical format of the pre-observation meeting, the observation itself, and the post-observation meeting.

Protocols

For each meeting, members take turns facilitating discussions through the use of various protocols (as provided by the National School Reform Faculty). These protocols are intended to focus discussion and isolate the essential question of the issue or topic under consideration. All topics discussed are provided by different members of the group in turn, and cover everything from developing new projects and assessments to improving student performance to exploring new trends in pedagogy. Not only do we solve the issue presented by each member, but we all learn new ideas and approaches for our own teaching.

Meeting Topics

Meeting discussions included but were not limited to:

- Questioning techniques
- Use of project-based learning in the classroom
- Working with at-risk students
- Student engagement and motivation
- Grading philosophy (numeric to alpha—what does that look like)
- Analyzing implications of Cuomo's changes and reforms
- Incorporating current events in the Social Studies curriculum

Domains

The following domains were specifically addressed through Critical Friends this year:

- Domain 1: Planning and Preparation
    - 1c: Setting instructional outcomes
    - 1e: Designing coherent instruction
    - 1f: Designing student assessments
- Domain 2: The Classroom Environment
    - 2b: Establishing a culture for learning
    - 2c: Managing classroom procedures

- 2d: Managing student behavior
- Domain 3: Instruction
  - 3a: Communicating with students
  - 3b: Using questioning and discussion techniques
  - 3c: Engaging students in learning
  - 3d: Using assessment in instruction
- Domain 4: Professional Responsibilities
  - 4a: Reflecting on teaching
  - 4d: Participating in a professional community
  - 4e: Growing and developing professionally
  - 4f: Demonstrating professionalism

4. Goals for Next Year:

- To continue meeting the goals established in section 1
- To increase the number of regular faculty participants in Critical Friends (we especially intend to target the newer faculty)

Comments:

Individual members wishing to receive in-service credit will submit their own paperwork.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **"Glamour Gals"**	**Advisor(s):** **Leslie Troise & Jennifer Moore**
Frequency and Duration of Meetings: 1x month with 2x in April and May; averaging 30 – 40 minutes with visit being over an hour		**Number of Students in Core Group:** 8
1. Description/Purpose/Goal of This Club: This club inspires and organizes teens to provide ongoing companionship and complementary beauty make-overs to women living in senior homes.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: Club members visited a senior living facility twice this year to provide make-overs for the elderly residents as well as provided companionship and conversation. Students experienced how to communicate with the elderly, displaying respect and patience. They eagerly initiated and engaged in conversations with residents.		
Comments: We are looking to change the name of this club from Glamour Gals (and not participate with the national organization) and establishing our own CHHS group. We anticipate more students next year as we have many freshmen (last year many of our students were seniors and graduated—leaving us recruit for this year).		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club:** **Programming Club**	**Advisor(s):** **Soyoung Lim**
Frequency and Duration of Meetings: **Three times/month, 40 - 50 minutes**		**Number of Students in Core Group:** **8 - 10**

1. Description/Purpose/Goal of This Club:

The Programming Club is a student-led organization that is opened to all students who are interested in computer science and programming. This club's goal is to expand our knowledge and interest in the field of computer science and programming. Students explore and develop skills in programming, webpage design and game/app developing using various software tools.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Students develop games using MIT Scratch
- Learn concepts in computer science. e.g. binary code, algorithm structure, history of computer science, etc.
- Participated in the district wide Science Expo – teach Scratch
- Research and discuss about the current topics in computer science
- Invite guest speaker - Mr. Brad taught HTML

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CHHS	**Name of Club: Art Club**	**Advisor(s): Kami Hackett**
Frequency and Duration of Meetings: **Every Thursday, 1 hour**		**Number of Students in Core Group:** **8**
1. Description/Purpose/Goal of This Club: **The art club is intended for students to further their interests and skills in the visual arts outside of the classroom.**		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **- Completion of original art work which was auctioned at the District Art Show** **- Went on a field trip to the Neuberger Museum of Art at SUNY Purchase** **The majority of our meetings were dedicated to working on the art pieces students created to be auctioned at the District Art Show. This project allowed students to experience what it is like to work on a long-term art project, which is a common method of working for visual and professional artists. Students learned how to plan ahead for a major project, how to effectively use time management and organization to stay on top of work, and how to collaborate with others. Students would discuss their work with each other and come up with new techniques and strategies to try.**		
Comments:		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** **Club Dirt**	**Advisor(s): Jenny Barth and Jocelyn Fontana**
Frequency and Duration of Meetings: Fall and Spring - 1 hr per week		**Number of Students in Core Group:** 24

1. Description/Purpose/Goal of This Club:

Club Dirt provides students with the opportunity to work in the PVC school garden, learn about plants, soil, compost and design of gardens. We plant seeds, create raised beds, transplant plants and maintain the garden with watering, mulching and weeding.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Weeded the garden beds
- Planted petunias, tomatoes, sunflowers, eggplants, pumpkins, gourds, day lilies, and many more
- Watered flowers/vegetables
- Created a summer-care program for the garden that incorporates the community
- Harvested the crops
- Made Earth Day posters with Art Club
- Made school-wide Earth Day announcement with facts about recycling and taking care of the Earth
- Put down weed barrier to prevent growth of new weeds in the springtime

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2015

Building: **PVC**	**Name of Club:** **DRAMA CLUB**	**Advisor(s):** **DANIEL LARGE**
Frequency and Duration of Meetings: Tuesdays 3-4		**Number of Students in Core Group:**

1. Description/Purpose/Goal of This Club:

To explore drama by using improvisational techniques. Students will engage in dramatic activities to stretch their imagination.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Well attended.
- A mixture of boys and girls participated.
- A mixture of general education and special education students

Student Learning:

1. **Please write a narrative about student learning, skills & experience:**

Ensemble Building: By its nature, theatre requires the creative input of all its participants. Students work together to rehearse, construct, perform and promote their show.
Self Confidence: Young performers discover how to take creative and emotional risks and learn to trust their abilities throughout the rehearsal and performance process.
Reading & Literacy Skills: From constantly reading their scripts immersing themselves in the story, memorizing their lines, and taking notes at rehearsal, putting on a show is an active and engaging approach to improving literacy at an individualized pace.
Public Speaking Skills: Young performers become comfortable speaking in front of a group. Whether performing for their peers during rehearsal or for their school and local community during a performance, students gain expertise and confidence with this valuable life skill.
Self-Discipline: Students learn the importance of being reliable and trustworthy members of an ensemble. Through learning their choreography and lines and actively participating throughout the process, students acquire valuable self-discipline techniques.
Critical Thinking & Problem Solving Skills: Due to the show's collaborative nature, all students become valuable in trouble shooting elements of their production. Working out the nuances of a character or a tricky scene change allows participants an opportunity to creatively tackle challenges.
Engaged Imaginations: Theatre is most dynamic when the imaginations of its creators are fully engaged. Throughout the process, students create another world through acting, dance, music and design.

Communication Skills: Young performers discover how to clearly articulate their thoughts and questions throughout the rehearsal process.
Creative and Emotional Outlet: Having a creative outlet on a regular basis is not only part of a well-rounded education, but also vital to a child's well-being and emotional health. Producing a show provides growth opportunities for all varieties of learners: kinesthetic learners explore dance and their bodies in physical space, linguistic learners dive into the spoken and written word, and spatial learners devise inventive sets and the arrangement of objects in space.
Enhanced Empathy: Young performers explore the lives of others through character work and exploration of story. Providing participants with first-hand perspective aids in the development of well-rounded students and citizens.

NEXT YEAR:

3. Goals for Next Year:

The students desire to create a production on their own. They would make every aspect of the production from writing the script to making the sets and costumes.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: Pierre Van Cortlandt M.S.	**Name of Club:** PVC Yearbook Club	**Advisor(s):** Linda Jamison Matthew Zinman
Frequency and Duration of Meetings: 1 time per week 40 minutes to 1 hour Club began in September and ran through the first week of May Club will meet again in June to organize and distribute yearbooks		**Number of Students in Core Group:** Ranges from 13 to 15 students

1. **Description/Purpose/Goal of This Club:**

The students work together to create their school yearbook. Students take the photographs, design layout and then create pages that make up the yearbook. A major aspect of the club is that the students learn to work as a group. They vote on titles for pages, and topic/sections to be included in the book. They assist with creating the ballots for 8th grade Favorites selections. The culmination is when they gather together to view their final product and organize the books for distribution to their peers in June.

2. **Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:**

- We created a yearbook that contained at least 2 photos for almost every student at PVC
- All of the students in the club participated in voting process for the 8th grade Favorites
- Students created their own flyers and advertising that were posted school-wide
- We had almost every participant in the yearbook submit photos and/or complete a page either independently or with a partner
- The students became the focal point of the yearbook by working with their peers, faculty and staff to gather as many photos as possible
- The yearbook included original student artwork for the first time

Comments:

For the second year the yearbook was supported by an unprecedented number of fifth and sixth graders, many of whom were returning members from last year. These youngsters should be commended for their dedication and commitment to creating our lasting memory.

This year we also had our youngest student leader, Matthea Schor. She was an outstanding choice and proved to be a strong leader and proponent for yearbook sales. Matthea worked tirelessly on completing pages, alongside the advisors, in order to complete the book by deadline. She deserves so much credit for her dedication.

Once again, all of the students received training on the Jostens yearbook software at least once this year. This training enables them to understand how to create/design pages using photos, background designs and text. The creation of the yearbook also lends itself to helping students learn valuable communication and time management skills. Students also learned beneficial lessons in regards to scheduling appointments for photos with teachers, coaches and staff, and managing/budgeting their time--skills which they will continue to develop as they move through school and life.

It has been our privilege to work with such a dedicated group once again and we look forward to viewing our finished product.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **PVC**	**Name of Club:** **Art Club**	**Advisor(s):** **Maria D'Amato**
Frequency and Duration of Meetings: 12 Thursdays per session (2 sessions) from 3:00-4:00		**Number of Students in Core Group:** Session 1: 14 Session 2: 8

1. Description/Purpose/Goal of This Club:

The Art Club provides students with an extracurricular opportunity to learn about and create art**.**

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Paper monster bookmarks
Paper cut snowflake mural
Decorated mannequin heads
Swedish braided hearts
Van Gogh clay projects
Earth Day posters (with Club Dirt)
Library magazine holders
Other projects

Art Club is a very popular club. Since some students only have art for a trimester, it gives them additional time in the art room. I plan projects based on student input, using a variety of techniques, skills, and materials. I also try to accommodate students who prefer to work with specific media. Each student works at his/her own pace and is able to bring home projects to share with friends and family.

Comments:

The two sessions enable us to do projects that would be difficult with a larger group. The list of students includes students who attended consistently. There were other students who sometimes attended meetings.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** Chess Club	**Advisor(s):** Matt Zinman
Frequency and Duration of Meetings: Weekly: every Tuesday from 3-4pm		**Number of Students in Core Group:** 12

1. Description/Purpose/Goal:

Students meet once a week to solve chess problems and play games of chess. Students are given an opportunity to learn the basics of the game through simple strategies. They are also challenged by chess problems, forcing them to think of multi-step solutions. In a version of chess, known as "Anti-Chess" or "Losers Chess," the goal of the player is to be the first to lose all their pieces. This requires a different way of looking at the chess board and improving overall skills. Students also play larger, 4-player games known as "Bug House Chess." Here, children are able to develop other strategies and skills. Finally, students across grades 5-8 have the chance to interact with one another in a new forum.

2. Bulletin point list of achievements, highlights, events & activities:

- Students meet weekly for chess club. This year showed a lot of support from the 5th and 6th grade class. Understandably, students in the upper grades are often involved in other after-school activities such as modified sports.
- Chess instructor and volunteer, Peter Barkman, visited the club in the beginning of the year to help out and provide the students with some pointers.

3. Please write a narrative about student learning, skills & experience:

- Students gain a great sense of problem-solving strategies. By figuring out chess problems, the children must work through many different possibilities for a solution.
- Playing longer games of chess also helps to improve students' level of focus and attention.
- Students have been able to express their creativity by exploring different ways to play the game of chess. A group of 6th graders developed a version, called Two-Step Chess, where each player gets two moves in a turn. In playing trial games, they encountered problems and developed rules to deal with any future issues.

4. Goals for Next Year:

Scheduled visits from a professional chess teacher would help to engage more students in the club and improve their skills. Joining an out-of-school chess tournament would be a goal for the club to showcase their achievements.

Comments:

The website (www.chessproblems.com) is incredibly interactive and has an extensive database of problems for the children to explore. There have been issues getting the site to run smoothly with our Java script. To have this site working properly would be more than helpful. The students really enjoy that site over others online.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** **Chorus**	**Advisor(s): Michael Katzman**
Frequency and Duration of Meetings: 2 times per week for 42 minutes		**Number of Students in Core Group:** 5/6 chorus – 110 7/8 chorus - 60
1. Description/Purpose/Goal of This Club: To prepare students to sing together with good focused tone, breath support and confidence. Students sang literature from diverse areas of music and performed in a total of 3 concerts		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: -Winter Concert in December -Spring Concert in May Students developed their sight-singing abilities, improved ability to sing in harmony, and developed a good choral tone and blend.		
Comments:		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club: Band**	**Advisor(s):Lisa Sable**
Frequency and Duration of Meetings: Every Tuesday and Thursday – 42 minutes, during and after school/weekend performances.		**Number of Students in Core Group:** 143

1. Description/Purpose/Goal of This Club:

Rehearsal and performances of Concert Band literature.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Winter and Spring Concerts (2 days and 3 nights)
- Performance at PVC graduation
- Preparation/participation on Memorial Day for 5 Corners ceremony (PVC/CHHS)
- Planning/prep/rehearsals for Rivertowns Honor Band (collaboration concert with Briarcliff Manor, Ossining and Sleepy Hollow School Districts
- NYSSMA evaluations – help to prepare students for auditions, working at NYSSMA auditions
- WCSMA participation at events and adjudication for auditions
- CHHS pep band when needed
- General extra-curricular help for students

Students experience small group as well as large ensemble performances. They also experience a sense of community by playing with the high school students. Participation in the band is required for them to audition for the All-County Bands. We had five PVC students make the All-County Bands this year.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** Dance Club	**Advisor(s):** Lauren Scollins
Frequency and Duration of Meetings: Weekly – 45 Minutes		**Number of Students in Core Group:** 10

1. Description/Purpose/Goal of This Club:

The goals of this club are to allow all students to experience a variety of dance styles. Students learn various styles of dance, and the 'secret' behind choreography. Another goal is to strengthen all students comfort level with dance as they tryout and participate in the PVC musical and PVC Cabaret.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

This club takes on many different purposes. It is a place for all students to learn to be comfortable as dancers and performers! Students are supported in all they do, from auditions for the musical to auditions for the cabaret. All students check in with me and look for support and feedback.
This year students learned and rehearsed their dances for PVC's spring musical. This allowed students to be much more comfortable with their skills and really strengthened the team work aspect of the musical.
Students also began to choreograph next year's dance auditions for the spring musical. This will ultimately be filmed and used for next year's auditions.
Students of all experience level are welcome and challenged. They learn team work and become familiar with all types of dancing. It gives many students an opportunity to move and dance with a fun group!

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** **Fall** Drama	**Advisor(s):** Rachel Lang
Frequency and Duration of Meetings: Below I have included the schedule I created to this document as well.		**Number of Students in Core Group:** 25 students

1. Description/Purpose/Goal of This Club:

To perform a short one act play for the Croton community

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- The students work collaboratively to bring to life a play entitled, “15 reasons Not To Be In A Play”
- The student we able to put on the show which lasted 45 minutes
- There were two shows

The students learned how to work together to achieve a common goal while learning about the “backstage” operates during a production. The students worked with 3 members of the high school stage crew in order to accomplishment this goal

Comments:

This was a great learning experience as it was my first time directing a show and not being in a show. The students were engaged and proud of their work and it showed in their final product.

Dates and Times

Note: We started rehearsal at the end of October

Date	Time	Location
Tuesday, November 18th	3 pm -5 pm	2nd Floor Gym
Wednesday, November 19th	3 pm – 4 pm	2nd Floor Gym
Thursday, November 20th	**No rehearsal**	
Friday, November 21st	3 pm – 4 pm	2nd Floor Gym
Monday, November 24th	3 pm – 5 pm	2nd Floor Gym
Tuesday, November 25th	3 pm – 5 pm	2nd Floor Gym
Wednesday, November 26th	3 pm – 4 pm (costumes needed)	2nd Floor Gym
Date	**Time**	**Location**
Monday, December 1st	3 pm – 6 pm (Full Dress Rehearsal)	2nd Floor Gym
Tuesday, December 2nd	3 pm – 6:00 pm (Full Dress Rehearsal)	2nd Floor Gym
Wednesday, December 3rd	**4:30 – 6:30** (this is not mandatory, but I would like as many people as possible at this rehearsal)	2nd Floor Gym
Thursday, December 4th	3 pm – 6:00 pm (Full Dress Rehearsal)	2nd Floor Gym
Friday, December 5th	Call time 5:30 pm	2nd Floor Gym
Saturday, December 6th	Call time 12:30 pm	2nd Floor Gym

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **PVC**	**Name of Club:** **International Club**	**Advisor(s):** **Maria D'Amato** **Charlene Sirlin**
Frequency and Duration of Meetings: Usually we meet monthly for one hour. This year, we tried monthly meetings and they were not as successful as meeting every week for a shorter period of time. The consistency helped with attendance.		**Number of Students in Core Group:** 4 attend regularly. Other students attend when available or interested in the topic.

1. Description/Purpose/Goal of This Club:

- To foster the exploration, discovery, and appreciation of countries, cultures, and languages around the world.
- Club activities are focused on the interests of our participants who are primarily 5th and 6th graders.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Meetings consist of a presentation about a particular country.
- Presenters shared videos, photos, and cultural objects of the country. Speakers shared short phrases and vocabulary such as numbers or days of the week (if they spoke the language of the visited country).
- Presenters frequently shared food and/or recipes of a favorite food of the culture.
- When appropriate, a craft project was incorporated into the meeting.
- Question and answer follow-up was encouraged.
- Students suggested countries of interest for future meetings and created their own presentations.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building:PVC	**Name of Club:Jazz Band**	**Advisor(s):Lisa Sable**
Frequency and Duration of Meetings: Every Tuesday 3-4 PM		**Number of Students in Core Group:** 34

1. Description/Purpose/Goal of This Club:

To rehearse and perform in a Jazz Band.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Winter and Spring concerts (2 days and 2 nights)
- Recruitment Concert at CET
- 8th grade performance at graduation
- Rehearsals after school throughout the school year
- Prep time (music selection, music preparation, etc.)

Students learned how to play as a small ensemble focusing of the genre of Jazz. Rhythms and notes are typically more complicated than Concert Band music.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** Math Club I (Olympiads)	**Advisor(s):** Eric Schmidt
Frequency and Duration of Meetings: 3-4pm most Mondays October - April		**Number of Students in Core Group:** 11

1. Description/Purpose/Goal of This Club:

- To stimulate enthusiasm and a love for Mathematics
- To introduce important Mathematical concepts
- To teach major strategies for problem solving
- To develop Mathematical flexibility in solving problems
- To strengthen Mathematical intuition
- To foster Mathematical creativity and ingenuity
- To provide for the satisfaction, joy, and thrill of meeting challenges

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- We had participants competing in all of the 5 contests throughout the year.
    - We're still waiting to have our end of year awards ceremony. As of 5/22, we still haven't received the certificates and awards from MOEMS.
- Many of the students are easily performing at grade level during their normal school day. During Math Olympiads all the students were challenged with problems that tested their abilities and skills.
- Some new activities were added this year. We used more math games to understand concepts. We also implemented some computer programming activities, which the students enjoyed.
- It was a pleasure to see many of the students step up and understand the algebraic solutions to complex math problems that were normally solved by them using an arithmetic computation, as opposed to algebraic.
- We did reach one of our goals from last year, by increasing participation in the club.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** **Select Chorus**	**Advisor(s):Michael Katzman**
Frequency and Duration of Meetings: **Once per week**		**Number of Students in Core Group:** **40**

1. Description/Purpose/Goal of This Club:

To perform material that is of a more challenging nature than that of the regular chorus. To provide more chances for people who love to sing to sing together.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

-PVC Winter Concert
-PVC Spring Concert
-Performance at CET
-Performances at the Danish Home and Atria on the Hudson

This year I saw tremendous growth from the select chorus. We have performed "Bohemian Rhapsody" by Queen and "Sound the Trumpet" by Henry Purcell, both very difficult pieces

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** Social Action Club	**Advisor(s):** Dawn Giordano
Frequency and Duration of Meetings: Every Monday, either after school or during lunch		**Number of Students in Core Group:** 8-10

1. **Description/Purpose/Goal of This Club:**

The PVC Social Action Club is a group of students who work on projects to help needy people and animals, as well as the environment. The Social Action Club works to help causes that may be found here in our school and local community and in our global community as well. Along with working on projects to help people, animals and the environment, the Social Action Club also considers educating others and creating awareness about a worthwhile cause to be important work as well.

2. **Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:**

- October/November: We ordered "Trick-or-Treat boxes" from UNICEF and handed them out to every homeroom, grades 5-8. We raised $313.15. Students rolled coins from every trick-or-treat box. Students recognized the hard work (set up, organization) that goes into setting up fundraisers. They also took part in many discussions about profit vs. revenue when deciding on worthwhile fundraisers.

- November/December: We spent a few sessions creating an abundance of hand-made holiday cards to send to veterans in hospitals. We watched videos through the American Red Cross, noticing how important these cards mean to war veterans. We sent them through the American Red Cross who later delivered them.

- February/March/April: We researched and focused our efforts on learning about current events and catastrophes around the world. As we researched, we tried to narrow our focus to the next most important organization or event that we wanted to raise awareness about. We fostered great discussion about how to help people, animals, and the environment. Our club decided to adopt a tiger from the World Wildlife Fund. We raised $55.00 from donations at the welcome center.

- May: We are planning various fundraisers for $5^{th}/6^{th}$ grade lunch to support the "Pencils of Promise" organization. We will be selling pencils, pens, and other school supplies. Pencils of Promise works in Laos, Guatemala, Nicaragua and Ghana and has broken ground on over 200 pre and primary schools in remote and underserved regions.

Comments:

2015 Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2015

Building: **PVC**	**Name of Club:** **"SPRING MUSICAL"**	**Advisor(s):** **Daniel Large** **Sally Barnes** **Michael Katzman**
Frequency and Duration of Meetings: January – April Monday, Tuesday, Thursday 3 - 5		**Number of Students in Core** Group: 60 +

1. Description/Purpose/Goal:
Musical theater teaches children important values, such as commitment and dedication. Most importantly, theater teaches children how to grow into the adults that they want to become. It helps them learn to accept others as well. For these reasons, and more, musical theater is essential for all of our Croton schools.

2. Bulletin point list of achievements, highlights, events & activities:

- During tech week our staff managed over 75 high school and middle school students.
- Middle and high school students played significant creative roles in our production ranging from choreography, directing, stage managing and over all vision development.
- Standing ovations both nights of the performance.
- Members of the community offered their expertise in stage craft and costuming.

3. Please write a narrative about student learning, skills & experience:

Ensemble Building:
By its nature, theatre requires the creative input of all its participants. Students work together to rehearse, construct, perform and promote their show.
Self Confidence:
Young performers discover how to take creative and emotional risks and learn to trust their abilities throughout the rehearsal and performance process.
Reading & Literacy Skills:
From constantly reading their scripts immersing themselves in the story, memorizing their lines, and taking notes at rehearsal, putting on a show is an active and engaging approach to improving literacy at an individualized pace.

Public Speaking Skills:
Young performers become comfortable speaking in front of a group. Whether performing for their peers during rehearsal or for their school and local community during a performance, students gain expertise and confidence with this valuable life skill.

Self-Discipline:
Students learn the importance of being reliable and trustworthy members of an ensemble. Through learning their choreography and lines and actively participating throughout the process, students acquire valuable self-discipline techniques.

Critical Thinking & Problem Solving Skills:
Due to the show's collaborative nature, all students become valuable in trouble shooting elements of their production. Working out the nuances of a character or a tricky scene change allows participants an opportunity to creatively tackle challenges.

Engaged Imaginations:
Theatre is most dynamic when the imaginations of its creators are fully engaged. Throughout the process, students create another world through acting, dance, music and design.

Communication Skills:
Young performers discover how to clearly articulate their thoughts and questions throughout the rehearsal process.

Creative and Emotional Outlet:
Having a creative outlet on a regular basis is not only part of a well-rounded education, but also vital to a child's well-being and emotional health. Producing a show provides growth opportunities for all varieties of learners: kinesthetic learners explore dance and their bodies in physical space, linguistic learners dive into the spoken and written word, and spatial learners devise inventive sets and the arrangement of objects in space.

Enhanced Empathy:
Young performers explore the lives of others through character work and exploration of story. Providing participants with first-hand perspective aids in the development of well-rounded students and citizens.

Community Engagement:
Putting on a show is a fantastic way to connect with our local community. Parents, community centers and local vendors can all help in the creation of sets, props, costumes and publicity.

As you can see, our students are gaining valuable life skills through this production. We're looking forward to jumping into rehearsals and hope you will join us on opening night! Thanks for your continued support in providing our students with this educational experience.

4. Goals for Next Year:

We plan to work closely with Brandon Sergeant and his high school staff to ensure another quality production.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** Student Council	**Advisor(s):** Sarah Wellman and Jackie Johnson
Frequency and Duration of Meetings: 1x/week- 40 minutes 7:15 am meetings before school)		**Number of Students in Core Group:** 15 (Numbers do vary week to week.)

1. Description/Purpose/Goal of This Club:

Student government develops and promotes student leadership and participation. The primary goal of the club is to foster and support students in the planning of a myriad of activities to benefit the school as a whole. Students are encouraged to plan events that promote school spirit and pride, unity, and respect. Many of the students involved in the club serve as student-elected representatives for their respective grade and are encouraged to express the opinions of their peers during meeting times.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- School wide town hall meetings and election of officers
- Planned and executed spirit weeks
- Planned and executed two school-wide dances (Winter and Spring)
- Planned and executed the school's first Penny Drive
- Planned and executed school wide Field Day
- Considered and provided student input about school policy
- Planned and produced annual Cabaret show to benefit Jambo Jipya school in Kenya

Student Council members learned to share ideas with one another about how to create a positive school culture and community and to improve student life in general. Students were elected to leadership positions (President, Vice President, Grade Representatives) by way of school wide elections and internal elections (Treasurer, and Secretary). Student Council members interacted and interfaced not only with their peers, but with teachers, and administrators throughout the school year. Participants learned how to establish and follow group rules, plan special events, fundraise, and most importantly, to think democratically.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** **Homework Help Club**	**Advisor(s):** **Linda Jamison** **Jackie Johnson (as leave replacement for Dawn Giordano**
Frequency and Duration of Meetings: 2 x per week 45 minutes		**Number of Students in Core Group:** Approximately 18 students

1. Description/Purpose/Goal of This Club:

Provide students with the opportunity to complete their homework with the assistance of both a teacher and technological supports not otherwise available (in some circumstances).

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Student goal setting
- Prioritizing
- Organization
- Completion of assignments, projects and assessments
- Study strategies
- Access to research database and research support
- Facilitation of AIS support programs (IXL and Achieve 3000)

Students enter homework club immediately following dismissal. They have mastered the ability to self-select and prioritize their goals for the session and record them on daily homework goal sheets. These goal sheets are used to ensure that students utilize their time productively. Information on student productivity is disseminated to the faculty and staff following each session. Teachers also often forward assignments, as well as long term projects, so that students can best be aided in completing them. Students actively engage in time management and are required to record the time they enter and exit the session. In some instances, students are required by a faculty member to attend homework club in order to complete late or missing assignments. It is also sometimes recommended to parents by teachers and guidance counselors as an additional support for struggling learners. There have even been instances of peers utilizing the time to work on cooperative projects. Homework club provides a conducive learning environment for all students across grade levels.

Comments:

It has been a pleasure for us to be involved with this program/club. We sincerely hope that it will continue in the future as it has become integral to the development of time management, study strategies, organizational techniques and overall increased academic success for many students.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club:** **Math Club II**	**Advisor(s):** **Philip Ranieri**
Frequency and Duration of Meetings: Once Per Week from 3:00-4:00 (mostly Tuesdays but sometimes other days depending on Basketball season and/or snow days)		**Number of Students in Core Group:** 8 in the core group (sometimes as many as 14)

1. Description/Purpose/Goal of This Club:

The purpose of Math Club II is to allow students to see how math is implemented in many different interests of students.

3. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- They can demonstrate mathematical reasoning in:
  - sports
  - tricks
  - movies
  - games
  - cards
  - Math Counts
- Think:
  - Holistically about Math
  - Critically
  - Sequentially
  - Strategically
  - Implementation of MathCounts
- They experience:
  - Possibly revise or modify as a work in progress
  - Ability to devise a plan of action
  - Execute that plan
  - Implementation of MathCounts
  - Students learn about new and different games and in those games they continually apply:
    - Math Concepts
    - Math Vocabulary
    - Higher Level Learning Questions/ asking the rights questions

Comments:
Please note that during different seasons for district sports, Destination Imagination, and out of district hobbies, attendance fluctuated.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: PVC	**Name of Club: String Ensemble Advisor**	**Advisor(s): Sara O'Brien**
Frequency and Duration of Meetings: Tues. and Thurs. during X period.		**Number of Students in Core Group:** 38

1. Description/Purpose/Goal of This Club:

The string ensemble meets to rehearse together during X period. Students also have pull-out lessons to work on technique specific to their instruments.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- The 7/8 Orchestra students participated in the Rivertowns Honors Orchestra concert on Feb. 7, 2015 at Briarcliff High School.
- The 5-8 Orchestra performed at the PVC Winter Concert
- The 5/6 Orchestra performed at the PVC Spring Concert on 5/13/15
- The 7/8 Orchestra performed at the PVC Spring Concert on 5/6/15

Comments:

This year as a group we worked on self-evaluation, and meaningful critiquing as a means to improve our playing as a group. The group came up with their own rubric in which to evaluate themselves.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CET	**Name of Club:** **Moems** **Math Olympiads**	**Advisor(s): Stella M. Landi-Lopez**
Frequency and Duration of Meetings: Every Tuesday October 21st – March 10th 7:30-8:25am		**Number of Students in Core Group:** 25
1. Description/Purpose/Goal of This Club: Math enrichment		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: The students practiced math enrichment problems and completed a math challenge once a month. This challenge is entered into Math Olympiads.		
Comments: This is a great program for students who are motivated to enrich their math skills. The students really enjoyed this program.		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CET/CHHS	**Name of Club:** **Tiger TV** **Videography**	**Advisor(s): Gregory Cavalieri** **Marlena Peters**
Frequency and Duration of Meetings: As Needed for Equipment Pickup/Drop Off & Team Meetings 7:30-7:45am OR 2:30-3:00pm		**Number of Students in Core Group:** 7

1. Description/Purpose/Goal of This Club:

Mentor High School students to work as a videography team. Students develop skills in the area of film, editing, team work, and event scheduling/planning. As coordinators we teach & deploy videography students to document various district events. This also includes: updating the broadcast schedule, mentoring the team, deploying equipment, coordinating events to be recorded, managing video file data, editing, and maintaining an operational cable station for the district.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

-Broadway Kids, BOE Meetings, Chorus/Band Concerts, Musicals, Grade Level Performances, School Plays, and District Ceremonies (Graduations, Panel Discussions & Important Assemblies).
Students learn a variety of multi-media skills in the area of videography.
-Collaboration/Communication as a videography team
-Event Scheduling and Preparation
-Equipment Deployment and use: HD Cameras/Tripods/AudioRecording/Headsets
-Importing/Exporting and Editing of District Events/DvD Authoring/ Multi-Cam Editing Techniques
-Maintain a digital archive of recorded events
-Learn Videography Director techniques for event camera set up/blind spots/ additional audio recordings/ and overall event coordination.

Comments:

After losing 2 senior videographers via graduation last year, 6 of our 7 student members were new additions to the team. This year's new videographers rose to the occasion and performed beyond expectations. We are proud of our new team and all that they have learned and accomplished this past year! I would also like to mention how proud we are with our returning team member. He demonstrated great leadership skill and was a valuable part of team communication and training. When students feel comfortable asking both coordinator and peer for guidance – they become confident in their new role in the Tiger TV Videography team. Our turn over for the past few years has shown our ability to retain student interest and develop it in a way, that our returning team members

demonstrate a true understanding of their responsibility and duty as a team member. Both coordinators/students enjoy passing on their knowledge and leading new team members to become successful in the field of videography.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building:CET	**Name of Club:** **4th Grade Chorus**	**Advisor(s):** **Marlena Peters**
Frequency and Duration of Meetings: Every Thursday – 7:40-8:20		**Number of Students in Core Group:** 70

1. Description/Purpose/Goal of This Club:

Rehearsal and performances of Choral literature.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Read choral music
- Work as a team
- Build an Ensemble
- Perform in two concerts-one in the winter, one in the spring(2 school concerts 2 for parents, 1 evening)
- 4 students were selected for Westchester All County
- Performed at CHHS Basketball game

The 4th grade chorus members have learned how to sing in tune, blending their voices with the other members. They have learned to read choral music and sing in two-part harmony and have sang the soprano and alto voicing. We have worked on concert etiquette from what to wear, how to stand and appropriate behavior. They learned about working in a large ensemble to produce a product we are all proud of.
In addition to our two CET concerts, we have performed at the High School Basketball Game, Westchester's Winter Festival and the United Nations**.**

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CET	**Name of Club: BEFORE & AFTER SCHOOL STRINGS**	**Advisor(s): JANE PARKHOUSE**
Frequency and Duration of Meetings: Before school Tue, Wed, Thu, Fri. After school Mon, Tue, Wed, Thu, Fri.		**Number of Students in Core Group:** 42 students divided into groups of 4-9 according to musical experience.

1. Description/Purpose/Goal of This Club:

To begin string instruction in a small group setting.
Beginning students can choose between violin, viola or cello. Correct posture with the instrument and bow hold is taught along with note-reading fundamentals of rhythm and pitch.
Returning students reinforce their basic skills, continue to build string technique and start to develop their ability to hold an independent part in a group.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- 32 returning students
- 30 new students including a student on double bass
- winter concerts for CET and parents
- small group performances at CET Blue Ribbon ceremony
- spring concerts for CET and parents
- 8 students attended the NYSSMA festival at level 1 and 2. They scored in the excellent or out-standing category

Comments:

The 32 returning students reviewed and developed their skills. They love to hold their own parts in a musical round. The 30 beginning students learned the basics of how to hold a string instrument and produce a pleasing sound with a correct bow hold. All 42 students performed together at the CET winter and spring concerts, joining forces with the string students form Sara O'Brien's before school classes.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CET	**Name of Club:** Early Morning Math aka. EM^2	**Advisor(s):** Linda Reich
Frequency and Duration of Meetings: Thursday mornings for 20 weeks		**Number of Students in Core Group:** 31- 41

1. Description/Purpose/Goal of This Club:

Third Grade Mathematicians, who wanted more time enjoying math work, joined the EM^2 class. Some students participated to work on topics that were not part of the regular Grade Three Curriculum; some students participated to polish up on their skills; some students participated simply because they love Math.

2. **Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:**

We began the class with a study of Roman Numerals. Students requested further study of various "ancient" numeral systems and the class took on a life of its own. Using the SmartBoard and plenty of online activities, we studied the Egyptian Numeral System and then moved on to the Mayan Numeral System. In preparation for the study of the Mayan Numeral System, we covered Place Value in the Base 10 System as well as place value in Base 20. Students completed activities using exponents and powers. We practiced multiplication skills as well as addition and enjoyed an app called "Mayan Math," which was downloaded on i-pads for us. As we finished up, students created books illustrating and describing the ancient numeral systems that we covered and created a numeral system of their own. As per student request, our last class consisted of solving "really hard" word problems. Students were required to use skills from lessons on place value, fractions and needed the ability to crack secret codes!

Comments:

The enthusiasm and dedication that were exhibited by the EM^2 mathematicians was motivating and created a truly positive experience for instructor and participants alike. We began with 41 students and wound up with 31 "regulars."

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CET	**Name of Club:** Broadway Kids (Enrichment Program)	**Advisor(s):** Marlena Peters Brienne (Johannes) Lafuente
Frequency and Duration of Meetings: 45 minutes 2x each week (during Music and Art class) for approximately 2-3 months, including two, two hour dress rehearsals after school		**Number of Students in Core Group:** Entire Fourth grade (145 students)

1. Description/Purpose/Goal:

- Broadway Kids is an enrichment performance based activity where children experience the many skills and concepts needed to work collaboratively in the planning, development and the performance of presenting musical selections from Broadway shows.
- Broadway Musicals are a unique American experience and tradition of American culture.

2. Bulletin point list of achievements, highlights, events & activities:

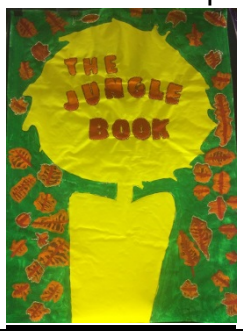
- Each fourth grade class presented two song & dance selections from a Broadway musical during two performances, once during the day for the CET faculty, staff, and K – 3 student body, and once at night for parents.
- Musicals performed included: Peter Pan, Beauty & the Beast, The Jungle Book, Cinderella, and Rocky.

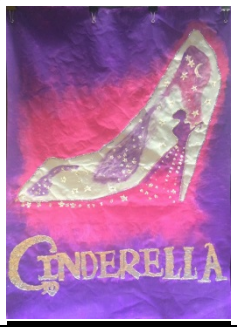
Narrative about student learning, skills & experience:

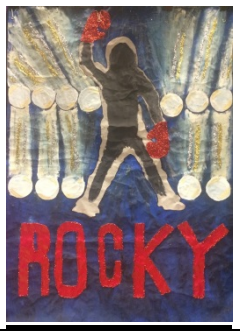
- In Music class, the students learned about a Broadway Show and performed two songs from it. They created the choreography and staging, and decided on whether props were needed. We discussed costumes and they went home and created a costume for their character.
- In Art class, each class was able to help draw and paint their own 52” x 6 ft. stage flat (see below pictures). They also made posters as advertisements around the school and entered into a playbill cover contest.











Comments: Broadway Kids is always a wonderful opportunity for students to truly understand how to work collaboratively towards the ultimate goal of presenting a performance in a very positive way. It also allows students to experience the different aspects of theater which they can continue at PVC, CHHS, and beyond.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: CET	**Name of Club:** CET Memory Book	**Advisor(s):** Theresa Rossini Jean Flandreau
Frequency and Duration of Meetings: Various, as needed (see comments below)		**Number of Students in Core Group:** N/A (see comments below)

1. Description/Purpose/Goal of This Club:

To create the annual CET Memory Book. Our goal was to capture, collect and portray as many CET memories as possible for the 2014-2015 Memory Book.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

We were able to include in the 2014-2015 Memory Book the following events and activities:

- All grade level performances
- Blue Ribbon Celebration
- 2nd grade Biography Day
- 1st grade Pancake Breakfast
- Halloween Parade
- Thanksgiving Celebrations
- All staff individual pictures
- Winter Concert
- Holiday Sing-a-long
- Candy House Making
- Colonial Fair
- Broadway Kids
- 100th day of School
- Various school spirit days (Crazy Hats, Dress Up)
- All individual student portraits and names
- Special Areas

Comments:

While we did not have scheduled meetings, we met as needed throughout the year to discuss any issues and to also ensure that all ads placed by parents were represented in the Memory Book. Our meetings did not include any students. Students were randomly photographed at CET events and performances.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Virtual HS Site coordinator**	**Advisor(s):** **Tanya Thibideau**
Frequency and Duration of Meetings: Individual meetings with students throughout semester and weekly check-in emails.		**Number of Students in Core Group:**

1. Description/Purpose/Goal:

I recruit, evaluate applications and oversee students in the VHS online program.

Goal: Encourage independent learning and the use of technology in a nontraditional classroom environment.

2. Bulletin point list of achievements, highlights, events & activities:

- Students had a successful year with the program. Variety of courses taken, including AP courses (see attached list for full course listing) and 3 students taking American Sign Language with a company that is affiliated with VHS called Connections Learning.
- Met with students throughout semester to discuss progress on the course

3. Please write a narrative about student learning, skills & experience:

Students learned time management, independent learning and how to work with a group virtually. Students were very happy to take courses in areas they we do not offer here at CHHS, especially the AP courses. Some students had trouble managing their time and staying on top of a class that they didn't have to report to daily.

4. Goals for Next Year:

To continue to work with students and stress the importance of managing their time when learning online.

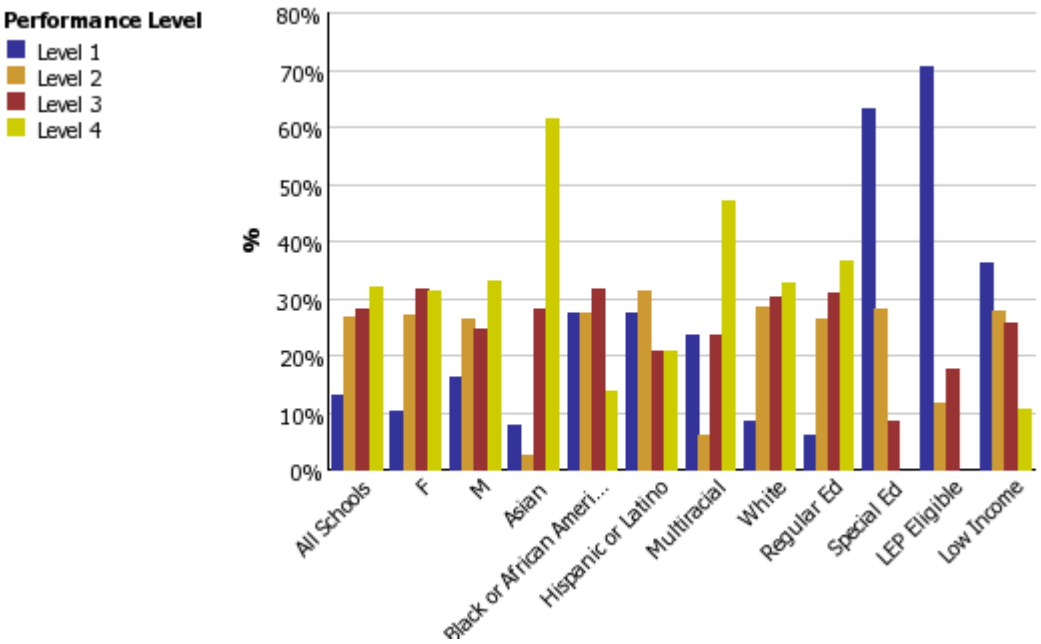
Comments:



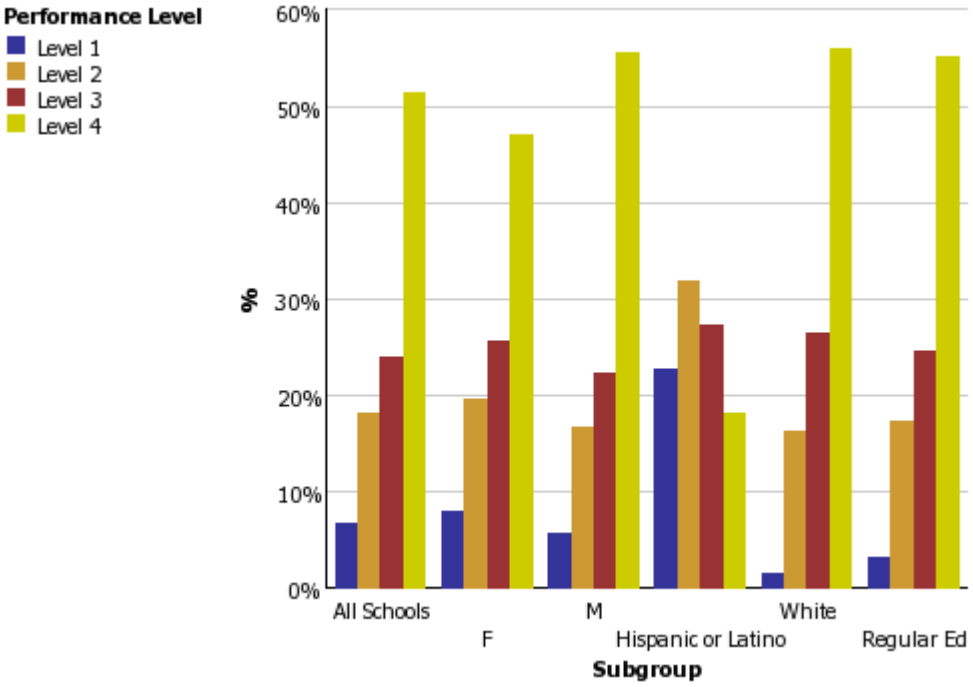
CROTON-HARMON

Union Free School District

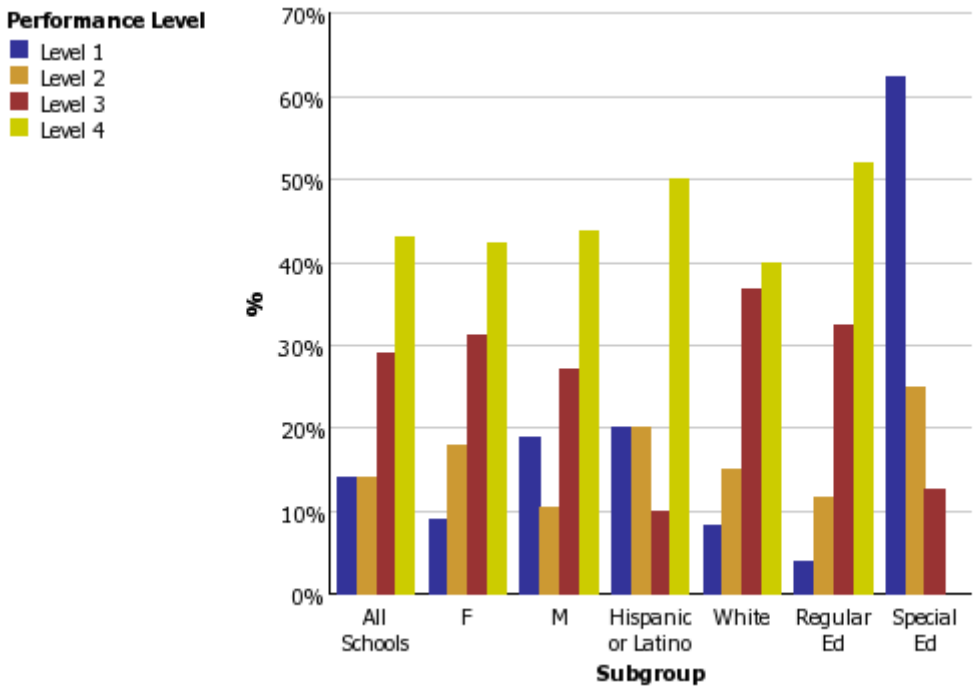
Data Review: 2014-2015



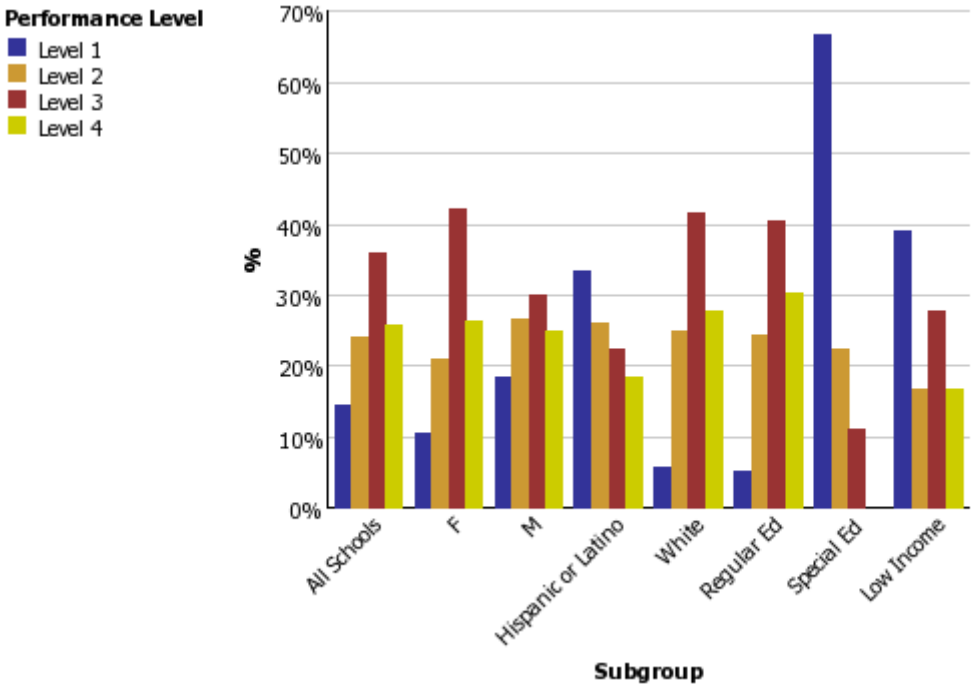
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	#	%	#	%	#	%	#	%	Total#
All Schools	**74**	**13%**	**152**	**27%**	**161**	**28%**	**183**	**32%**	**570**
F	30	10%	80	27%	94	32%	93	31%	297
M	44	16%	72	26%	67	25%	90	33%	273
American Indian or Alaska Native			1	100%					1
Asian	3	8%	1	3%	11	28%	24	62%	39
Black or African American	6	27%	6	27%	7	32%	3	14%	22
Hispanic or Latino	28	27%	32	31%	21	21%	21	21%	102
Multiracial	4	24%	1	6%	4	24%	8	47%	17
Native Hawaiian/Other Pacific Islander					1	100%			1
White	33	9%	111	29%	117	30%	127	33%	388
Regular Ed	29	6%	132	26%	155	31%	183	37%	499
Special Ed	45	63%	20	28%	6	8%			71
LEP Eligible	12	71%	2	12%	3	18%			17
Low Income	17	36%	13	28%	12	26%	5	11%	47



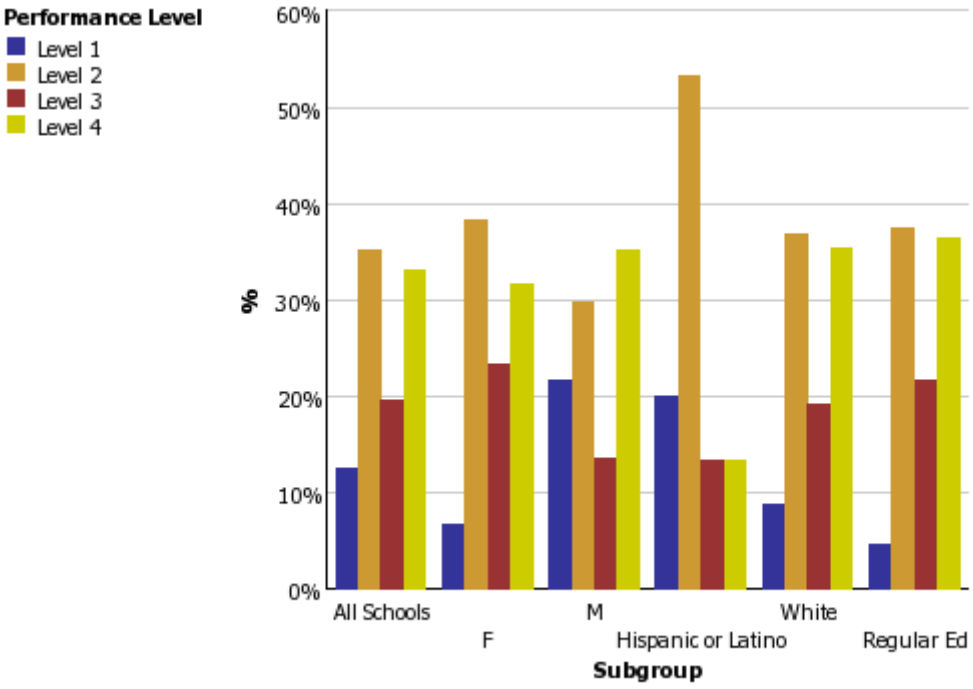
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**7**	**7%**	**19**	**18%**	**25**	**24%**	**54**	**51%**	**105**
F	4	8%	10	20%	13	25%	24	47%	51
M	3	6%	9	17%	12	22%	30	56%	54
Asian	1	11%	1	11%			7	78%	9
Black or African American					1	100%			1
Hispanic or Latino	5	23%	7	32%	6	27%	4	18%	22
Multiracial							5	100%	5
White	1	1%	11	16%	18	26%	38	56%	68
Regular Ed	3	3%	17	17%	24	24%	54	55%	98
Special Ed	4	57%	2	29%	1	14%			7
LEP Eligible			1	33%	2	67%			3
Low Income	1	17%	1	17%	2	33%	2	33%	6



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**13**	**14%**	**13**	**14%**	**27**	**29%**	**40**	**43%**	**93**
F	4	9%	8	18%	14	31%	19	42%	45
M	9	19%	5	10%	13	27%	21	44%	48
Asian					1	25%	3	75%	4
Black or African American	2	100%							2
Hispanic or Latino	4	20%	4	20%	2	10%	10	50%	20
Multiracial	2	29%			2	29%	3	43%	7
White	5	8%	9	15%	22	37%	24	40%	60
Regular Ed	3	4%	9	12%	25	32%	40	52%	77
Special Ed	10	62%	4	25%	2	12%			16
LEP Eligible	5	100%							5
Low Income	4	67%			2	33%			6

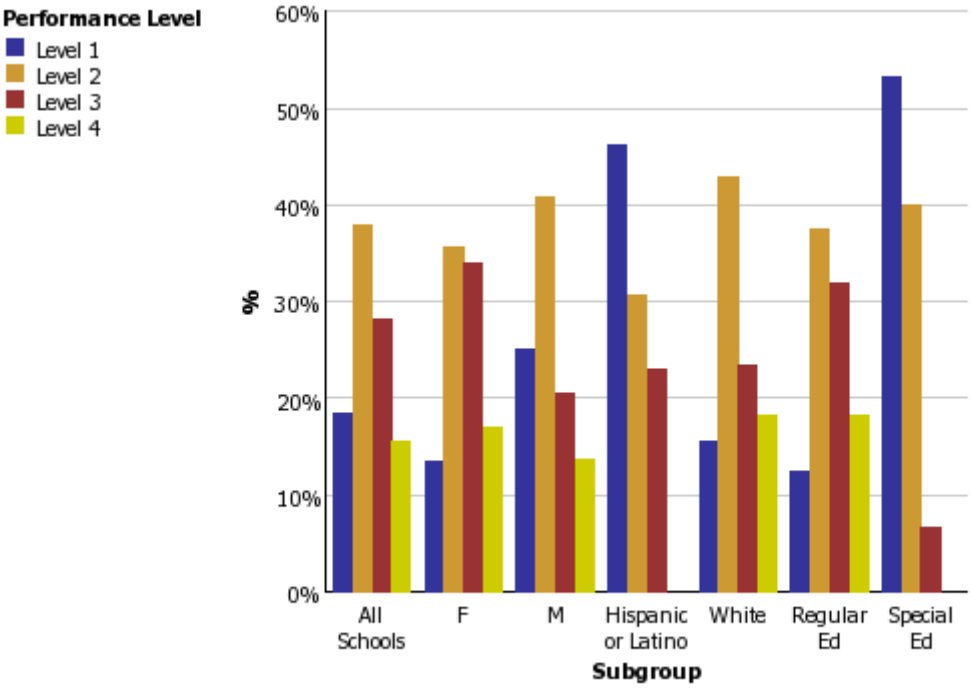


	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**17**	**15%**	**28**	**24%**	**42**	**36%**	**30**	**26%**	**117**
F	6	11%	12	21%	24	42%	15	26%	57
M	11	18%	16	27%	18	30%	15	25%	60
American Indian or Alaska Native			1	100%					1
Asian	1	12%			2	25%	5	62%	8
Black or African American	2	25%	2	25%	4	50%			8
Hispanic or Latino	9	33%	7	26%	6	22%	5	19%	27
Multiracial	1	100%							1
White	4	6%	18	25%	30	42%	20	28%	72
Regular Ed	5	5%	24	24%	40	40%	30	30%	99
Special Ed	12	67%	4	22%	2	11%			18
LEP Eligible	4	80%			1	20%			5
Low Income	7	39%	3	17%	5	28%	3	17%	18



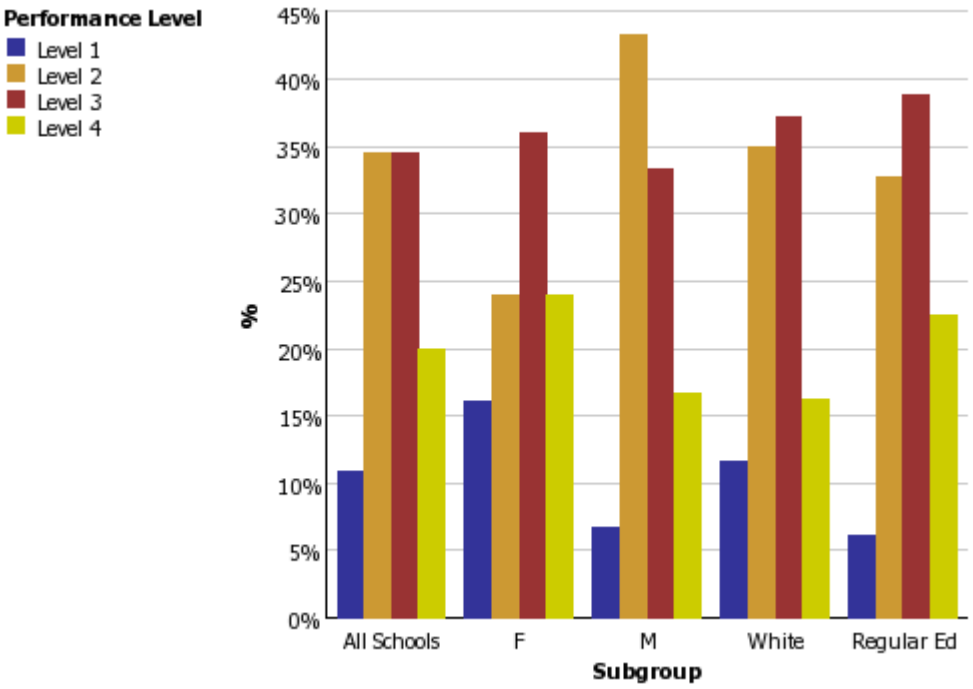
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**12**	**12%**	**34**	**35%**	**19**	**20%**	**32**	**33%**	**97**
F	4	7%	23	38%	14	23%	19	32%	60
M	8	22%	11	30%	5	14%	13	35%	37
Asian	1	12%			2	25%	5	62%	8
Black or African American	2	50%	1	25%			1	25%	4
Hispanic or Latino	3	20%	8	53%	2	13%	2	13%	15
Multiracial					1	100%			1
Native Hawaiian/Other Pacific Islander					1	100%			1
White	6	9%	25	37%	13	19%	24	35%	68
Regular Ed	4	5%	33	38%	19	22%	32	36%	88
Special Ed	8	89%	1	11%					9
LEP Eligible	2	67%	1	33%					3
Low Income	1	25%	2	50%	1	25%			4

Math 2015 – Grade 7



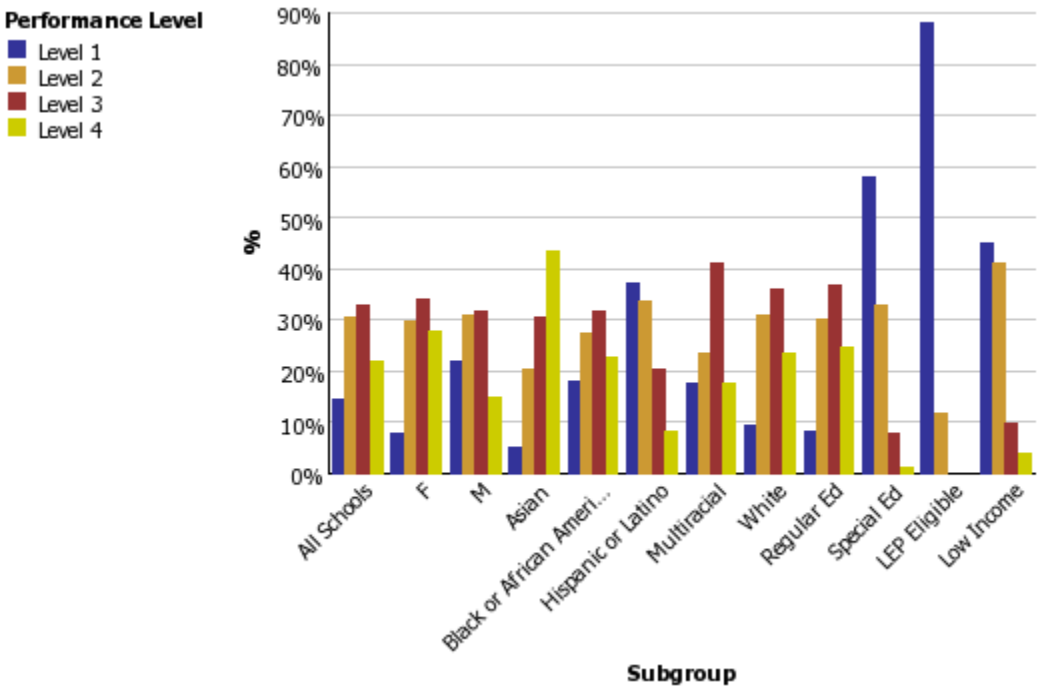
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**19**	**18%**	**39**	**38%**	**29**	**28%**	**16**	**16%**	**103**
F	8	14%	21	36%	20	34%	10	17%	59
M	11	25%	18	41%	9	20%	6	14%	44
Asian					5	83%	1	17%	6
Black or African American			2	40%	2	40%	1	20%	5
Hispanic or Latino	6	46%	4	31%	3	23%			13
Multiracial	1	50%			1	50%			2
White	12	16%	33	43%	18	23%	14	18%	77
Regular Ed	11	12%	33	38%	28	32%	16	18%	88
Special Ed	8	53%	6	40%	1	7%			15
LEP Eligible	1	100%							1
Low Income	3	38%	5	62%					8

Math 2015 – Grade 8



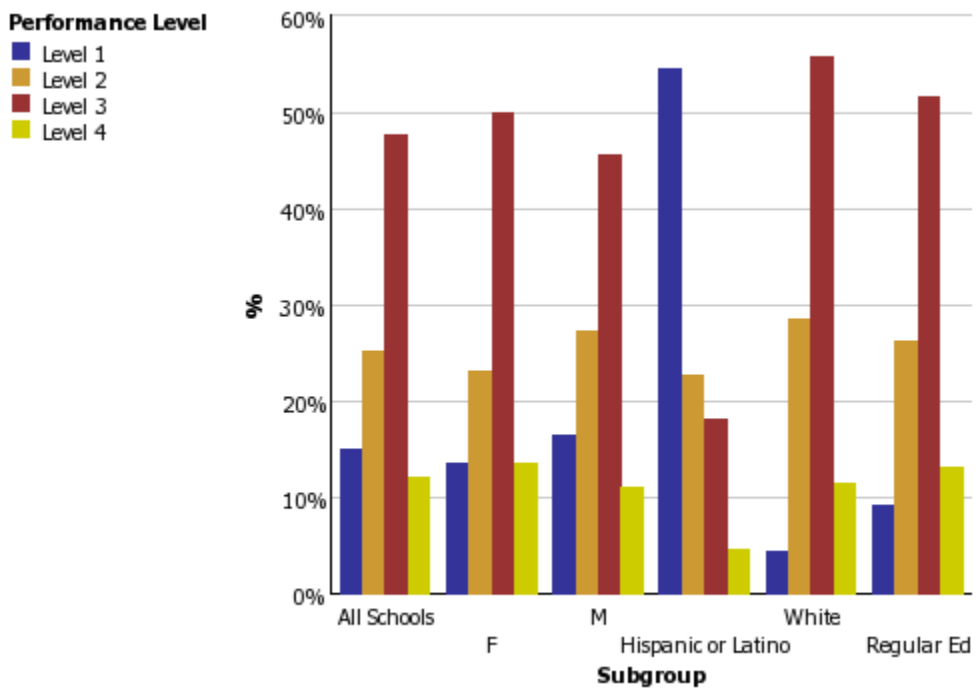
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**6**	**11%**	**19**	**35%**	**19**	**35%**	**11**	**20%**	**55**
F	4	16%	6	24%	9	36%	6	24%	25
M	2	7%	13	43%	10	33%	5	17%	30
Asian					1	25%	3	75%	4
Black or African American			1	50%			1	50%	2
Hispanic or Latino	1	20%	2	40%	2	40%			5
Multiracial			1	100%					1
White	5	12%	15	35%	16	37%	7	16%	43
Regular Ed	3	6%	16	33%	19	39%	11	22%	49
Special Ed	3	50%	3	50%					6
Low Income	1	20%	2	40%	2	40%			5

ELA 2015 – Grades 3-8



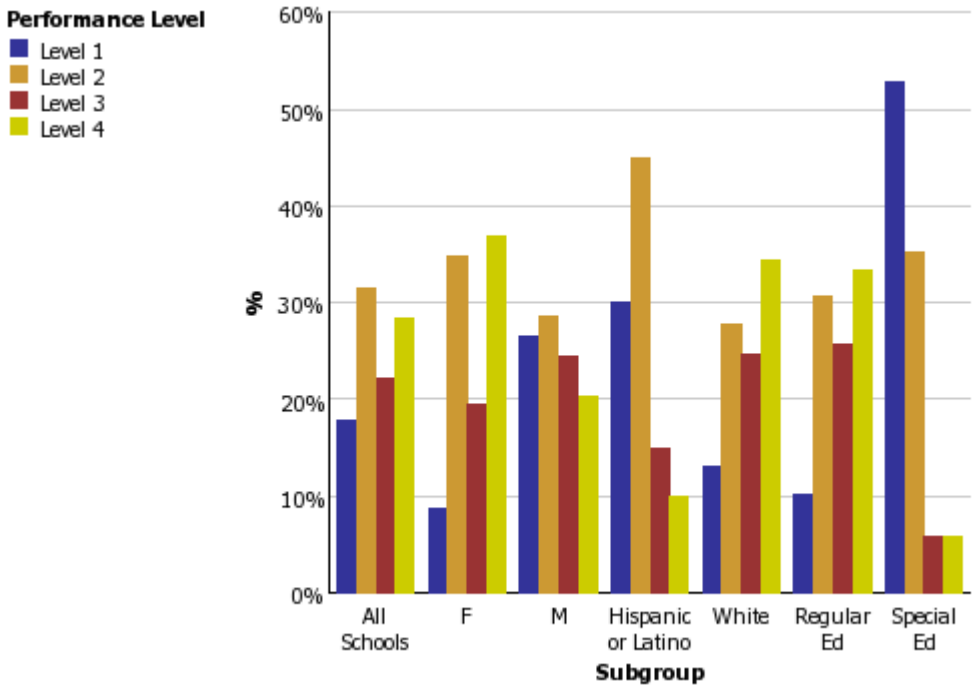
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**87**	**15%**	**180**	**30%**	**196**	**33%**	**129**	**22%**	**592**
F	25	8%	93	30%	107	34%	87	28%	312
M	62	22%	87	31%	89	32%	42	15%	280
American Indian or Alaska Native					1	100%			1
Asian	2	5%	8	21%	12	31%	17	44%	39
Black or African American	4	18%	6	27%	7	32%	5	23%	22
Hispanic or Latino	40	37%	36	34%	22	21%	9	8%	107
Multiracial	3	18%	4	24%	7	41%	3	18%	17
Native Hawaiian/Other Pacific Islander					1	100%			1
White	38	9%	126	31%	146	36%	95	23%	405
Regular Ed	43	8%	155	30%	190	37%	128	25%	516
Special Ed	44	58%	25	33%	6	8%	1	1%	76
LEP Eligible	15	88%	2	12%					17
Low Income	23	45%	21	41%	5	10%	2	4%	51

ELA 2015 – Grade 3



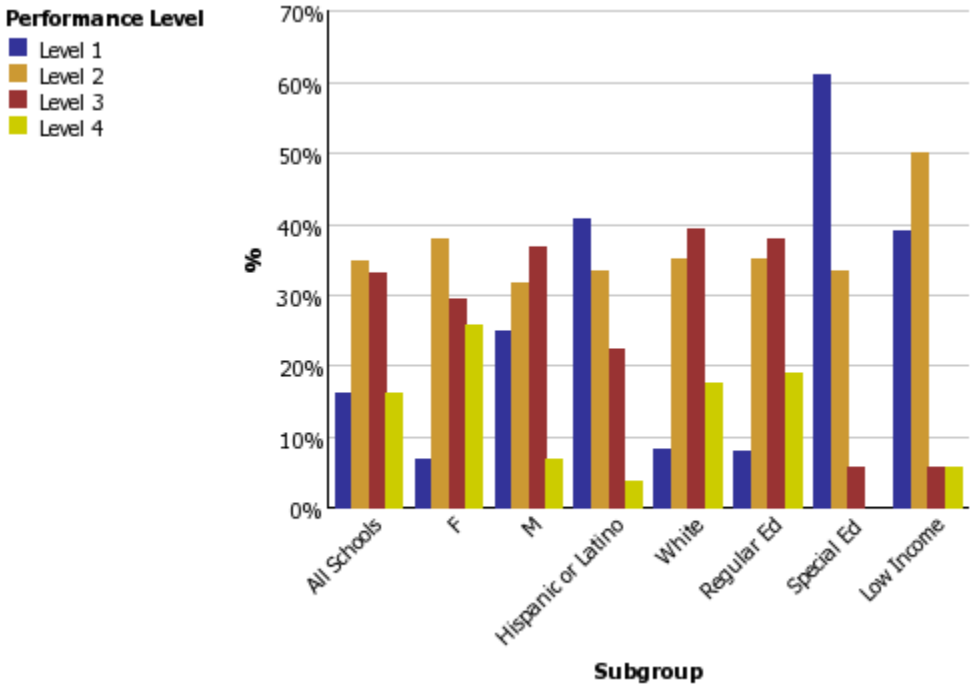
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**16**	**15%**	**27**	**25%**	**51**	**48%**	**13**	**12%**	**107**
F	7	13%	12	23%	26	50%	7	13%	52
M	9	16%	15	27%	25	45%	6	11%	55
Asian	1	11%	2	22%	4	44%	2	22%	9
Black or African American					1	100%			1
Hispanic or Latino	12	55%	5	23%	4	18%	1	5%	22
Multiracial					3	60%	2	40%	5
White	3	4%	20	29%	39	56%	8	11%	70
Regular Ed	9	9%	26	26%	51	52%	13	13%	99
Special Ed	7	88%	1	12%					8
LEP Eligible	2	67%	1	33%					3
Low Income	4	57%	3	43%					7

ELA 2015 – Grade 4



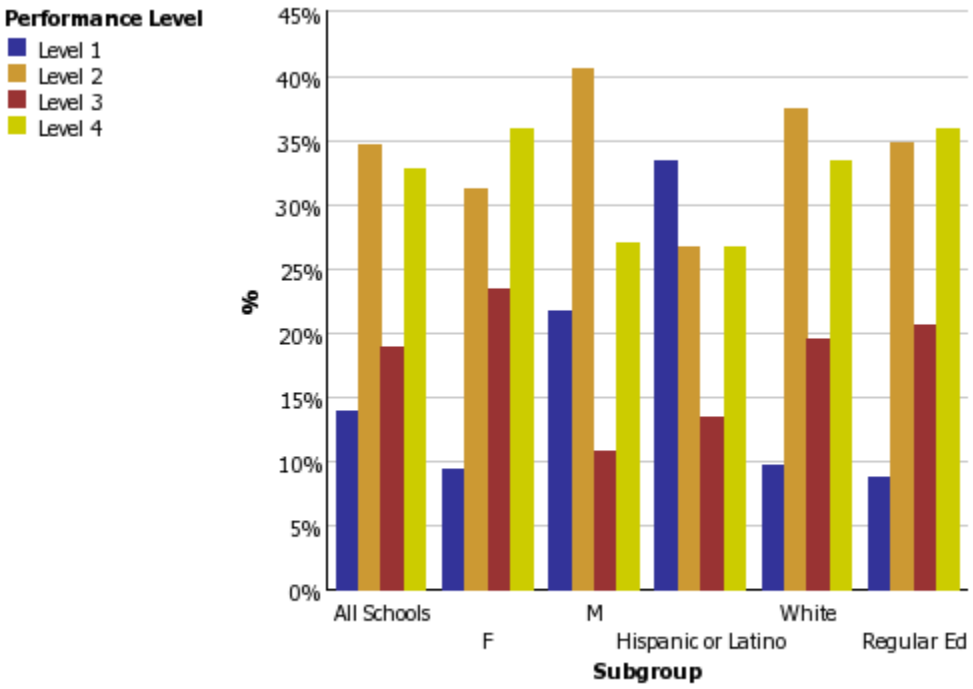
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**17**	**18%**	**30**	**32%**	**21**	**22%**	**27**	**28%**	**95**
F	4	9%	16	35%	9	20%	17	37%	46
M	13	27%	14	29%	12	24%	10	20%	49
Asian			1	25%			3	75%	4
Black or African American	2	67%	1	33%					3
Hispanic or Latino	6	30%	9	45%	3	15%	2	10%	20
Multiracial	1	14%	2	29%	3	43%	1	14%	7
White	8	13%	17	28%	15	25%	21	34%	61
Regular Ed	8	10%	24	31%	20	26%	26	33%	78
Special Ed	9	53%	6	35%	1	6%	1	6%	17
LEP Eligible	5	100%							5
Low Income	4	67%	1	17%	1	17%			6

ELA 2015 – Grade 5



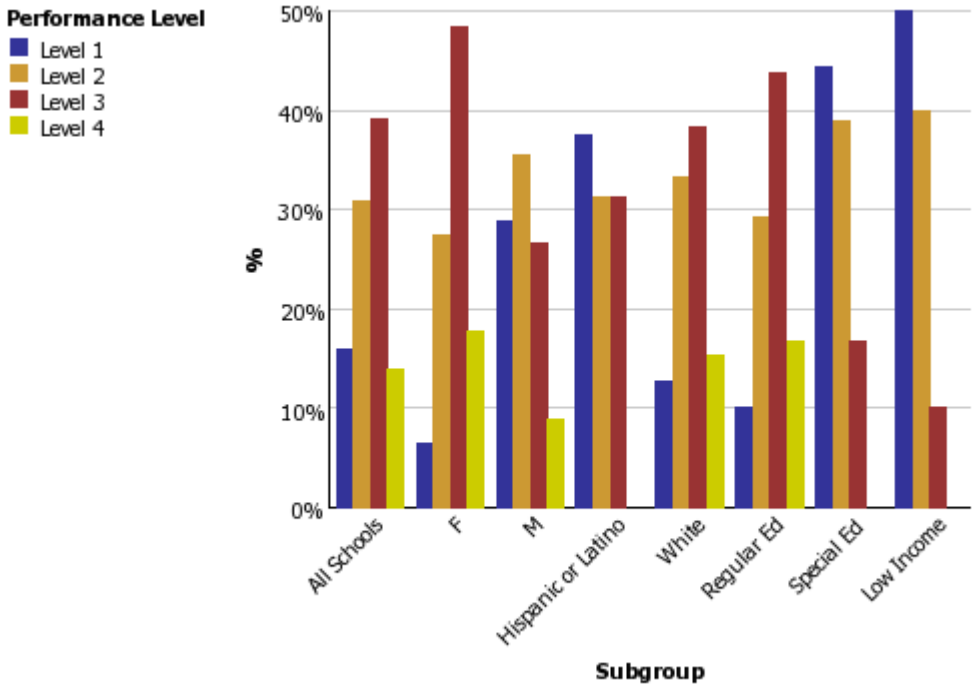
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**19**	**16%**	**41**	**35%**	**39**	**33%**	**19**	**16%**	**118**
F	4	7%	22	38%	17	29%	15	26%	58
M	15	25%	19	32%	22	37%	4	7%	60
American Indian or Alaska Native					1	100%			1
Asian			2	25%	2	25%	4	50%	8
Black or African American	1	14%	4	57%	1	14%	1	14%	7
Hispanic or Latino	11	41%	9	33%	6	22%	1	4%	27
Multiracial	1	100%							1
White	6	8%	26	35%	29	39%	13	18%	74
Regular Ed	8	8%	35	35%	38	38%	19	19%	100
Special Ed	11	61%	6	33%	1	6%			18
LEP Eligible	4	80%	1	20%					5
Low Income	7	39%	9	50%	1	6%	1	6%	18

ELA 2015 – Grade 6

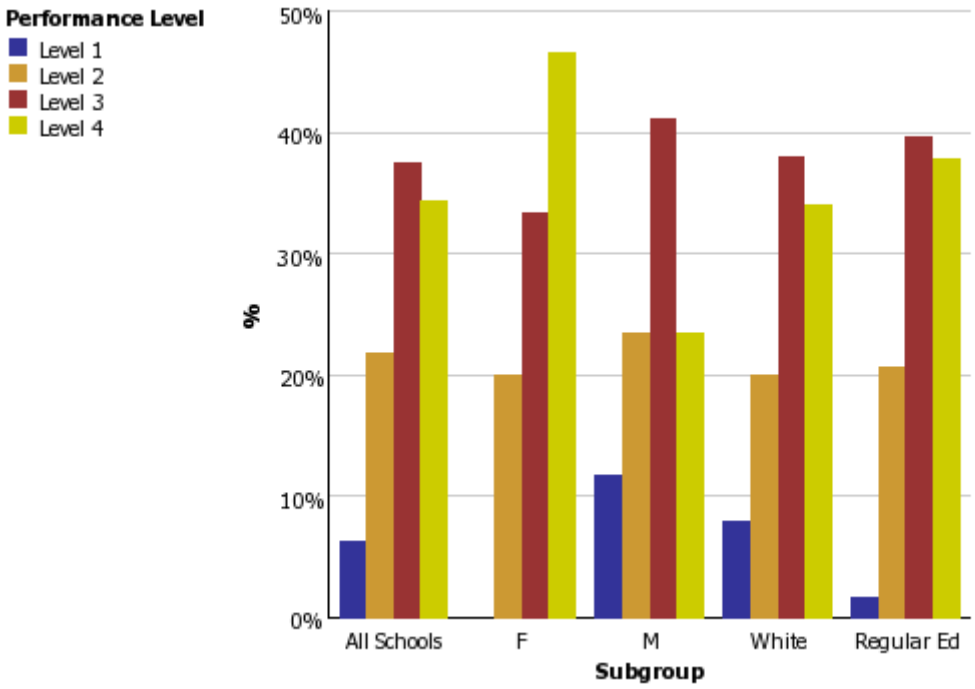


	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**14**	**14%**	**35**	**35%**	**19**	**19%**	**33**	**33%**	**101**
F	6	9%	20	31%	15	23%	23	36%	64
M	8	22%	15	41%	4	11%	10	27%	37
Asian	1	12%	2	25%	2	25%	3	38%	8
Black or African American	1	25%	1	25%			2	50%	4
Hispanic or Latino	5	33%	4	27%	2	13%	4	27%	15
Multiracial			1	100%					1
Native Hawaiian/Other Pacific Islander					1	100%			1
White	7	10%	27	38%	14	19%	24	33%	72
Regular Ed	8	9%	32	35%	19	21%	33	36%	92
Special Ed	6	67%	3	33%					9
LEP Eligible	3	100%							3
Low Income	3	75%					1	25%	4

ELA 2015 – Grade 7

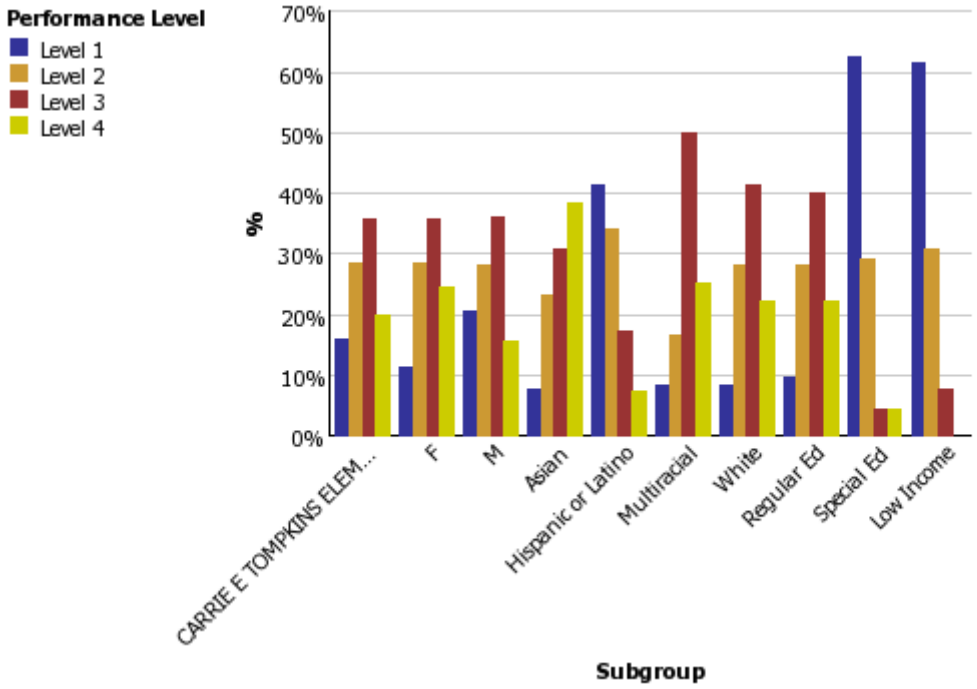


	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**17**	**16%**	**33**	**31%**	**42**	**39%**	**15**	**14%**	**107**
F	4	6%	17	27%	30	48%	11	18%	62
M	13	29%	16	36%	12	27%	4	9%	45
Asian			1	17%	3	50%	2	33%	6
Black or African American					4	80%	1	20%	5
Hispanic or Latino	6	38%	5	31%	5	31%			16
Multiracial	1	50%	1	50%					2
White	10	13%	26	33%	30	38%	12	15%	78
Regular Ed	9	10%	26	29%	39	44%	15	17%	89
Special Ed	8	44%	7	39%	3	17%			18
LEP Eligible	1	100%							1
Low Income	5	50%	4	40%	1	10%			10



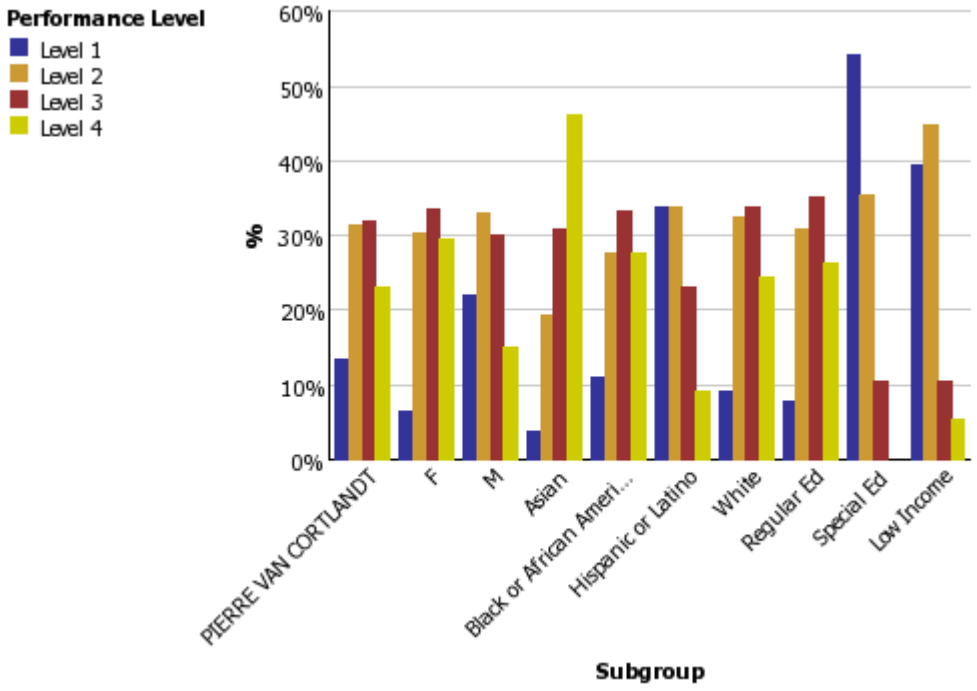
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**4**	**6%**	**14**	**22%**	**24**	**38%**	**22**	**34%**	**64**
F			6	20%	10	33%	14	47%	30
M	4	12%	8	24%	14	41%	8	24%	34
Asian					1	25%	3	75%	4
Black or African American					1	50%	1	50%	2
Hispanic or Latino			4	57%	2	29%	1	14%	7
Multiracial					1	100%			1
White	4	8%	10	20%	19	38%	17	34%	50
Regular Ed	1	2%	12	21%	23	40%	22	38%	58
Special Ed	3	50%	2	33%	1	17%			6
Low Income			4	67%	2	33%			6

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: CARRIE E TOMPKINS ELEM SC TEST: Grade 3-8 ELA



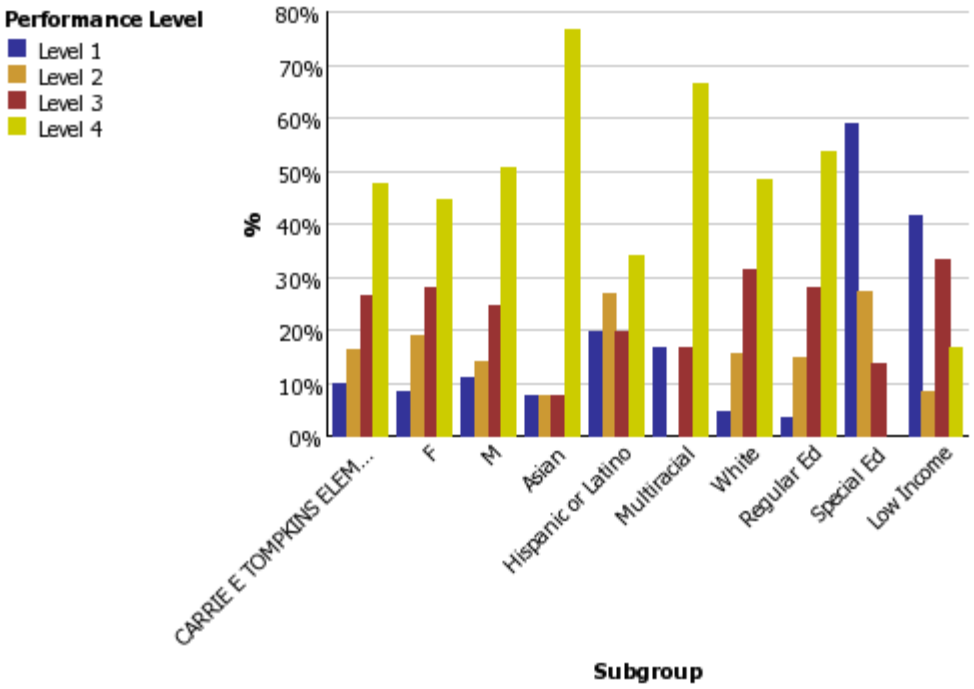
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
CARRIE E TOMPKINS ELEM SC	32	16%	57	28%	72	36%	40	20%	201
F	11	11%	28	29%	35	36%	24	24%	98
M	21	20%	29	28%	37	36%	16	16%	103
Asian	1	8%	3	23%	4	31%	5	38%	13
Black or African American	2	50%	1	25%	1	25%			4
Hispanic or Latino	17	41%	14	34%	7	17%	3	7%	41
Multiracial	1	8%	2	17%	6	50%	3	25%	12
White	11	8%	37	28%	54	41%	29	22%	131
Regular Ed	17	10%	50	28%	71	40%	39	22%	177
Special Ed	15	62%	7	29%	1	4%	1	4%	24
LEP Eligible	7	88%	1	12%					8
Low Income	8	62%	4	31%	1	8%			13

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: PIERRE VAN CORTLANDT TEST: Grade 3-8 ELA



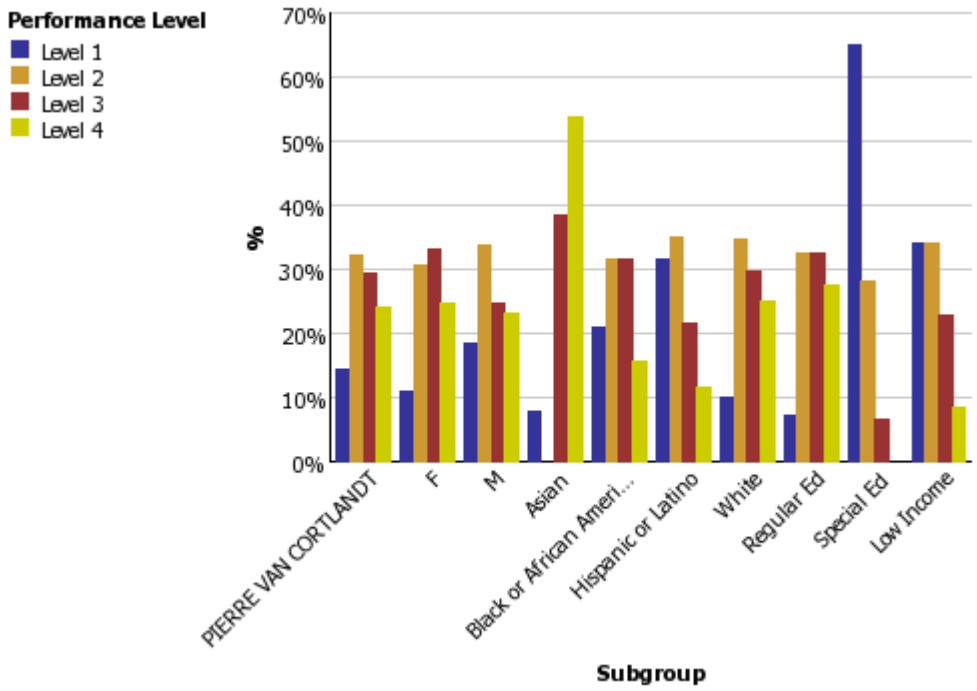
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	52	13%	122	32%	124	32%	89	23%	387
F	14	7%	65	30%	72	34%	63	29%	214
M	38	22%	57	33%	52	30%	26	15%	173
American Indian or Alaska Native					1	100%			1
Asian	1	4%	5	19%	8	31%	12	46%	26
Black or African American	2	11%	5	28%	6	33%	5	28%	18
Hispanic or Latino	22	34%	22	34%	15	23%	6	9%	65
Multiracial	2	40%	2	40%	1	20%			5
Native Hawaiian/Other Pacific Islander					1	100%			1
White	25	9%	88	32%	92	34%	66	24%	271
Regular Ed	26	8%	105	31%	119	35%	89	26%	339
Special Ed	26	54%	17	35%	5	10%			48
LEP Eligible	8	89%	1	11%					9
Low Income	15	39%	17	45%	4	11%	2	5%	38

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: CARRIE E TOMPKINS ELEM SC TEST: Grade 3-8 Math



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
CARRIE E TOMPKINS ELEM SC	19	10%	32	16%	52	26%	94	48%	197
F	8	8%	18	19%	27	28%	43	45%	96
M	11	11%	14	14%	25	25%	51	50%	101
Asian	1	8%	1	8%	1	8%	10	77%	13
Black or African American	2	67%			1	33%			3
Hispanic or Latino	8	20%	11	27%	8	20%	14	34%	41
Multiracial	2	17%			2	17%	8	67%	12
White	6	5%	20	16%	40	31%	62	48%	128
Regular Ed	6	3%	26	15%	49	28%	94	54%	175
Special Ed	13	59%	6	27%	3	14%			22
LEP Eligible	5	62%	1	12%	2	25%			8
Low Income	5	42%	1	8%	4	33%	2	17%	12

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: PIERRE VAN CORTLANDT TEST: Grade 3-8 Math

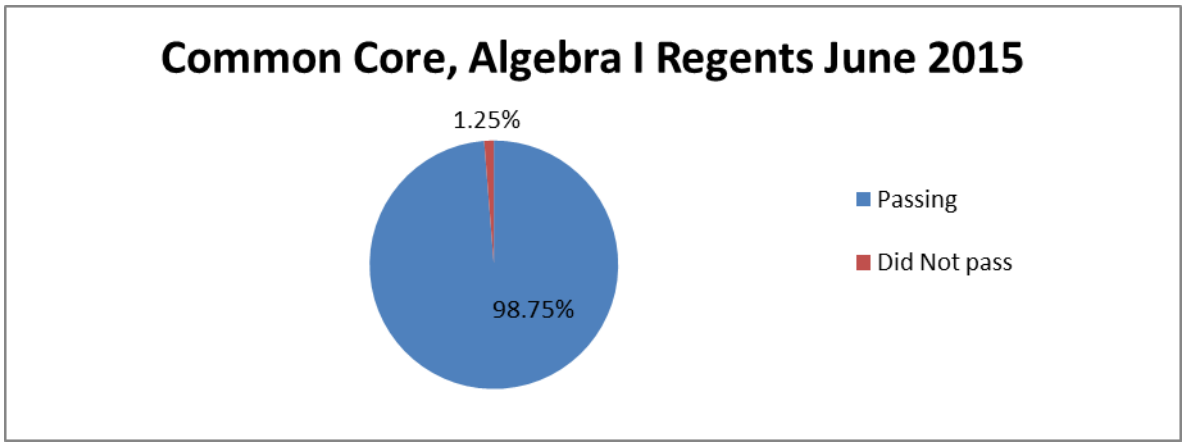


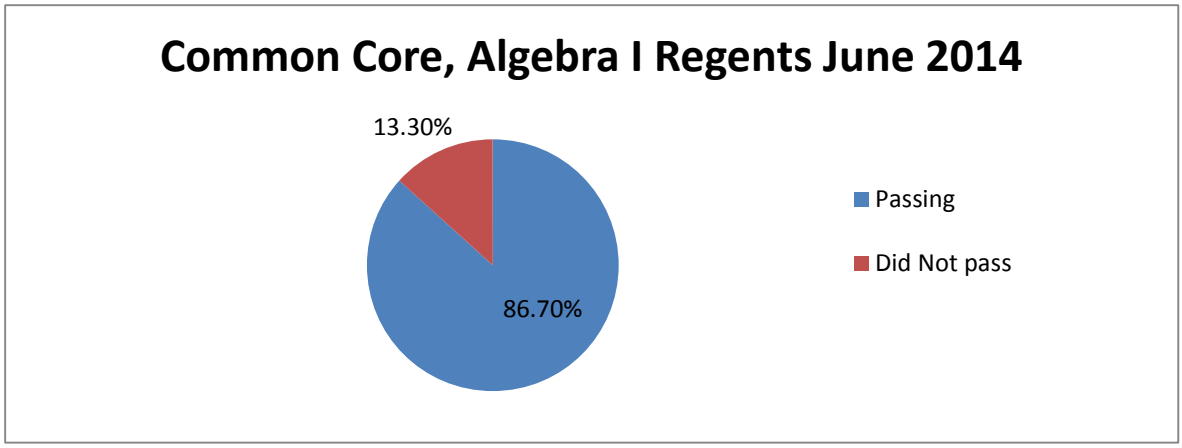
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	53	14%	119	32%	109	29%	89	24%	370
F	22	11%	62	31%	67	33%	50	25%	201
M	31	18%	57	34%	42	25%	39	23%	169
American Indian or Alaska Native			1	100%					1
Asian	2	8%			10	38%	14	54%	26
Black or African American	4	21%	6	32%	6	32%	3	16%	19
Hispanic or Latino	19	32%	21	35%	13	22%	7	12%	60
Multiracial	2	40%	1	20%	2	40%			5
Native Hawaiian/Other Pacific Islander					1	100%			1
White	26	10%	90	35%	77	30%	65	25%	258
Regular Ed	23	7%	106	33%	106	33%	89	27%	324
Special Ed	30	65%	13	28%	3	7%			46
LEP Eligible	7	78%	1	11%	1	11%			9
Low Income	12	34%	12	34%	8	23%	3	9%	35

CET –New York State Testing Program (NYSTP) 2014-2015 Data

Grade 3 ELA Results			Grade 3 Math Results		
	2013-2014	2014-2015		2013-2014	2014-2015
Level 1	20%	15%	Level 1	14%	7%
Level 2	19%	25%	Level 2	16%	18%
Level 3	51%	48%	Level 3	34%	24%
Level 4	10%	12%	Level 4	36%	51%
Grade 4 ELA Results			Grade 4 Math Results		
	2013-2014	2014-2015		2013-2014	2014-2015
Level 1	13%	18%	Level 1	14%	14%
Level 2	31%	32%	Level 2	24%	14%
Level 3	32%	22%	Level 3	34%	29%
Level 4	24%	28%	Level 4	29%	43%

Assessment Data for Pierre Van Cortlandt Middle School for 2014-2015





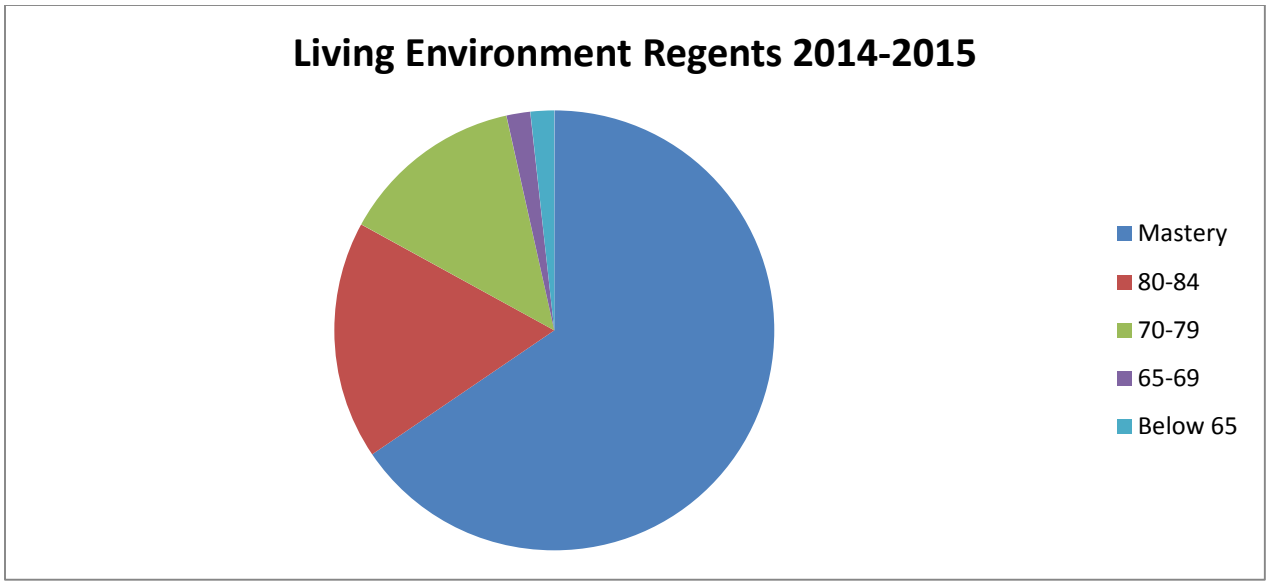
Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	8	10.0%	Mastery 10.0%
Scored 65-84	71	88.75%	Passing 98.75%
Scored below 65	1	1.25%	
Total	**80 Students**		

Common Core Algebra I- *Data for 2013-2014 & 2014-2015*

Algebra I - CC Total Students	PVC TOTAL 167	Student Percentages
=>90	7	4.2%
=>85 (includes 90+) - MASTERY	20	12.0%
<80 (includes all below)	130	77.8%
<70 (includes all below)	15	9.0%
<65 (includes all below)	1	0.6%

Common Core Geometry June 2015

Student Count	Range	Average Score	Mastery
6		93.3%	100%
95%-100%	3		
90%-94%	2		
85%-89%	1		



Living Environment Regents - June 2015

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 90 or Above	53	46.4%	Mastery 65.6%
Scored 85-89	22	19.2%	Passing 96.5 %
Scored 80-84	20	17.5%	
Scored 70-79	15	13.1%	
Scored 65-69	2	1.75	
Scored below 65	2	1.75	
Total	114 Students		

Mastery Rate for 2013-14: 55.79% Passing Rate for 2013-14: 95.64% Below 65% 2013-14: 4.3%

World Languages: End of Year Assessments-June 2015

Assessment	Passing/Student Count	Mastery (85% or higher)	Student Count
8th Grade Spanish	100%/75	93.3%/ 70	75
8th Grade French	100%/18	88.8%/16	18
8th Grade Mandarin	100%/18	88.8%/16	18

CHHS Regents Results - June 2015

Regents ELA - June 2015

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 112)

Performance Level	Building Count	Building Percent
Scored below 55	0	0.00%
Scored 55 - 64	4	3.57%
Scored 65 - 84	30	26.79%
Scored 85 - 100	78	69.64%
College readiness (ELA: Scored 75 or above)	102	91.07%

Regents Common Core Algebra I - June 2015

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 52)

Performance Level	Building Count	Building Percent
Scored below 55	2	3.85%
Scored 55 - 64	11	21.15%
Scored 65 - 73	31	59.62%
Scored 74 - 84	8	15.38%
Scored 85 - 100	0	0.00%

Regents Integrated Algebra - June 2015 [note: exam discontinued to new students]

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

Performance Level	Building Count	Building Percent
Scored below 55	1	100.00%
Scored 55 - 64	0	0.00%
Scored 65 - 84	0	0.00%
Scored 85 - 100	0	0.00%
College readiness (Math: Scored 80 or above)	0	0.00%

Regents Common Core Geometry - June 2015

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 104)

Performance Level	Building Count	Building Percent
Scored below 55	4	3.85%
Scored 55 - 64	8	7.69%
Scored 65 - 79	39	37.50%
Scored 80 - 84	18	17.31%
Scored 85 - 100	35	33.65%

Regents Geometry (Non Common Core) - June 2015

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 173)

Performance Level	Building Count	Building Percent
Scored below 55	3	2.88%
Scored 55 - 64	3	2.88%
Scored 65 - 84	48	46.15%
Scored 85 - 100	50	48.08%
College readiness (Math: Scored 80 or above)	69	66.35%

Regents Algebra2/Trigonometry - June 2015 [note: exam made optional]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 7)

Performance Level	Building Count	Building Percent
Scored below 55	0	0.00%
Scored 55 - 64	0	0.00%
Scored 65 - 84	1	25.00%
Scored 85 - 100	3	75.00%
College readiness (Math: Scored 80 or above)	3	75.00%

Regents Global History - June 2015

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 138)

Performance Level	Building Count	Building Percent
Scored below 55	5	3.62%
Scored 55 - 64	9	6.52%
Scored 65 - 84	48	34.78%
Scored 85 - 100	76	55.07%

Regents US History & Gov't - June 2015

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 119)

Performance Level	Building Count	Building Percent
Scored below 55	1	0.84%
Scored 55 - 64	2	1.68%
Scored 65 - 84	35	29.41%
Scored 85 - 100	81	68.07%

Regents Earth Science - June 2015

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 109)

Performance Level	Building Count	Building Percent
Scored below 55	0	0.00%
Scored 55 - 64	2	1.83%
Scored 65 - 84	31	28.44%
Scored 85 - 100	76	69.72%

Regents Chemistry - June 2015

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 78)

Performance Level	Building Count	Building Percent
Scored below 55	2	2.56%
Scored 55 - 64	3	3.85%
Scored 65 - 84	47	60.26%
Scored 85 - 100	26	33.33%

Regents Physics - June 2015 [note: exam made optional]

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

Performance Level	Building Count	Building Percent
Scored below 55 (01)	0	0%
Scored 55 - 64 (02)	0	0%
Scored 65 - 84 (03)	1	100%
Scored 85 - 100 (04)	0	0%

Regents Living Environment - June 2015

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

Performance Level	Building Count	Building Percent
Scored below 55 (01)	0	0%
Scored 55 - 64 (02)	0	0%
Scored 65 - 84 (03)	1	100%
Scored 85 - 100 (04)	0	0%

Croton Harmon High School
Scheduling Year: 2014-2015

	Hispanic			Amer Ind/Alaskan Native			Asian			Black			Multiracial			Pacific Island			White			
Grade	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Total
9	9	10	19	0	0	0	1	2	3	6	3	9	1	1	2	0	0	0	57	74	131	165
10	11	11	22	0	0	0	3	2	5	3	3	6	0	0	0	0	0	0	62	65	127	138
11	8	8	16	0	0	0	3	1	4	2	4	6	1	0	1	0	0	0	58	53	111	122
12	8	5	13	0	0	0	3	2	5	3	0	3	0	0	0	0	1	1	58	61	119	128
CHHS	36	34	70	0	0	0	10	7	17	14	10	24	2	1	3	0	1	1	235	253	488	533

The ACT®

College Readiness Letter for:
CROTON-HARMON HIGH SCHOOL

August 26, 2015
Code: 331550

PRINCIPAL
CROTON-HARMON HIGH SCHOOL
36 OLD POST RD S
CROTON ON HUDSON, NY 10520

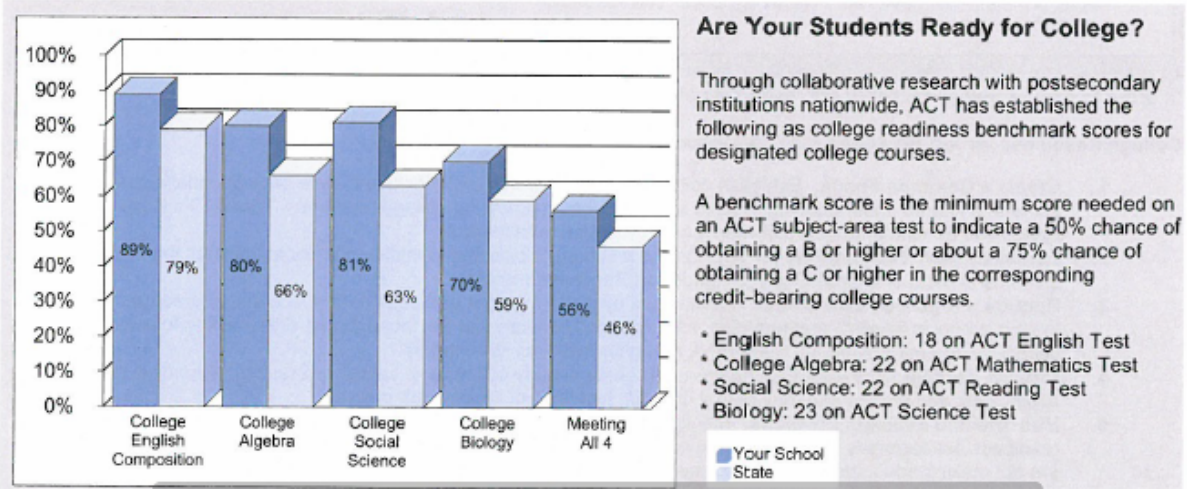
011061110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	School	State	School	State	School	State	School	State	School	State	School	State
2011	69	52,255	26.8	22.7	26.6	23.8	26.4	23.5	24.8	23.0	26.3	23.4
2012	60	52,771	25.1	22.7	25.4	23.7	25.2	23.4	24.4	23.1	25.2	23.3
2013	64	53,287	24.2	22.6	25.8	23.8	24.9	23.7	24.7	23.1	25.0	23.4
2014	84	54,496	26.0	22.7	25.9	23.8	26.3	23.6	25.3	23.2	26.0	23.4
2015	**84**	**58,136**	**25.2**	**23.0**	**25.3**	**23.8**	**26.4**	**23.9**	**24.5**	**23.5**	**25.5**	**23.7**

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



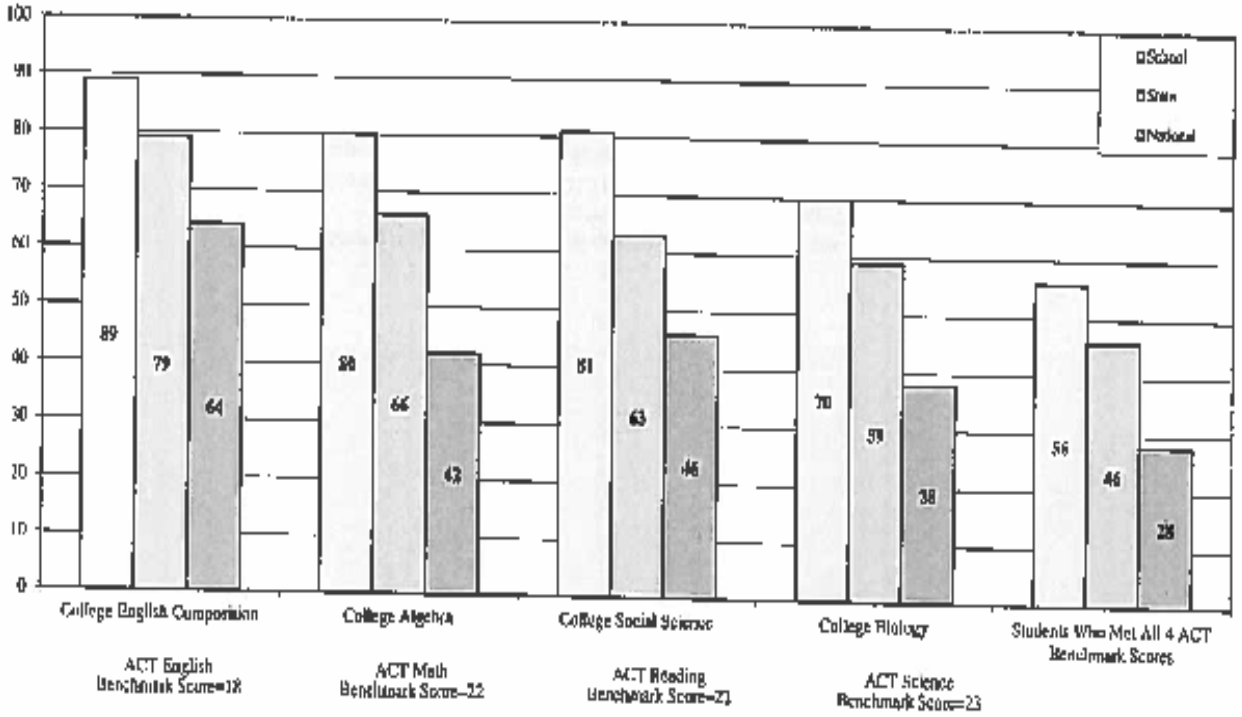
Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

* English Composition: 18 on ACT English Test
* College Algebra: 22 on ACT Mathematics Test
* Social Science: 22 on ACT Reading Test
* Biology: 23 on ACT Science Test

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2011	69	52,255	94	80	66	56	67	67	58	45	51	39
2012	60	52,771	87	80	67	57	77	67	60	47	55	41
2013	64	53,287	92	80	66	58	73	61	70	54	56	43
2014	84	54,496	92	79	61	57	77	69	65	55	56	43
2015	**84**	**58,136**	**89**	**79**	**60**	**56**	**81**	**63**	**70**	**59**	**56**	**46**

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2011	69	52,255	26.8	22.7	26.6	23.8	26.4	23.5	24.8	23.0	26.3	23.4
2012	60	52,771	25.1	22.7	25.4	23.7	25.2	23.4	24.4	23.1	25.2	23.3
2013	64	53,287	24.2	22.6	25.8	23.8	24.9	23.7	24.7	23.1	25.0	23.4
2014	84	54,496	26.0	22.7	25.9	23.8	26.3	23.6	25.3	23.2	26.0	23.4
2015	**84**	**58,136**	**25.2**	**23.0**	**25.3**	**23.8**	**26.4**	**23.9**	**24.5**	**23.5**	**25.5**	**23.7**

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2011	1,623,112	20.6	21.1	21.3	20.9	21.1
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	**1,924,436**	**20.4**	**20.8**	**21.4**	**20.9**	**21.0**

AP Equity and Excellence (2015)

Print / Download Options

This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2015.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school. Note: your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

Group	Percentage	How is this calculated?
Graduating Class Summary	68.8	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school **divided by** the total number of your school's seniors.
12th Grade	54.7	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year **divided by** the total number of students in each grade.
11th Grade	44.2	
10th Grade	36.7	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.

CollegeBoard

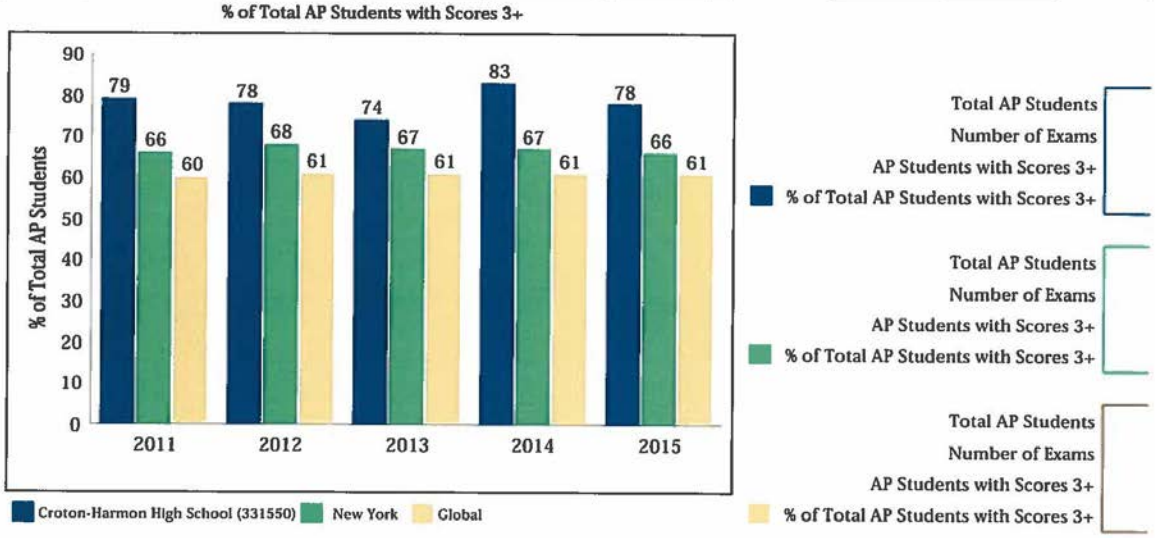
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AP Five-Year School Score Summary (2015)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent score and mean score.

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)



"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduat example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a s earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school ca

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AP Five-Year School Score Summary (2015)

Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
Art History	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5				1		119	170	130
4						231	256	210
3						308	283	273
2						236	236	212
1						223	253	311
Total Exams				1		1,117	1,198	1,136
Mean Score				5.00		2.81	2.88	2.68

Biology	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	1	8				3,600	4,190	1,013
4	3	4	6	10	1	3,072	3,277	4,167
3	4	3	9	6	6	2,774	2,509	6,723
2	3	2	1	4	2	2,544	2,468	4,287
1	1	1				4,481	4,119	653
Total Exams	12	18	16	20	9	16,471	16,563	16,843
Mean Score	3.00	3.89	3.31	3.30	2.89	2.93	3.06	3.04

Calculus AB	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	14	16	6	9	5	3,957	4,759	4,898
4	10	2	2	4	8	3,006	3,149	3,649
3	3		1	1	5	3,207	3,093	3,201
2	1	1		1	1	1,742	1,714	1,891
1				1	1	4,621	4,355	3,974
Total Exams	28	19	9	16	20	16,533	17,070	17,613
Mean Score	4.32	4.74	4.56	4.19	3.75	3.00	3.13	3.20

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AP Five-Year School Score Summary (2015)

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
Calculus BC	2011	2012	2013	2014	2015	2011	2012	2013
5			7	6	6	2,601	3,031	3,069
4				4	3	872	873	1,008
3			2	2	2	886	825	1,005
2				4		257	275	303
1					1	642	626	757
Total Exams			9	16	12	5,258	5,630	6,142
Mean Score			4.56	3.75	4.08	3.86	3.96	3.87

Calculus BC: AB Subscore	2011	2012	2013	2014	2015	2011	2012	2013
5			7	8	10	2,969	3,464	3,638
4			2	6	1	976	927	1,177
3				2		688	508	633
2						212	279	314
1					1	412	452	380
Total Exams			9	16	12	5,257	5,630	6,142
Mean Score			4.78	4.38	4.58	4.12	4.19	4.20

Chemistry	2011	2012	2013	2014	2015	2011	2012	2013
5	2	1	1	2		1,486	1,728	2,064
4	6	5	4	2	3	1,639	1,962	2,230
3	10	7	9	10	4	1,707	1,898	1,740
2	10	7	5	13	14	1,163	1,194	1,169
1	9	2	5	2	3	1,686	1,646	1,506
Total Exams	37	22	24	29	24	7,681	8,428	8,709
Mean Score	2.51	2.82	2.63	2.62	2.29	3.01	3.11	3.25

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AP Five-Year School Score Summary (2015)

Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
Comparative Government and Politics	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5			14	8	4	172	203	208
4			4	6	12	257	323	267
3			7	6	16	275	252	206
2			2	3	9	302	248	264
1					3	184	169	136
Total Exams			27	23	44	1,190	1,195	1,081
Mean Score			4.11	3.83	3.11	2.94	3.12	3.14

Computer Science A	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5						332	468	536
4			1			370	483	499
3						171	265	242
2						100	131	114
1						364	497	466
Total Exams			1			1,337	1,844	1,857
Mean Score			4.00			3.15	3.16	3.28

English Language and Composition	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	17	11	9	12	14	3,208	3,170	3,091
4	19	22	20	21	12	5,304	5,628	4,557
3	5	5	12	17	13	6,765	6,991	7,429
2		1	7	4	3	4,546	5,058	6,376
1					1	1,249	1,344	2,262
Total Exams	41	39	48	54	43	21,072	22,191	23,715
Mean Score	4.29	4.10	3.65	3.76	3.81	3.22	3.19	2.99

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AP Five-Year School Score Summary (2015)

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
English Literature and Composition	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	3	4	2	3	3	2,098	2,167	1,911
4	4	13	3	13	13	4,630	4,710	4,857
3	9	6	3	9	4	8,238	7,855	8,093
2			2	5		8,198	8,231	7,923
1	1					2,136	2,112	2,379
Total Exams	17	23	10	30	20	25,300	25,075	25,163
Mean Score	3.47	3.91	3.50	3.47	3.95	2.86	2.86	2.84

Environmental Science	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	4	2	7		1	659	654	601
4	8	12	19	13	4	1,645	1,801	1,620
3	6	9	16	6	9	991	1,089	1,169
2	11	13	16	9	15	1,421	1,454	1,581
1	2	9	12	8	14	1,180	1,097	1,293
Total Exams	31	45	70	36	43	5,896	6,095	6,264
Mean Score	3.03	2.67	2.90	2.67	2.14	2.86	2.91	2.79

French Language and Culture *	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	1	2	12			249	284	290
4	1	5	4	2	3	260	397	419
3	6	4	2	2	1	516	530	588
2	2				1	393	271	305
1	1					419	73	72
Total Exams	11	11	18	4	5	1,837	1,555	1,674
Mean Score	2.91	3.82	4.56	3.50	3.40	2.74	3.35	3.33

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AP Five-Year School Score Summary (2015)

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
Human Geography	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5					1	194	254	297
4						299	389	436
3						295	324	366
2						205	269	262
1						215	290	226
Total Exams					1	1,208	1,526	1,587
Mean Score					5.00	3.04	3.03	3.20

Macroeconomics	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	6	2	1	3		910	1,185	1,317
4	11	2	2	7	5	1,871	2,140	2,094
3	12	9	7	26	6	1,301	1,578	1,421
2	2	9	8	5	5	1,278	1,370	1,449
1	9	9	8	4	2	1,184	1,262	1,241
Total Exams	40	31	26	45	18	6,544	7,535	7,522
Mean Score	3.08	2.32	2.23	3.00	2.78	3.01	3.08	3.11

Music Theory	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5						333	349	336
4						325	285	242
3						367	383	394
2				1	1	326	375	347
1						173	156	134
Total Exams				1	1	1,524	1,548	1,453
Mean Score				2.00	2.00	3.21	3.19	3.21

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AP Five-Year School Score Summary (2015)

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
Music Aural Subscore	2011	2012	2013	2014	2015	2011	2012	2013
5						303	335	329
4						332	287	240
3					1	361	380	392
2				1		315	348	324
1						197	195	168
Total Exams				1	1	1,508	1,545	1,453
Mean Score				2.00	3.00	3.15	3.14	3.16

Music Non-Aural Subscore	2011	2012	2013	2014	2015	2011	2012	2013
5						331	326	338
4						321	303	244
3						347	399	381
2				1	1	353	376	360
1						172	144	130
Total Exams				1	1	1,524	1,548	1,453
Mean Score				2.00	2.00	3.19	3.19	3.21

Physics B *	2011	2012	2013	2014	2015	2011	2012	2013
5			1			1,584	1,577	1,749
4			1			1,802	1,759	2,200
3						2,229	2,511	2,626
2						1,298	1,335	1,309
1						1,031	940	944
Total Exams			2			7,944	8,122	8,828
Mean Score			4.50			3.20	3.21	3.28

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AP Five-Year School Score Summary (2015)

✔ Data Updated Jul 28, 2015. Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
Physics C: Mechanics	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	6	3	3	4		670	865	823
4	5	7	5	4	7	554	654	697
3	3	5	5	9	5	503	446	502
2	1	4		2	1	303	257	289
1	1			1	1	223	201	173
Total Exams	16	19	13	20	14	2,253	2,423	2,484
Mean Score	3.88	3.47	3.85	3.40	3.29	3.51	3.71	3.69

Psychology	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5			1			2,089	2,209	2,383
4				1	1	2,417	2,743	2,916
3						1,853	1,977	2,056
2						1,116	1,381	1,324
1						1,800	1,984	1,893
Total Exams			1	1	1	9,275	10,294	10,572
Mean Score			5.00	4.00	4.00	3.20	3.18	3.24

Spanish Language and Culture *	**2011**	**2012**	**2013**	**2014**	**2015**	**2011**	**2012**	**2013**
5	6	1	1	4	3	1,547	1,777	1,814
4	4	3	2	4	3	1,885	2,027	1,946
3	1	3		1	1	1,604	1,737	1,588
2	4	3	1			1,366	1,285	1,356
1	1	3				1,352	1,192	1,070
Total Exams	16	13	4	9	7	7,754	8,018	7,774
Mean Score	3.63	2.69	3.75	4.33	4.29	3.12	3.24	3.27

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AP Five-Year School Score Summary (2015)

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
Statistics	2011	2012	2013	2014	2015	2011	2012	2013
5	1	3	3	2		1,035	1,079	1,217
4	4	17	17	4	1	1,799	1,708	1,801
3	8	15	18	3	2	2,108	1,887	2,152
2	6	5	15	2	2	1,410	1,323	1,619
1	4	3	6		4	1,519	1,278	1,717
Total Exams	23	43	59	11	9	7,871	7,275	8,506
Mean Score	2.65	3.28	2.93	3.55	2.00	2.93	3.00	2.90

Studio Art: 2-D Design Portfolio	2011	2012	2013	2014	2015	2011	2012	2013
5			2	1		266	323	311
4				1	1	535	585	603
3		2		2	1	592	563	553
2					1	357	302	292
1					1	40	36	50
Total Exams		2	2	4	4	1,790	1,809	1,809
Mean Score		3.00	5.00	3.75	2.50	3.35	3.47	3.46

Studio Art: Drawing Portfolio	2011	2012	2013	2014	2015	2011	2012	2013
5	3	1	3	1	6	214	221	270
4	3	5	1	4	4	281	346	313
3	3	5	6	5	3	636	558	666
2	3	1	2	2		311	272	229
1						43	37	20
Total Exams	12	12	12	12	13	1,485	1,434	1,498
Mean Score	3.50	3.50	3.42	3.33	4.23	3.21	3.31	3.39

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AP Five-Year School Score Summary (2015)

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York		
United States History	2011	2012	2013	2014	2015	2011	2012	2013
5	8	9	5	3	8	4,806	5,394	5,074
4	13	10	10	11	10	8,515	8,950	9,268
3	15	7	2	9	9	7,627	8,093	8,396
2	5	6	1	6	10	7,883	7,925	8,531
1	2				2	4,035	3,587	3,728
Total Exams	43	32	18	29	39	32,866	33,949	34,997
Mean Score	3.47	3.69	4.06	3.38	3.31	3.07	3.14	3.10

World History	2011	2012	2013	2014	2015	2011	2012	2013
5	9	9	1	4	14	2,143	1,565	1,644
4	19	20	10	17	15	3,532	3,826	3,610
3	14	19	28	24	21	4,531	6,688	6,603
2	8	9	14	7	1	3,713	4,290	4,673
1	1				3	1,821	1,272	1,756
Total Exams	51	57	53	52	54	15,740	17,641	18,286
Mean Score	3.53	3.51	2.96	3.35	3.67	3.03	3.01	2.93

Physics 1	2011	2012	2013	2014	2015	2011	2012	2013
5					2			
4					4			
3					6			
2					9			
1								
Total Exams					21			
Mean Score					2.95			

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AP Five-Year School Score Summary (2015)

Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Croton-Harmon High School (331550)

* In 2011-12, the AP French Language course and exam title was changed to AP French Language and Culture.
* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.
* The AP Physics B Exam was discontinued following the 2014 AP Exam administration.

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AP School Summary with Comparable Groups (2015)

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, star

Data Updated Jul 28, 2015. Report Run Aug 11, 2015

Croton-Harmon High School (331550)

	Score	Mus Theo	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Hum Geog	Macr Econ	Psyc	US Hist	Wo
School (331550)	5			6	14	3	4	1			8	
	4		1	4	12	13	12		5	1	10	
	3		1	3	13	4	16		6		9	
	2	1	1		3		9		5		10	
	1		1		1		3		2		2	
	Total Number of Exams	1	4	13	43	20	44	1	18	1	39	
	Mean Score	2.00	2.50	4.23	3.81	3.95	3.11	5.00	2.78	4.00	3.31	
	Standard Deviation	0.00	1.29	0.83	1.05	0.60	1.06	0.00	1.00	0.00	1.22	
	Total Schools	1	1	1	1	1	1	1	1	1	1	
New York	5	292	346	263	3,209	1,994	182	389	1,335	2,568	4,298	
	4	243	557	340	5,621	4,648	266	617	2,266	3,226	8,222	
	3	334	518	641	7,981	8,145	296	546	1,745	2,234	10,081	
	2	343	269	225	7,672	8,669	303	382	1,578	1,501	8,967	
	1	158	92	33	2,872	2,386	215	440	1,656	2,179	6,099	
	Total Number of Exams	1,370	1,782	1,502	27,355	25,842	1,262	2,374	8,580	11,708	37,667	
	Mean Score	3.12	3.45	3.38	2.95	2.81	2.92	3.06	3.01	3.21	2.88	
	Standard Deviation	1.31	1.12	1.01	1.17	1.08	1.31	1.35	1.36	1.41	1.24	
	Total Schools	216	237	238	692	921	74	106	247	419	961	
United States	5	3,495	4,608	2,667	51,309	29,758	2,956	19,101	16,195	53,897	44,219	
	4	3,197	7,810	3,860	95,714	71,435	4,023	32,188	25,846	70,988	84,956	
	3	4,602	8,881	7,106	142,534	120,307	4,455	33,250	20,447	53,867	111,912	
	2	4,640	4,771	3,285	155,652	129,675	4,700	26,473	20,651	35,614	117,414	
	1	2,653	1,198	597	77,888	44,714	4,240	46,925	34,996	56,244	114,385	
	Total Number of Exams	18,587	27,268	17,515	523,097	395,889	20,374	157,937	118,135	270,610	472,886	2
	Mean Score	3.01	3.36	3.27	2.78	2.78	2.84	2.68	2.73	3.11	2.63	
	Standard Deviation	1.32	1.09	1.04	1.19	1.10	1.35	1.39	1.43	1.42	1.28	
	Total Schools	3,028	4,047	3,567	12,125	13,310	1,175	3,982	4,347	7,495	12,566	
Global	5	3,591	4,821	2,829	52,405	30,428	3,238	19,519	19,384	56,104	44,790	
	4	3,249	8,072	4,040	97,114	73,060	4,260	32,753	28,201	73,003	85,671	
	3	4,659	9,069	7,340	144,541	122,570	4,665	33,755	21,687	55,130	112,583	

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AP School Summary with Comparable Groups (2015)

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, star

✔ Data Updated Jul 28, 2015, Report Run Aug 11, 2015

	Score	Mus Theo	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Hum Geog	Macr Econ	Psyc	US Hist	Wo
Global	2	4,689	4,895	3,368	157,439	131,495	4,891	26,751	21,587	36,414	117,974	7
	1	2,670	1,215	607	78,485	44,965	4,400	47,265	36,184	57,643	114,925	4
	Total Number of Exams	18,858	28,072	18,184	529,984	402,518	21,454	160,043	127,043	278,294	475,943	2(
	Mean Score	3.02	3.37	3.28	2.79	2.78	2.86	2.69	2.79	3.12	2.64	
	Standard Deviation	1.32	1.09	1.04	1.19	1.10	1.35	1.39	1.45	1.42	1.28	
	Total Schools	3,132	4,205	3,721	12,692	13,987	1,337	4,244	4,954	8,119	12,925	

* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data fo

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table

Students by Education Level

Comparable Group	Total Schools	Total Students	Unknown	No Longer in High School	12th Grade	1
Croton-Harmon High School	1	228	6		93	
New York	1,384	154,415	3,292	53	62,875	
United States	19,752	2,430,396	64,834	650	878,312	
Global	21,471	2,494,896	66,660	2,491	908,642	

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school caree

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AP Current Year Score Summary (2015)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP scor

Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Disciplines : **All Disciplines**

Croton-Harmon High School (331550)

Total AP Students in Your School: 228

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	67	110	114	75	36	402
Percentage of Total Exams	17	27	28	19	9	100
Number of AP Students	55	77	98	67	35	

Subject Totals	5	4	3	2	1	Total Exams
Music Theory				1		1
Studio Art: 2-D Design Portfolio		1	1	1	1	4
Studio Art: Drawing Portfolio	6	4	3			13
English Language and Composition	14	12	13	3	1	43
English Literature and Composition	3	13	4			20
Comparative Government and Politics	4	12	16	9	3	44
Human Geography	1					1
Macroeconomics		5	6	5	2	18
Psychology		1				1
United States History	8	10	9	10	2	39
World History	14	15	21	1	3	54

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AP Current Year Score Summary (2015)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP scor

Data Updated Jul 28, 2015, Report Run Aug 11, 2015

Disciplines : **All Disciplines**

Croton-Harmon High School (331550)

Subject Totals	5	4	3	2	1	Total Exams
Calculus AB	5	8	5	1	1	20
Calculus BC	6	3	2		1	12
Statistics		1	2	2	4	9
Biology		1	6	2		9
Chemistry		3	4	14	3	24
Environmental Science	1	4	9	15	14	43
Physics C: Mechanics		7	5	1	1	14
Physics 1	2	4	6	9		21
French Language and Culture		3	1	1		5
Spanish Language and Culture	3	3	1			7

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CROTON-HARMON

Union Free School District

Class of 2015 College Matriculation

Binghamton University
Blinn College
Borough of Manhattan Community College
Brooklyn College of the CUNY
Bucknell University
Cheshire Academy
Columbia College Chicago
Columbia-Greene Community College
Cornell University
Dutchess Community College
Fashion Institute of Technology
Georgetown University
Hampshire College
High Point University
Hobart and William Smith Colleges
Humber College
Hunter College of the CUNY
James Madison University
Lehman College of the CUNY
Maryland Institute College of Art
McGill University
Mercy College
Mount Holyoke College
Muhlenberg College
New York University
Niagara University
Northeastern University
Oberlin College
Ohio State University
Onondaga Community College
Paul Smith's College
Rensselaer Polytechnic Institute
Rice University
Sacred Heart University
Savannah College of Art and Design
Smith College
Springfield College
St. Thomas Aquinas College
Stevens Institute of Technology
SUNY Albany
SUNY Buffalo
SUNY College at Geneseo
SUNY College at Oneonta
SUNY College at Oswego
SUNY College at Plattsburgh
SUNY College at Purchase
SUNY Maritime College (Naval Architecture)
Syracuse University
Tulane University
University of California, Santa Barbara
University of Central Florida
University of Colorado at Boulder
University of Delaware
University of Florida
University of Maryland, College Park
University of Massachusetts, Amherst
University of Michigan
University of New Haven
University of Rochester
University of San Francisco
University of South Carolina
University of South Florida, Tampa
University of Southern California
University of Tampa
University of Toronto
University of Vermont
University of Vermont (Environmental Studies)
University of Wisconsin, Madison
Villanova University
Westchester Community College
Whittier College
Worcester Polytechnic Institute

CROTON-HARMON

Union Free School District

Professional Development

Teacher	Professional Development Activity - 2014/2015	Provider Name
Akhondzadeh, Emma	Aligning Rubrics to Report Cards Standards in ELA and SS	CHUFSD
Akhondzadeh, Emma	Aligning Rubrics to Report Cards Standards in ELA and SS	CHUFSD
Akhondzadeh, Emma	Google Classroom	CHUFSD
Akhondzadeh, Emma	Google Classroom	CHUFSD
Ardolino, Susan	Alignment to Common Core Standards and Common Assessments	CHUFSD
Arturi, Theresa	ELA Planning for 4th Grade	CHUFSD
Baker, Denise	Consistent Writing Assessments for 2nd grade	CHUFSD
Baker, Denise	Report Card Revisions/Alignment	CHUFSD
Baker, Denise	Math Revisions and Mapping	CHUFSD
Barth, Jennifer	Reflect Revise Math in the Middle- Grade 6	CHUFSD
Barth, Jennifer	6th Grade Science	CHUFSD
Bernfeld, Maryann	Teacher Changing Grade Level Summer support	CHUFSD
Bernfeld, Maryann	First Grade- Writing Units of Study	CHUFSD
Besana, Joanna	Teacher Changing Grade Level Summer support	CHUFSD
Besana, Joanna	First Grade- Writing Units of Study	CHUFSD
Birdsall, Amanda	7th Grade Curriculum Writing/Scope and Sequence	CHUFSD
Bowden, Brett	Tri-States Training	CHUFSD
Bowden, Brett	Google Classroom	CHUFSD
Brennan, Catherine	Math in the Middle: 5th Grade learn at your own depth	CHUFSD
Brennan, Catherine	5th Grade Science Planning	CHUFSD
Butts, Jessica	Aligning Health Curriculum	CHUFSD
Camilo, Erica	Math in the Middle: 5th Grade learn at your own depth	CHUFSD
Camilo, Erica	Math in the Middle: 5th Grade learn at your own depth	CHUFSD
Camilo, Erica	5th Grade Science Planning	CHUFSD
Camilo, Erica	Fifth Grade Math- Collaboration	CHUFSD
Carr, Phyllis	Consistent Writing Assessments for 2nd grade	CHUFSD
Carr, Phyllis	Report Card Revisions/Alignment	CHUFSD
Carr, Phyllis	Math Revisions and Mapping	CHUFSD
Casey, Richard	8th Grade Curriculum Development	CHUFSD
Casey, Richard	Tri-States Training	CHUFSD
Chimileski, Michael	Google Classroom	CHUFSD
Chousa, Joann	Tri-States Training	CHUFSD
Chousa, Joann	Google Classroom	CHUFSD
Cook, Janet	IEP Goal Assessments	CHUFSD
Cook, Janet	PVC Response to Intervention Development	CHUFSD
Cooke, Robin	Olweus Coordinating Committee	CHUFSD
Cueto, Janet	Olweus Coordinating Committee	CHUFSD
Deacy, Eileen	ELA Planning for 4th Grade	CHUFSD
Diamond, Dara	7th Grade Curriculum Writing/Scope and Sequence	CHUFSD
Dillon, Maureen	Reflect Revise Math in the Middle- Grade 6	CHUFSD
Dillon, Maureen	6th Grade Science	CHUFSD
Dyakina, Tatiana	Google Classroom	CHUFSD
Ernau, Katherine	Assessment Alignment to Common Core & Grading	CHUFSD
Fallon, Eileen	Olweus Coordinating Committee	CHUFSD
Ferrara, Raymond	Earth Science CTSD 2015-16	CHUFSD
Ferrara, Raymond	Forensic Science Summer 2015	CHUFSD
Ferrara, Raymond	Tri-States Training	CHUFSD
Finan, Tracey	Curriculum Mapping for Introduction to Algebra	CHUFSD

Teacher	Professional Development Activity - 2014/2015	Provider Name
Fontana, Jocelyn	Google Classroom	CHUFSD
Gallagher, Noah	7th Grade Curriculum Writing/Scope and Sequence	CHUFSD
Gaynor, Kim	PVC Response to Intervention Development	CHUFSD
Gaynor, Kim	Alignment to the Common Core Standards and Assessments	CHUFSD
Gendron, Marisa	Reflect Revise Math in the Middle- Grade 6	CHUFSD
Gendron, Marisa	IEP Goal Assessments	CHUFSD
Gendron, Marisa	PVC Response to Intervention Development	CHUFSD
Giordano, Dawn	Assessment Alignment to Common Core & Grading	CHUFSD
Giordano, Dawn	Google Classroom	CHUFSD
Glynn, Gina	Support For Teacher Changing Grade Level 2015-2016	CHUFSD
Hamilton, Jenna	Consistent Writing Assessments for 2nd grade	CHUFSD
Hamilton, Jenna	Report Card Revisions/Alignment	CHUFSD
Hamilton, Jenna	Math Revisions and Mapping	CHUFSD
Herbert, Kira	Aligning Rubrics to Report Cards Standards in ELA and SS	CHUFSD
Herbert, Kira	Google Classroom	CHUFSD
Hubbard, Erica	Tri-States Training	CHUFSD
Hubbard, Erica	Google Classroom	CHUFSD
Ingraham, Kelly	Earth Science CTSD 2015-16	CHUFSD
Jamison, Linda	IEP Goal Assessments	CHUFSD
Jamison, Linda	8th Grade Curriculum Development	CHUFSD
Jamison, Linda	PVC Response to Intervention Development	CHUFSD
Jamison, Linda	ELA Alignment to CC (8th Grade Self-Contained ELA Class)	CHUFSD
Jamison, Linda	Fifth Grade Math- Collaboration	CHUFSD
Johnson, Jacquline	8th Grade Curriculum Development	CHUFSD
Johnson, Jacquline	7th / 8th Grade English Standards Assessments	CHUFSD
Johnson, Jacquline	ELA Alignment to CC (8th Grade Self-Contained ELA Class)	CHUFSD
Klugherz, Glenn	PVC Response to Intervention Development	CHUFSD
Large, Daniel	Fifth Grade Math- Collaboration	CHUFSD
Lewis, Suzanne	Learning Center/AIS	CHUFSD
Lewis, Suzanne	IEP Data Collection	CHUFSD
Lewis, Suzanne	ELA Alignment to CC (8th Grade Self-Contained ELA Class)	CHUFSD
Lewis, Suzanne	Google Classroom	CHUFSD
Liebert, Debbie	Consistent Writing Assessments for 2nd grade	CHUFSD
Liebert, Debbie	Report Card Revisions/Alignment	CHUFSD
Liebert, Debbie	Math Revisions and Mapping	CHUFSD
Light, Donna	Google Classroom	CHUFSD
Lim, Soyoung	Mapping - Computer Science 1	CHUFSD
Lim, Soyoung	Mapping - Computer Science 2	CHUFSD
Lim, Soyoung	Applied Geometry Curriculum Mapping	CHUFSD
Lim, Soyoung	Google Classroom	CHUFSD
Liss, Stefanie	First Grade- Writing Units of Study	CHUFSD
Lynch, Patricia	First Grade- Writing Units of Study	CHUFSD
Maloney, Kelly	Croton-Harmon Administrative Retreat	CHUFSD
McManus, Renoir	Consistent Writing Assessments for 2nd grade	CHUFSD
McManus, Renoir	Report Card Revisions/Alignment	CHUFSD
McManus, Renoir	Math Revisions and Mapping	CHUFSD
McManus, Renoir	Olweus Coordinating Committee	CHUFSD
Merriam, Joseph	Alignment to the Common Core Standards/Common Assessments	CHUFSD
Moore, Annemarie	ELA Planning for 4th Grade	CHUFSD

Teacher	Professional Development Activity - 2014/2015	Provider Name
Morrison, Pamela	Tri-States Training	CHUFSD
Obrien, Sara	Google Classroom	CHUFSD
Occhipinti, Sam	Tri-States Training	CHUFSD
O'Connor, Christopher	Tri-States Training	CHUFSD
Palencsar, Stephen	IEP Goal Assessments	CHUFSD
Palencsar, Stephen	PVC Response to Intervention Development	CHUFSD
Pegna, Christina	Google Classroom	CHUFSD
Perrone, Dorothy	Olweus Coordinating Committee	CHUFSD
Pike, Eileen	Applied Geometry Curriculum Mapping	CHUFSD
Reich, Linda	Mentoring	CHUFSD
Romm, Alison	Assessment Alignment to Common Core & Grading	CHUFSD
Rooney, Jamie	Tri-States Training	CHUFSD
Rupp, Rebekah	Consistent Writing Assessments for 2nd grade	CHUFSD
Rupp, Rebekah	Report Card Revisions/Alignment	CHUFSD
Rupp, Rebekah	Math Revisions and Mapping	CHUFSD
Saladino, Nancy	IEP Goal Assessments	CHUFSD
Schoenleber, Noel	Common Core Alignment for English 11	CHUFSD
Scollins, Lauren	7th Grade Curriculum Writing/Scope and Sequence	CHUFSD
Scollins, Lauren	Reflect Revise Math in the Middle- Grade 6	CHUFSD
Scollins, Lauren	6th Grade Science	CHUFSD
Shapiro, Jill	ELA Planning for 4th Grade	CHUFSD
Strattner, AnaMaria	ELA Planning for 4th Grade	CHUFSD
Sullivan, Ruth	Tri-States Training	CHUFSD
Sullivan, Ruth	Olweus Coordinating Committee	CHUFSD
Tanner, Renee	Olweus Coordinating Committee	CHUFSD
Tracy, Kerri	Introduction to Sports Medicine Course	CHUFSD
Tracy, Kerri	Aligning Health Curriculum	CHUFSD
Valentine, Ashley	Common Core Alignment for English 11	CHUFSD
Valentine, Ashley	Tri-States Training	CHUFSD
VanAsselt, Jeannie	Google Classroom	CHUFSD
Vlad, Lisa	Olweus Coordinating Committee	CHUFSD
Walter, Kaitlin	Consistent Writing Assessments for 2nd grade	CHUFSD
Walter, Kaitlin	Report Card Revisions/Alignment	CHUFSD
Walter, Kaitlin	Math Revisions and Mapping	CHUFSD
Wang, Sophie	Mandarin V	CHUFSD
Wang, Sophie	Google Classroom	CHUFSD
Zabbia, Maryann	8th Grade Curriculum Development	CHUFSD
Zabbia, Maryann	7th / 8th Grade English Standards Assessments	CHUFSD