

Croton-Harmon Annual Report 2014 - 2015

Presentation:
To the Croton-Harmon Board of Education
October 22, 2015

District Vision & Mission



The Croton-Harmon School House



Vision:

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

Mission:

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



Learning Standards

[Common Core Standards](#)
[NYS Standards](#)
[21st Century Skills](#)
[Stem-D](#)
[Project-Based Learning](#)

S³

Systems Support Structure

[Tri-State Consortium](#)
[Data Inquiry Teams](#)
[School-Based Planning Teams](#)
[Quality Curriculum Review Team](#)



Learning by Design

[Curriculum](#)
[Instruction](#)
[Assessment](#)
[Technology](#)



District Goals

[Education Program: Learning for All](#)

[District Resources](#)

[School Environment](#)

[Community/School Connections](#)

Our Commitment

- Our District is committed to helping students and staff set goals that bring them closer to realizing their true potential

A Year in Review...

- The Annual Report summarizes our commitment to the District's Vision & Mission
- The Annual Report focus areas are:

Goals

Co-Curricular

Professional
Development

Curriculum
Coordinators

Data Review

Graduation &
Beyond

Commitment to the Whole Child

- Over 50 clubs
- Over 1,476 student participants



School Data Review

NYSED Performance Levels

NYS Level 4 Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for ELA/Mathematics that are considered more than sufficient for the expectations at this grade.

NYS Level 3 Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for ELA/Mathematics that are considered sufficient for the expectations at this grade.

NYSED Performance Levels

NYS Level 2 Students performing at this level are partially proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for ELA/Mathematics that are considered partial but insufficient for the expectations at this grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are not yet proficient on Common Core Learning Standards at this grade.

NYS Level 1 Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for ELA/Mathematics that are considered insufficient for the expectations at this grade.

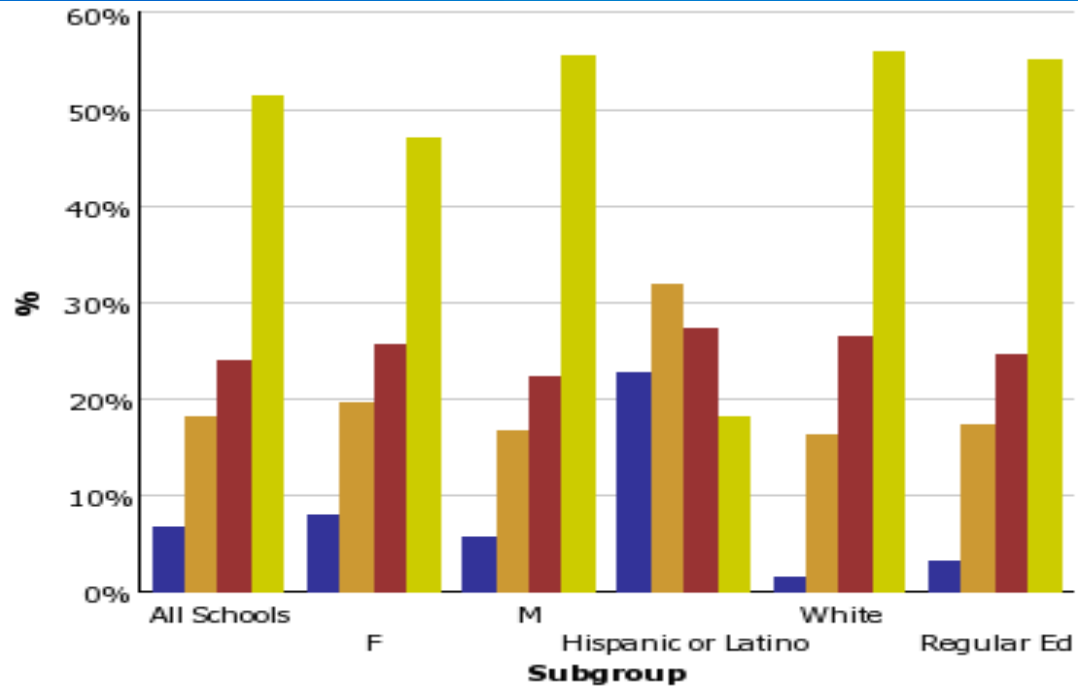
Data Review

Carrie E. Tompkins Elementary School

Grade 3 - Math

Performance Level

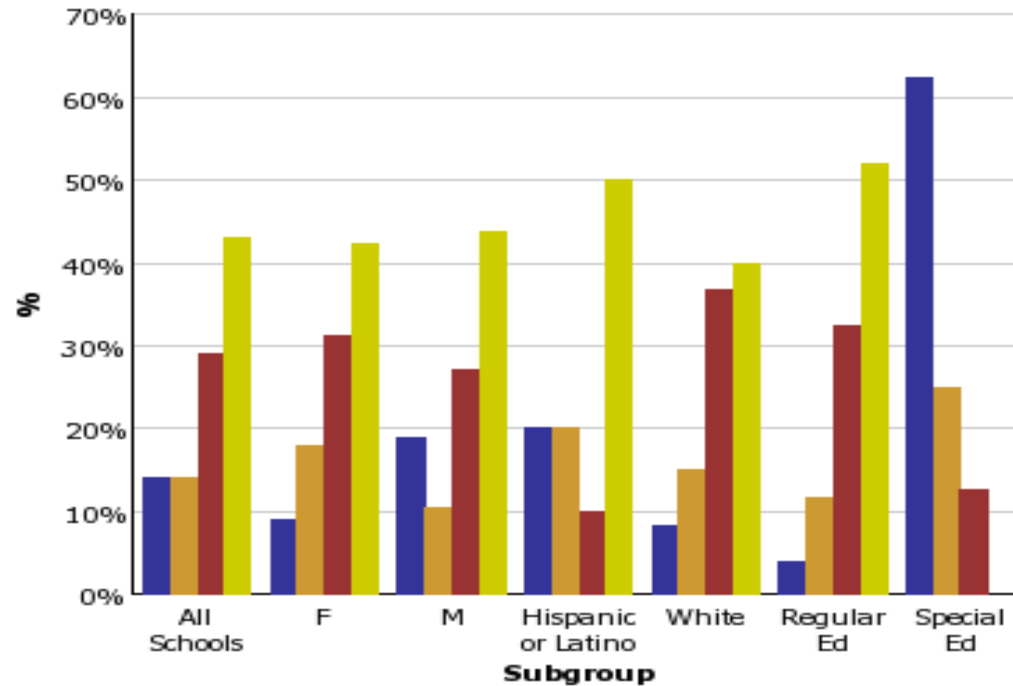
- Level 1
- Level 2
- Level 3
- Level 4



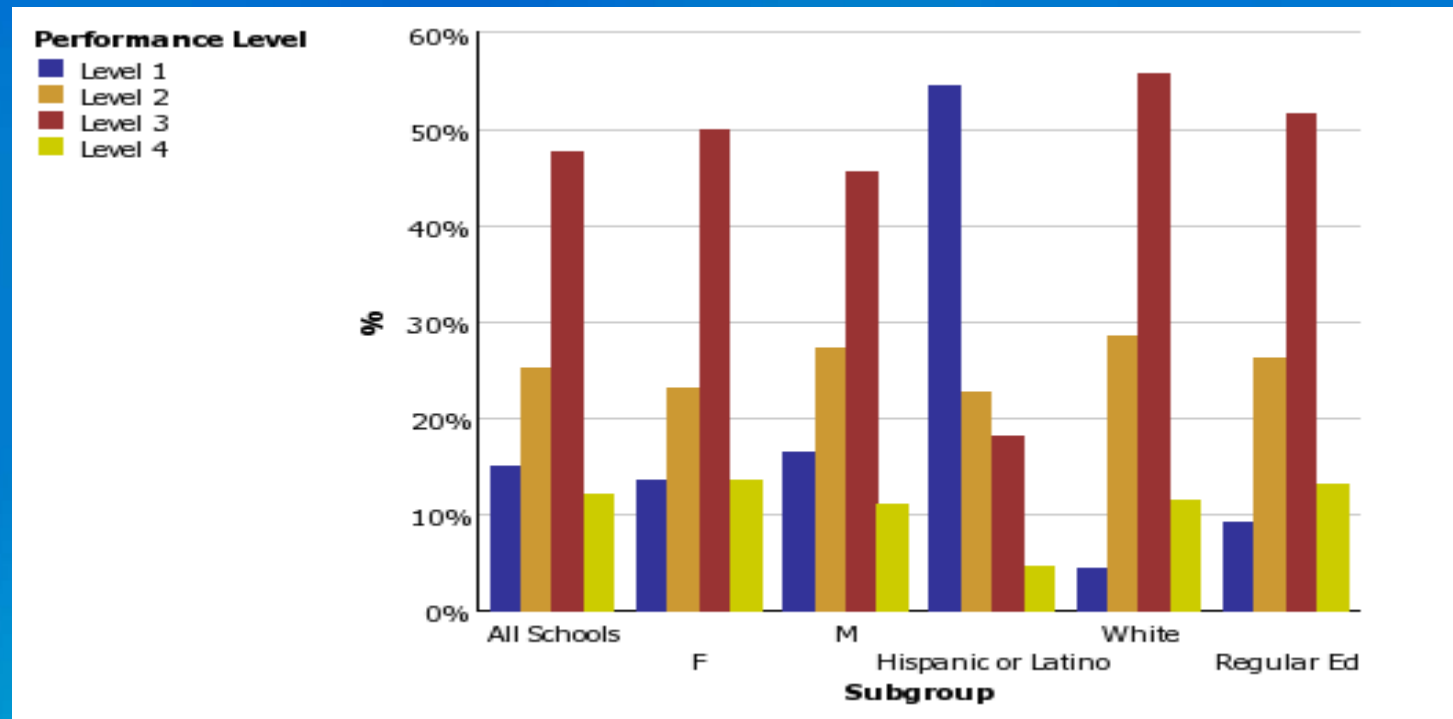
Grade 4 - Math

Performance Level

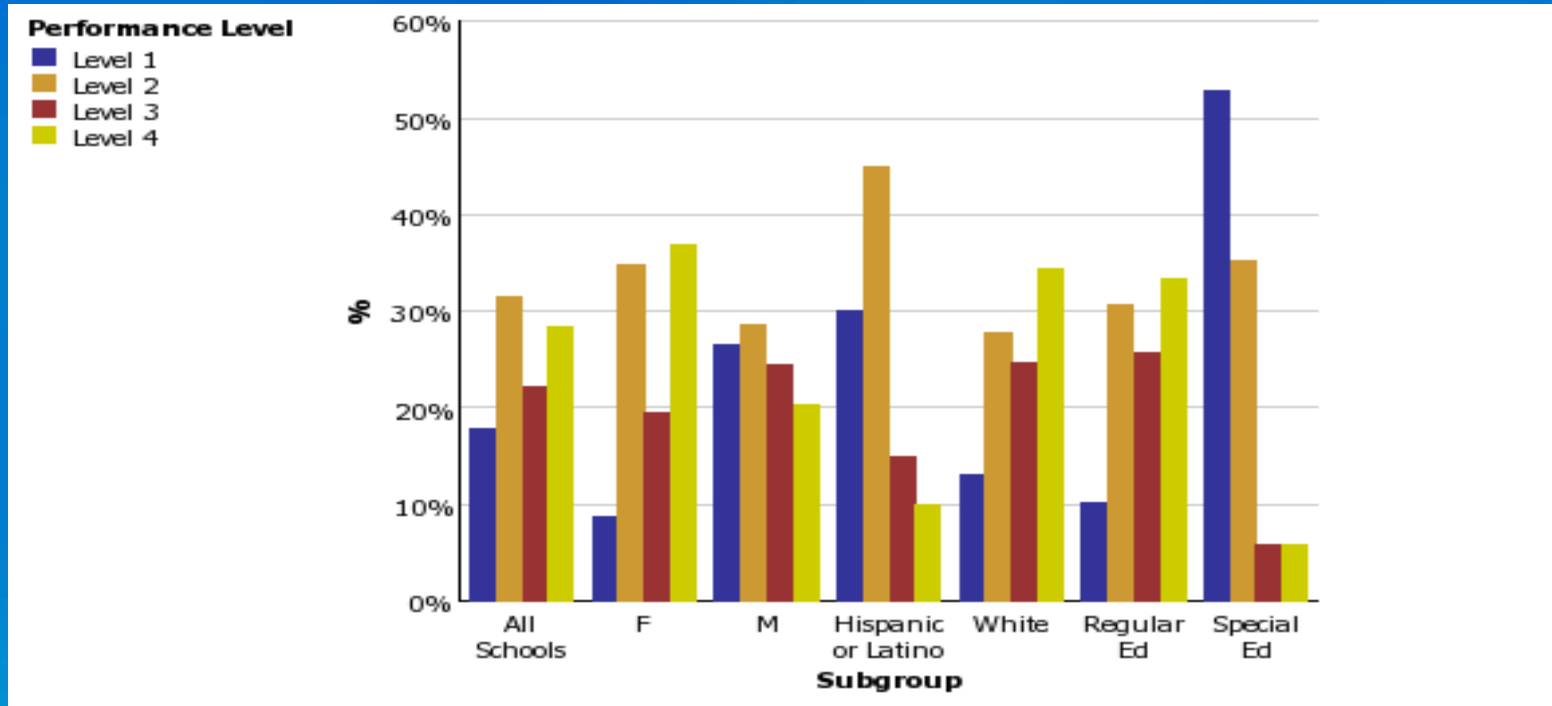
- Level 1
- Level 2
- Level 3
- Level 4



Grade 3 - ELA



Grade 4 - ELA



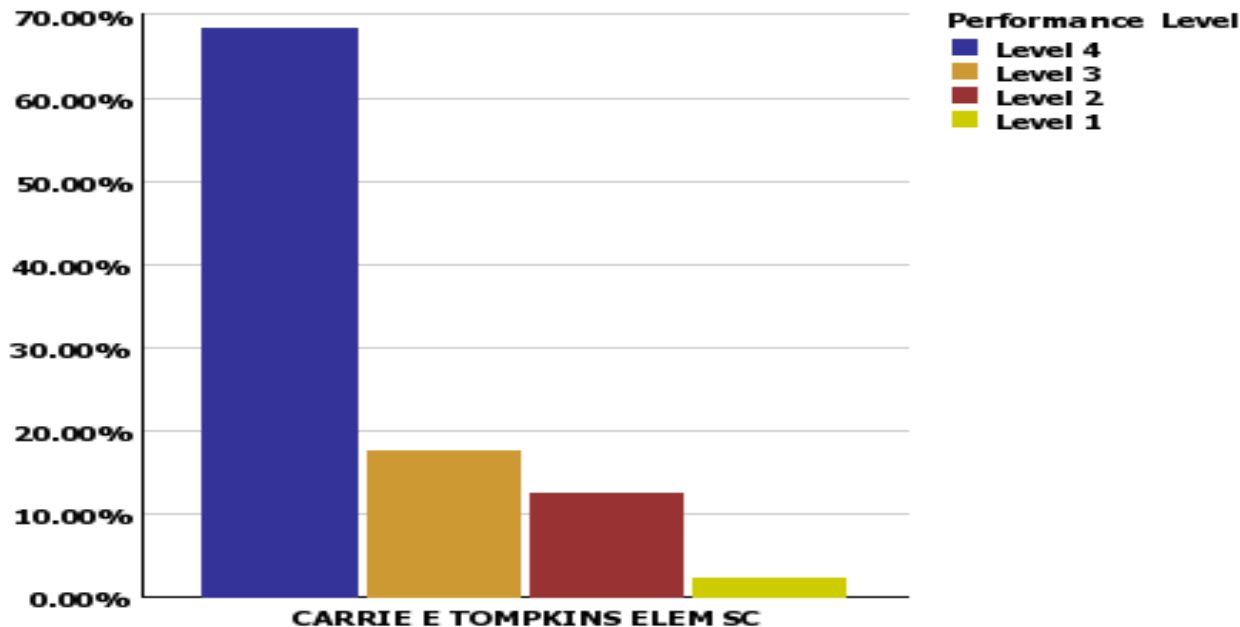
Grade 4 - Science

📌 **District:** 660202 - CROTON HARMON SCHOOL DISTRICT (# of Tested District Students: 98)

📌 2015 - Grade 4 Sci: Scale

📌 **Building:** 003 - CARRIE E TOMPKINS ELEM SC (# of Tested Building Students: 98)

Performance Level	Range	Building Count	Building Percent
Level 4		67	68.37%
Level 3		17	17.35%
Level 2		12	12.24%
Level 1		2	2.04%



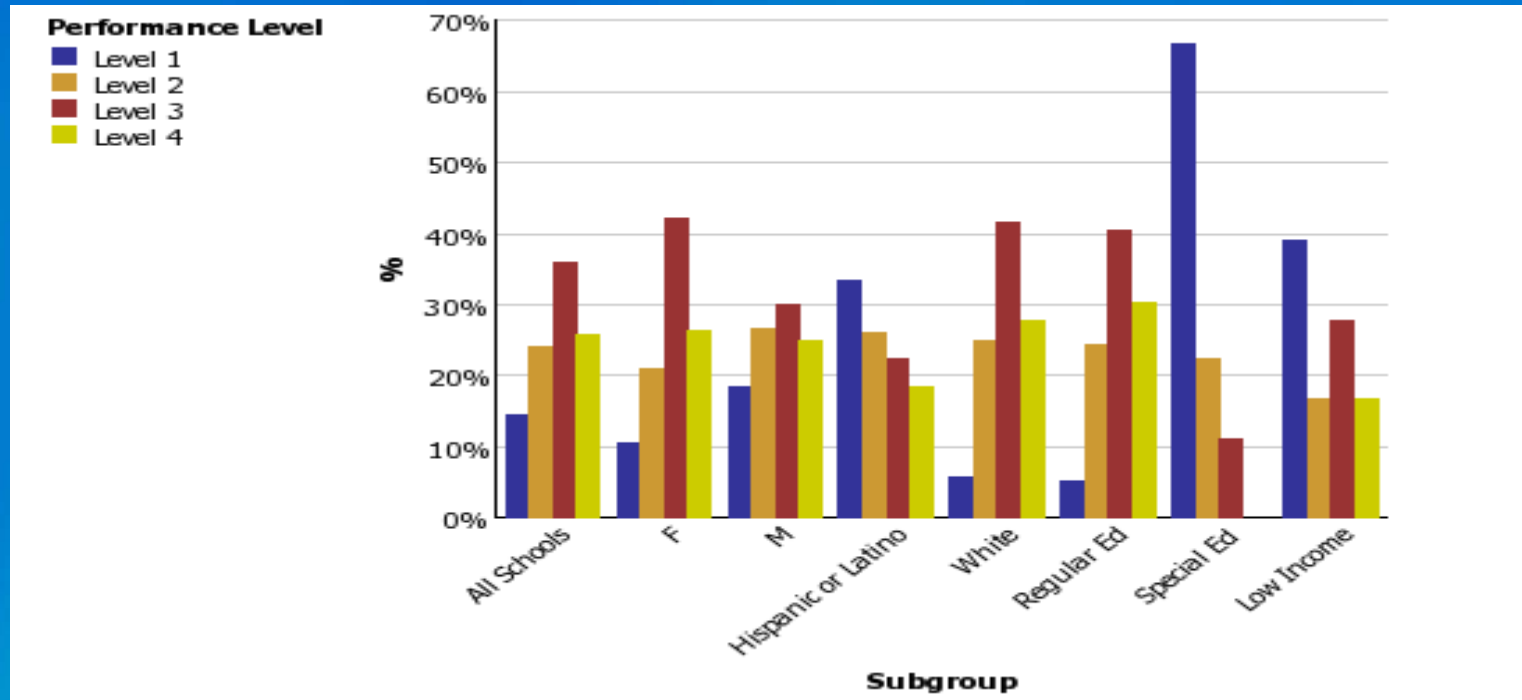
Questions & Final Thoughts



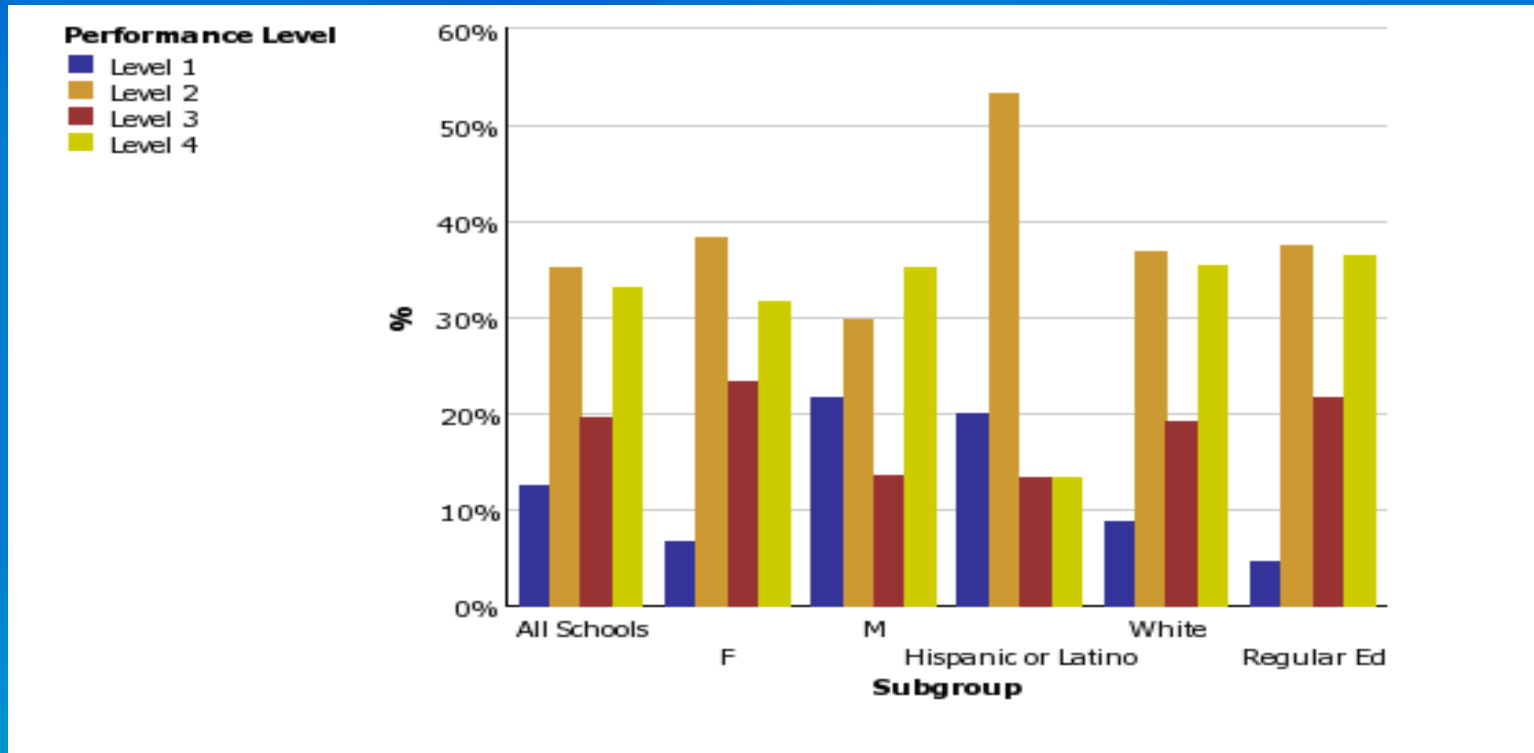
Data Review

Pierre Van Cortlandt Middle School

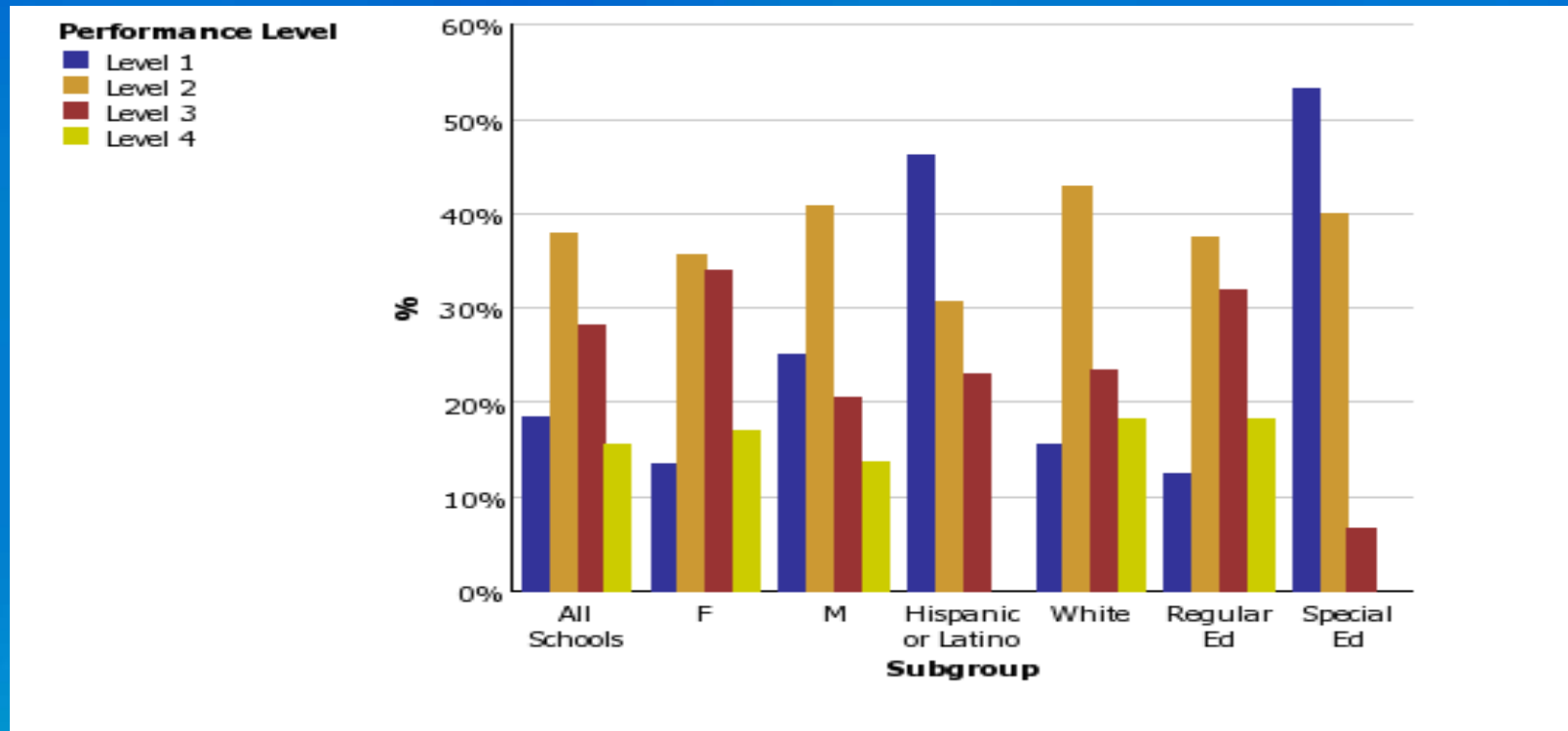
Grade 5 - Math



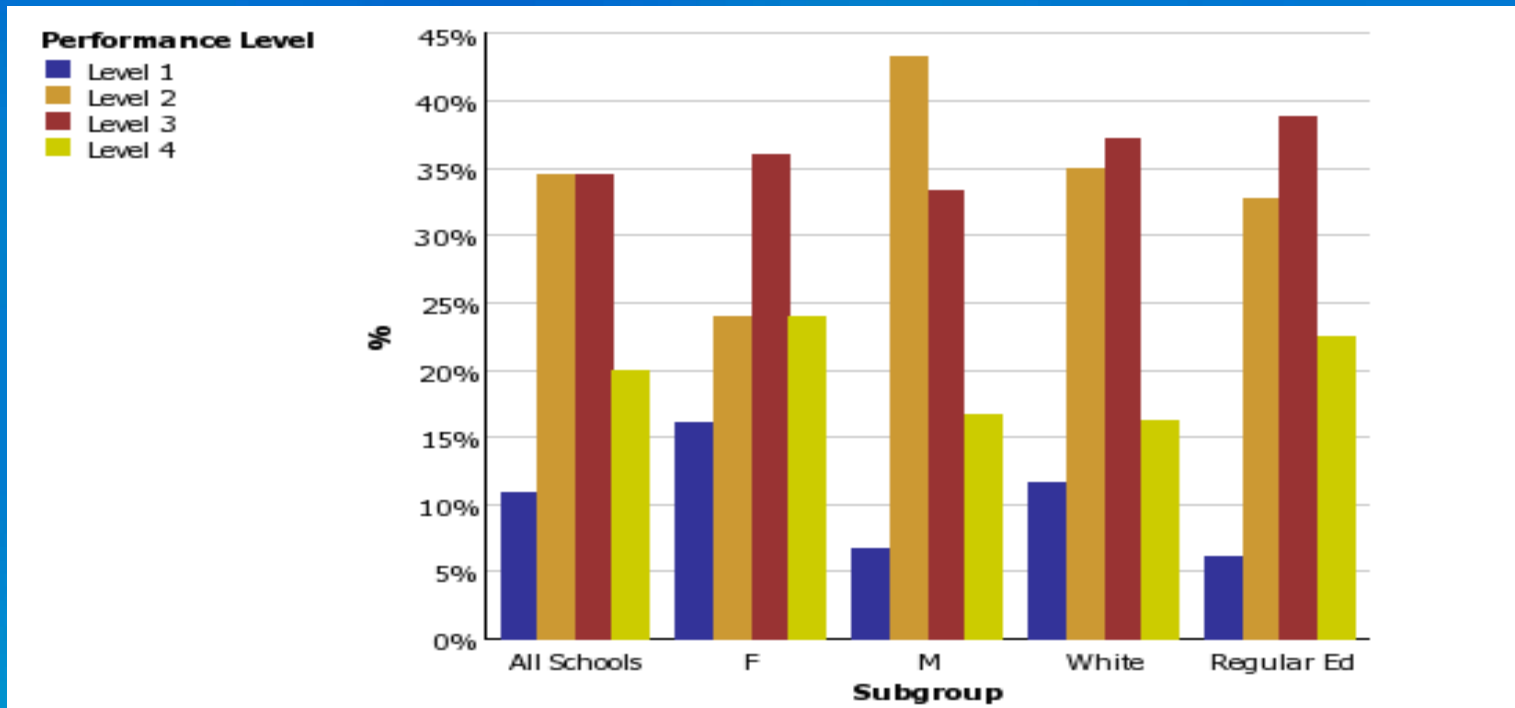
Grade 6 - Math



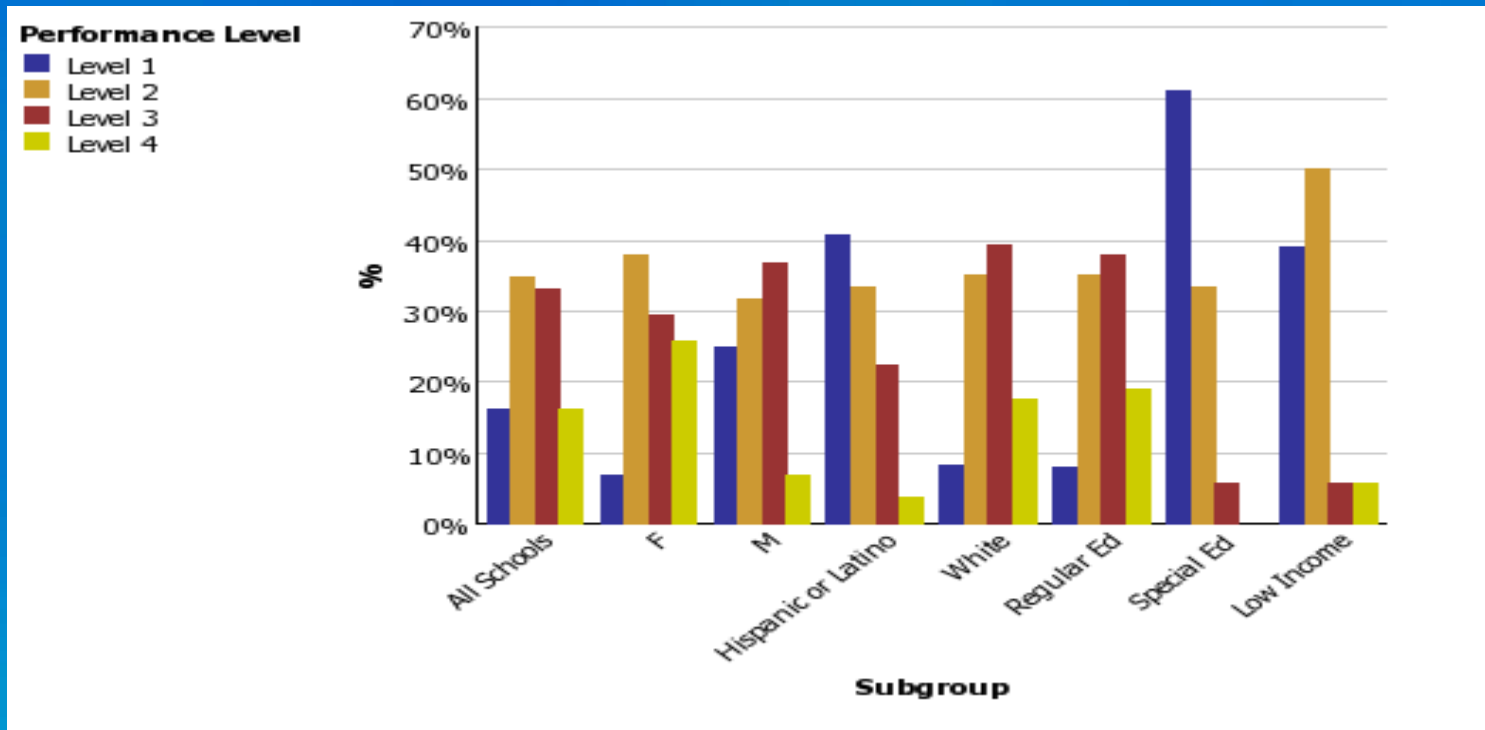
Grade 7 - Math



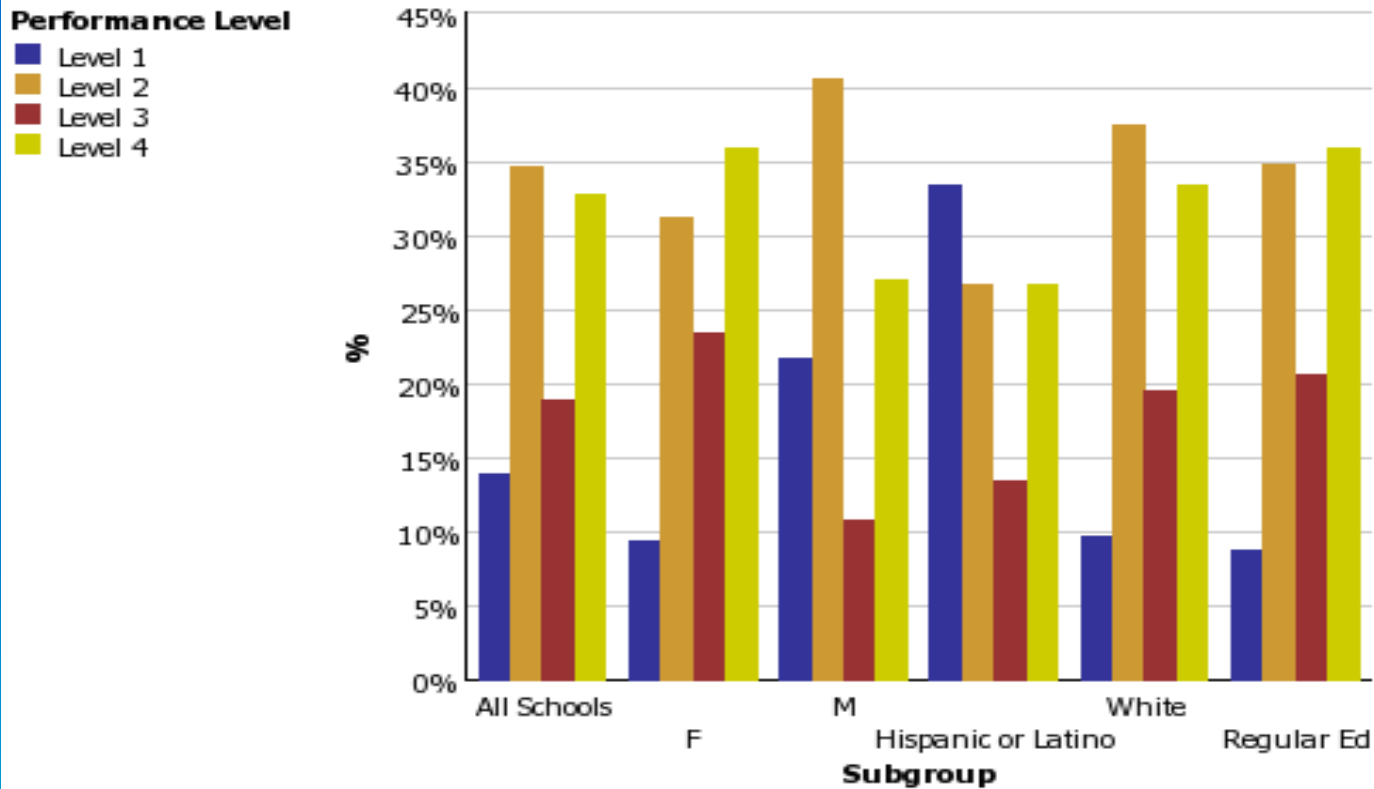
Grade 8 - Math



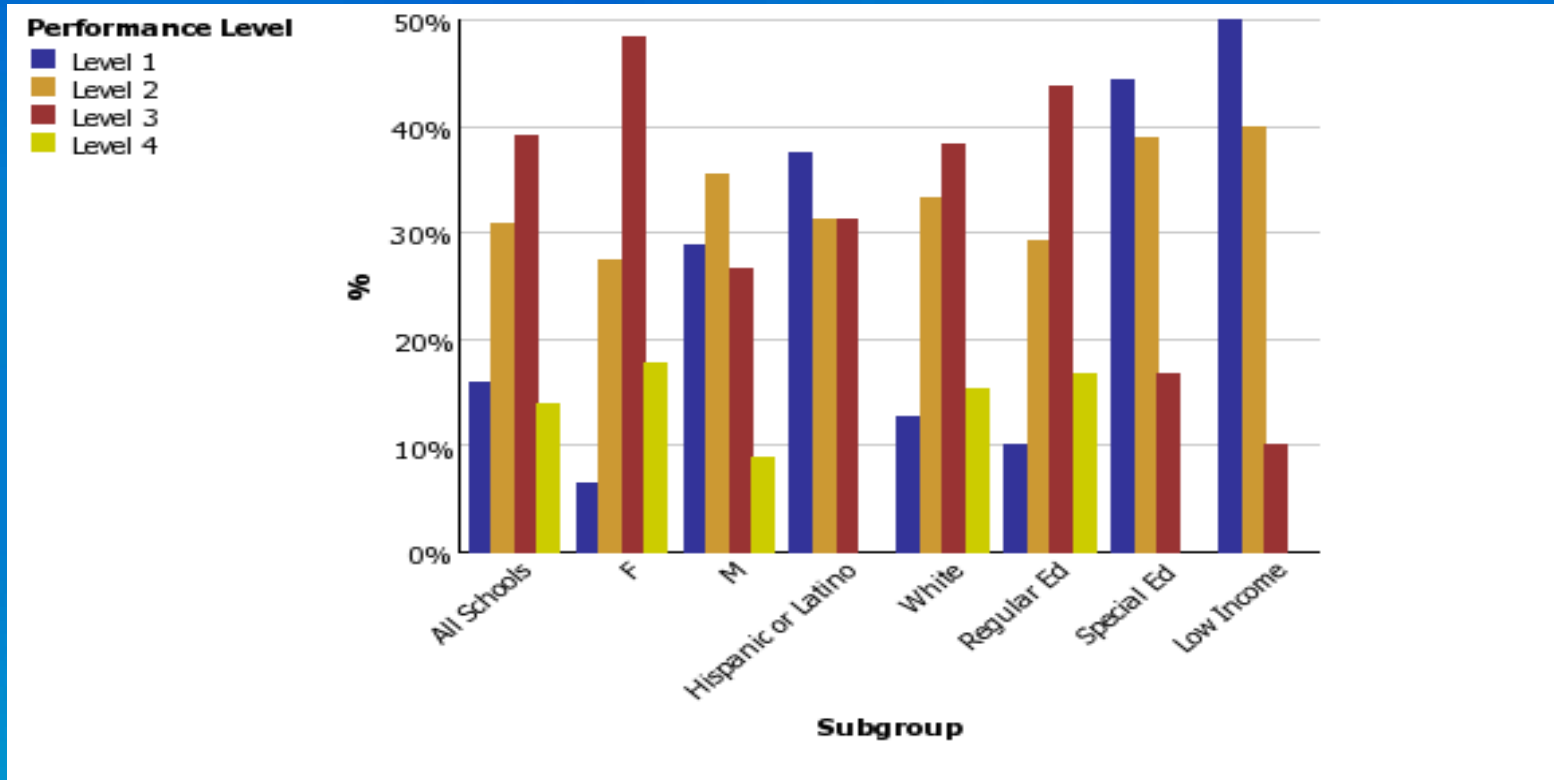
Grade 5 - ELA



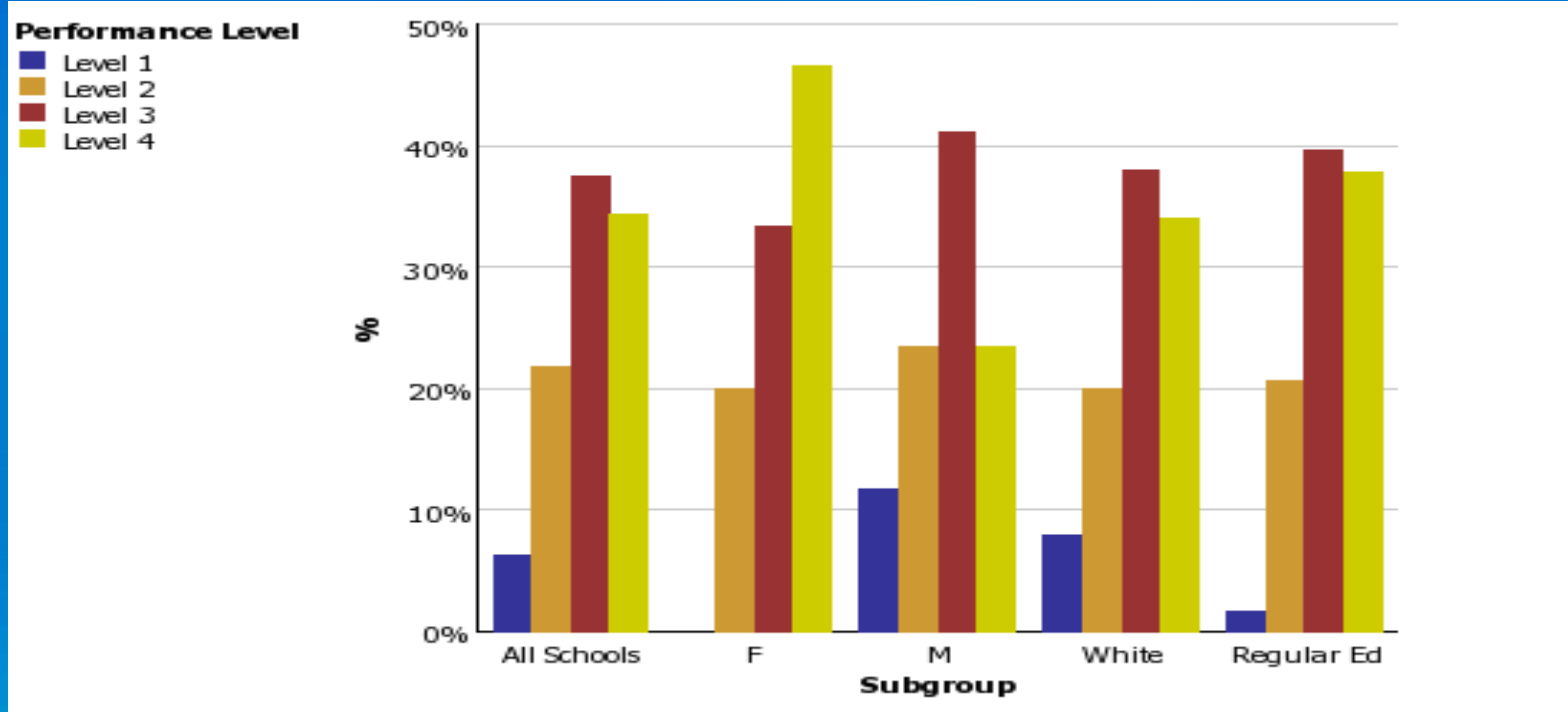
Grade 6 - ELA



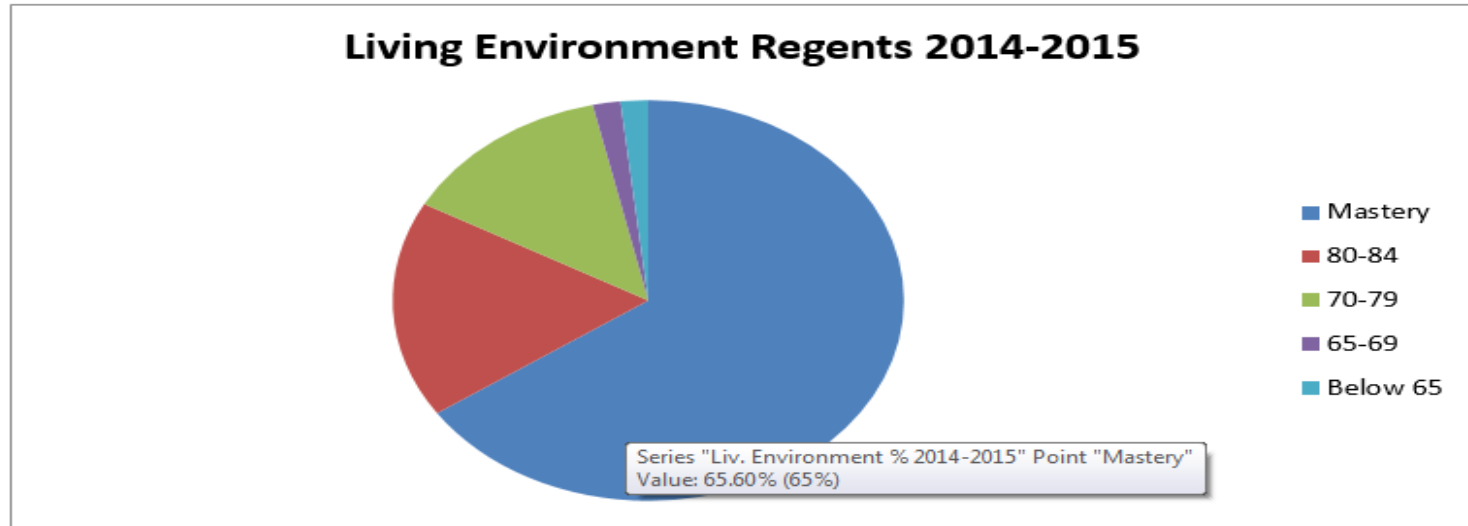
Grade 7 - ELA



Grade 8 - ELA



Grade 8 -Living Environment Regents



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%

PVC – Algebra Regents

Common Core, Algebra I Regents June 2015



Common Core, Algebra I Regents June 2014



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		

PVC – World Languages/Geometry

World Languages: End of Year Assessments-June 2015

Assessment	Passing/Student Count	Mastery (85% or higher)	Student Count
8 th Grade Spanish	100%/75	93.3%/ 70	75
8 th Grade French	100%/18	88.8%/16	18
8 th Grade Mandarin	100%/18	88.8%/16	18

Common Core Geometry June 2015

Student Count	Range	Average Score	Mastery
6		93.3%	100%
95%-100%	3		
90%-94%	2		
85%-89%	1		

Questions & Final Thoughts



Data Review

Croton-Harmon High School

CHHS – Regents Results 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%

CHHS – Regents Results 2015

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%

CHHS – Regents Results 2015

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%

Chart Title

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%

CHHS – Regents Results 2015

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%
		Chart Title
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%

CHHS – Regents Results 2015

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%

2015 AP Tests	% of 3+	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Totals
Studio Art: Drawing Portfolio	100%	6	4	3			12
Studio Art: 2-D Design Portfolio	100%		1	1	1		3
English Language and Composition	91%	14	12	13	3	1	43
English Literature and Composition	100%	3	13	4			20
Comparative Government & Politics	73%	4	12	16	9	3	44
Macroeconomics	61%		5	6	5	2	18
United States History	69%	8	10	9	10	2	39
World History	93%	14	15	21	1	3	54
Calculus AB	90%	5	8	5	1	1	20
Calculus BC	92%	6	3	2		1	12
Statistics	33%		1	2	2	4	9
Biology	78%		1	6	2		9
Chemistry	29%		3	4	14	3	24
Environmental Science	33%	1	4	9	15	14	43
Physics C: Mechanics	86%		7	5	1	1	14
French Language	80%		3	1	1		5
Spanish Language	100%	3	3	1			7
School-wide Totals	73%	67	110	114	75	35	401
Unduplicated Count AP students 228		17%	27%	28%	19%	9%	

CHHS – Advanced Placement 2015

AP Equity and Excellence (2015)

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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.

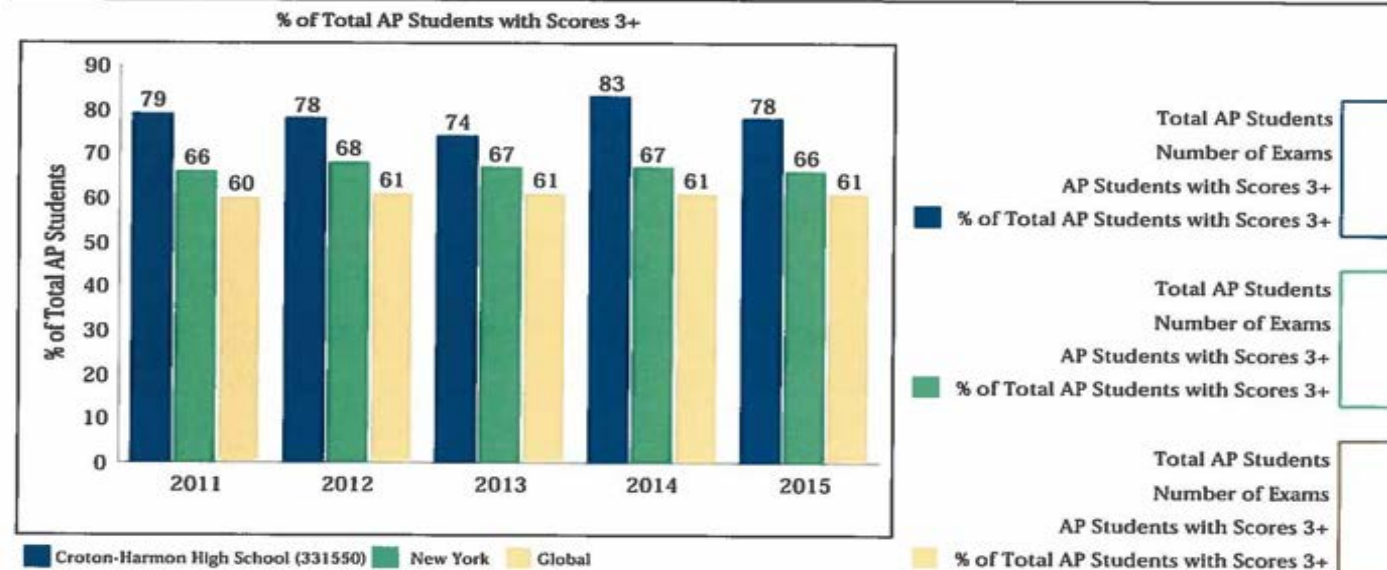
CHHS – Advanced Placement 2015

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)

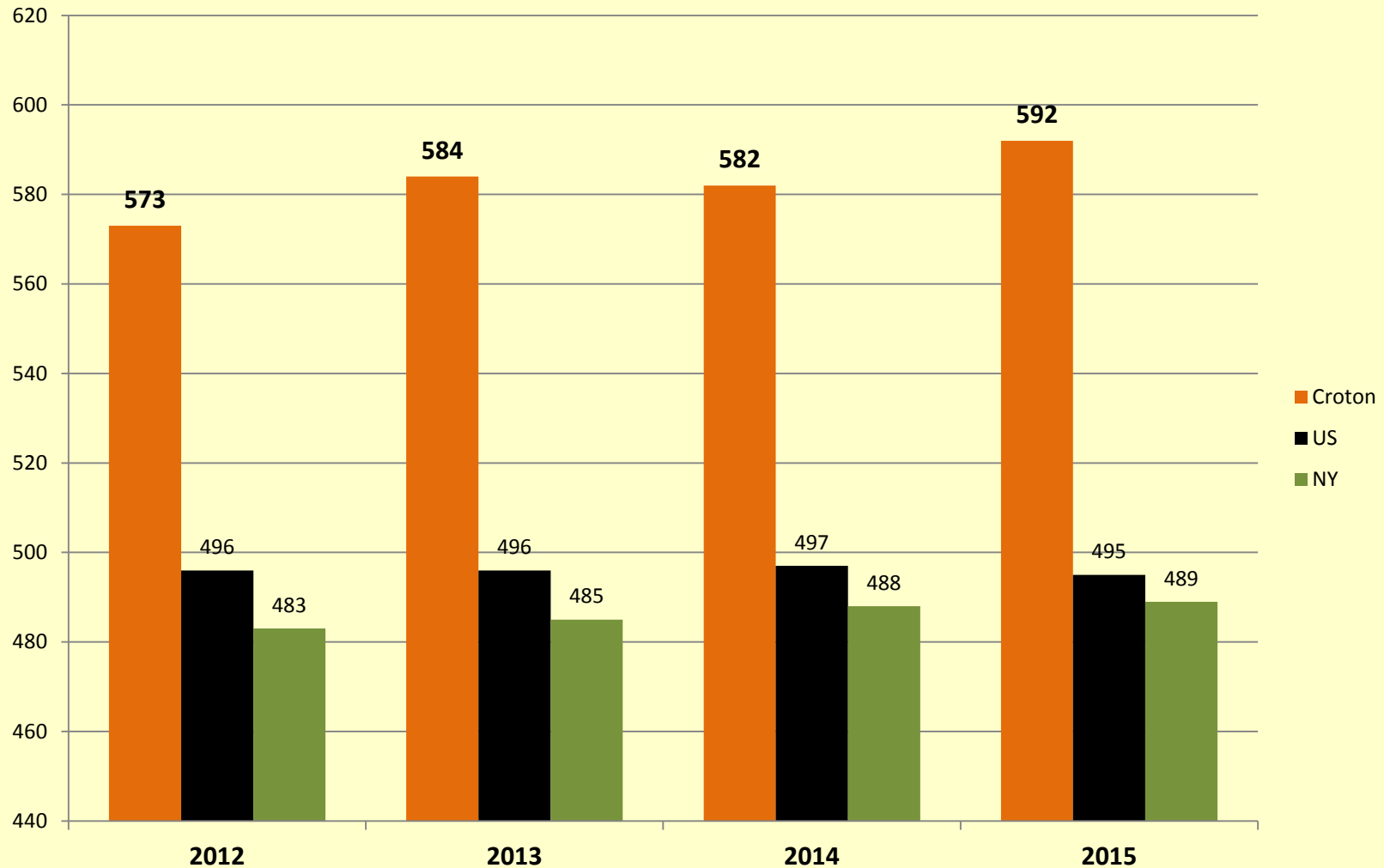


"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. An example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong indicator of a student's ability to earn a bachelor's degree.

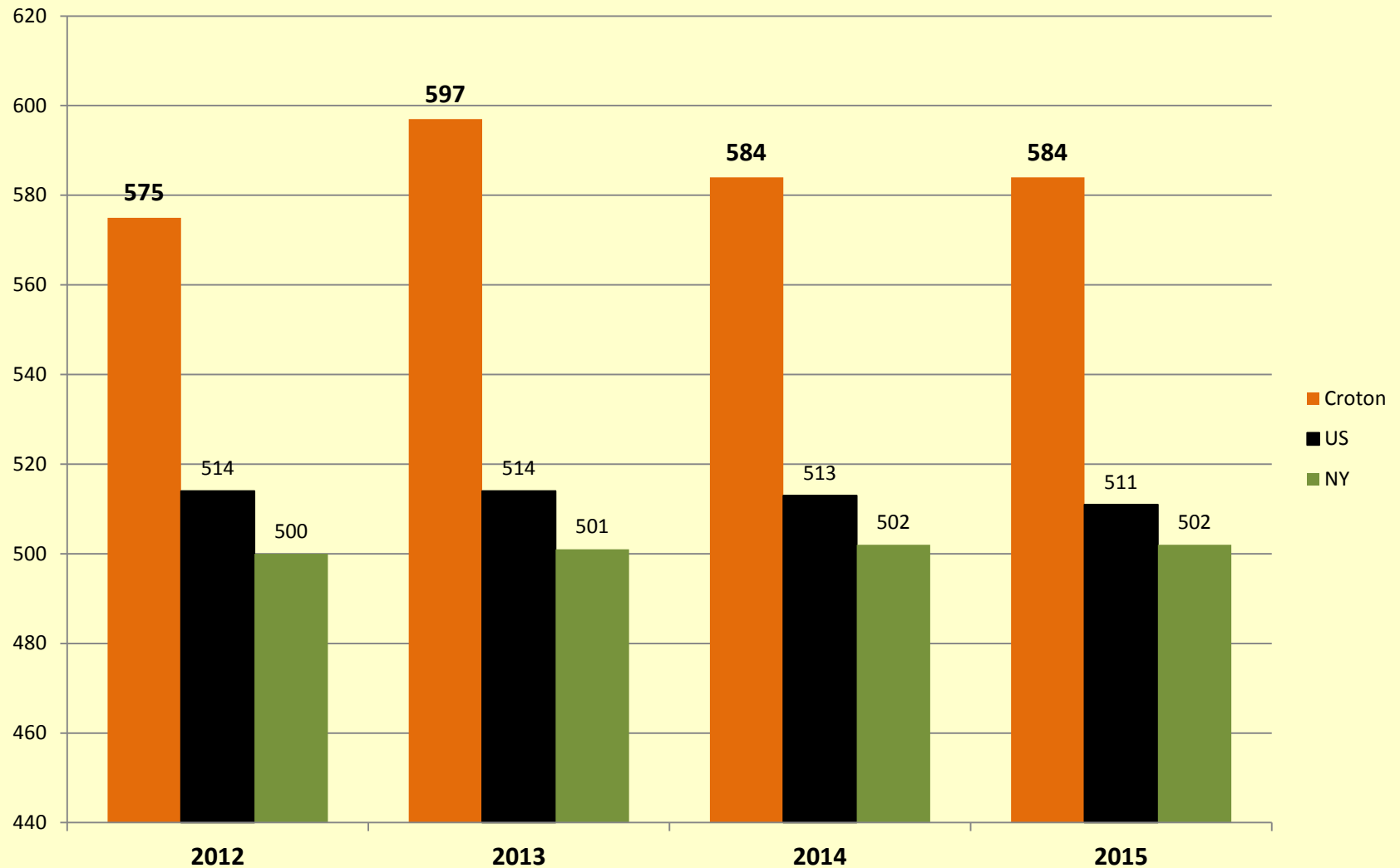
The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school careers.

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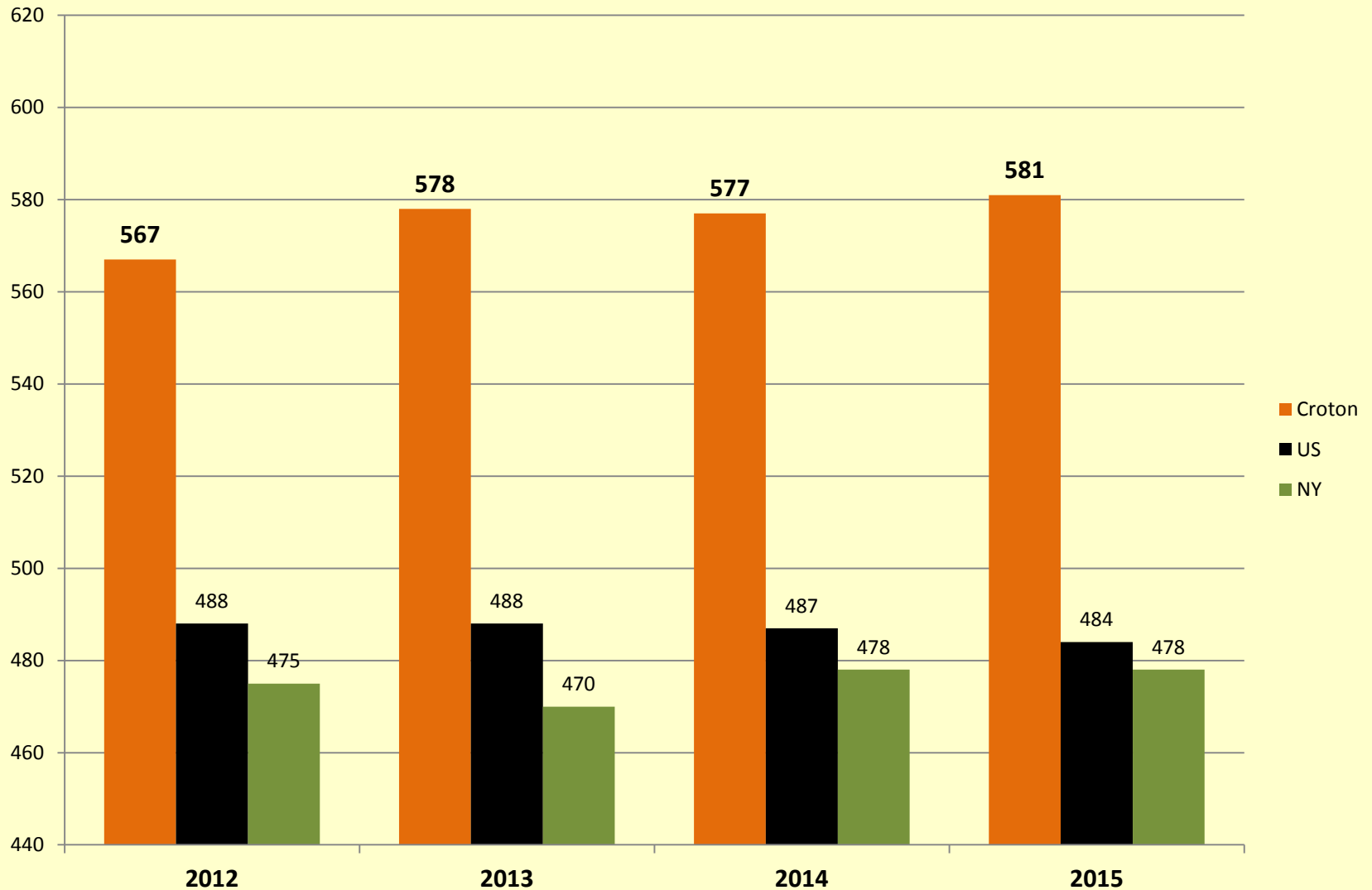
SAT – Critical Reading: Graduating Class



SAT – Math: Graduating Class



SAT – Writing: Graduating Class



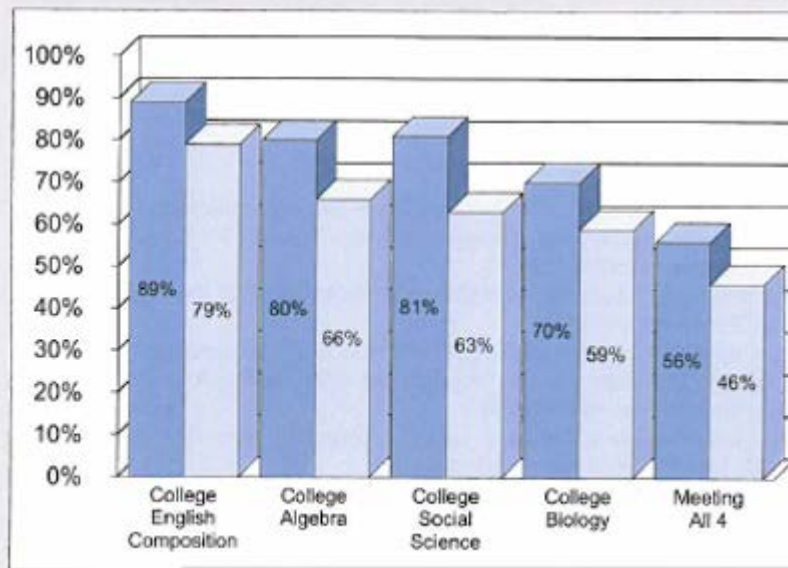
SAT II Tests Class of 2015	Average	# Tested
Biology - Molecular	675	6
Biology – Ecology	552	4
Chemistry	650	22
English Literature	586	18
French	660	1
Math Level I	628	28
Math Level II	672	15
Physics	607	4
Spanish	660	3
U.S. History	651	19
World History	587	22

CHHS – ACT Results 2015

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		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

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

■ Your School
■ State

AP Instructional Planning Report (2015)

✓ Data Updated Aug 27, 2015, Report Run Oct 16, 2015

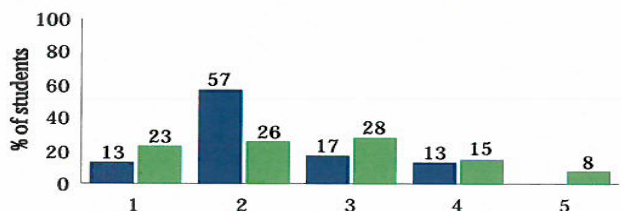
This subject-specific report compares your students' performance on specific topics in this AP Exam with the performance of all students on these same topics, helping teachers target areas for increased attention and focus in the curriculum. Other uses of the report, such as teacher evaluation or institutional ranking, are not warranted. Students who tested on late-testing dates are not included in this report.

Croton-Harmon High School (331550) - Chemistry

■ Your Group Total Students: 23

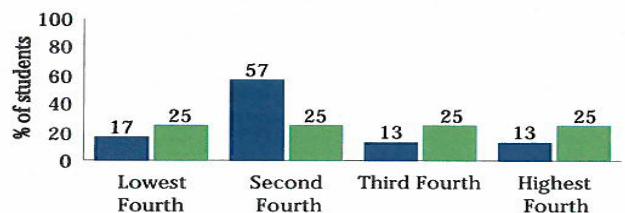
■ Global Total Students: 132,306

Overall Score Distributions



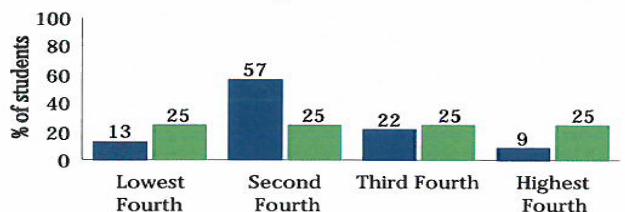
Overall Score Distributions	1	2	3	4	5
Number of Students in Your Group	3	13	4	3	0
% Students in Your Group	13.0	56.5	17.4	13.0	0.0
% Students Globally	22.8	25.5	28.0	15.3	8.4

Multiple-Choice Section



Multiple-Choice Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	4	13	3	3
% Students in Your Group	17.4	56.5	13.0	13.0
% Students Globally	25.0	25.0	25.0	25.0

Free-Response Section



Free-Response Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	3	13	5	2
% Students in Your Group	13.0	56.5	21.7	8.7
% Students Globally	25.0	25.0	25.0	25.0

AP Instructional Planning Report (2015)

✓ Data Updated Aug 27, 2015, Report Run Oct 16, 2015

Croton-Harmon High School (331550) - Chemistry

Performance on Multiple-Choice Section (Maximum Possible Score = 50)

Content Area	Number of Questions	Global Mean	Group Mean	Number of Students in Your Group			
				Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
BI1: ATOMIC STRUCTURE	8	4	3	8	4	6	5
BI2: STRUCTURE AND PROPERTY RELATIONS	15	8	8	1	7	8	7
BI3: TRANSFORMATION	4	**	**	**	**	**	**
BI4: KINETICS	5	3	3	6	6	5	6
BI5: THERMODYNAMICS	9	5	5	2	7	6	8
BI6: EQUILIBRIUM	15	7	7	2	10	6	5
SP1: USES REPRESENTATIONS AND MODELS TO COMMUNICATE SCIENTIFIC PHENOMENA AND SOLVE PROBLEMS	14	7	7	1	8	10	4
SP2: USES MATHEMATICS APPROPRIATELY	13	6	5	4	10	5	4
SP3: ENGAGES IN SCIENTIFIC EXPLANATIONS AND THEORIES	0	**	**	**	**	**	**
SP4: PLANS AND IMPLEMENTS DATA COLLECTION STRATEGIES	10	5	4	3	12	5	3
SP5: PERFORMS DATA ANALYSIS AND EVALUATION OF EVIDENCE	11	6	5	7	8	7	1
SP6: WORKS WITH SCIENTIFIC EXPLANATIONS AND THEORIES	24	13	12	1	9	11	2
SP7: CONNECTS AND RELATES KNOWLEDGE ACROSS SCALES, CONCEPTS, REPRESENTATIONS, AND DOMAINS.	10	5	4	2	11	3	7
Multiple-Choice Summary		26	24	4	13	3	3

Performance on Free-Response Section (Maximum Possible Score = 50)

Question/Problem	SP	Max Possible Score	Global Mean	Group Mean	Number of Students in Your Group			
					Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
ELECTROCHEMISTRY: METAL-AIR CELL	1, 2, 4, 5, 6, 7	10	3.8	3.3	3	11	5	4
STOICHIOMETRY/LEWIS DIAGRAM: ETHANOL DEHYDRATION	1, 2, 5, 6	10	3.9	2.8	2	14	4	3
TITRATION: SORBATE	1, 2, 4, 5, 6, 7	10	3.7	2.7	9	0	12	2
KSP: CALCIUM HYDROXIDE	1, 2, 5, 6, 7	4	1.4	1.5	3	0	8	12
KINETICS: BLEACH AND FOOD COLORING	5, 6	4	2.4	2.9	0	4	3	16
BONDING: MELTING POINTS OF SALT	1, 2, 3, 5, 6, 7	4	2.0	2.2	1	3	10	9
THERMODYNAMICS: ALUMINUM	2, 7	4	1.2	1.1	0	9	7	7
Free-Response Summary			20.0	17.9	3	13	5	2

Indicates that the distribution is not displayed because more than half of the total AP global group earned the same score.

** Indicates that the distribution is not displayed because there were fewer than five questions in the category.

Questions & Final Thoughts



Thank You

