

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: C.E.T.	Name of Club: Math Olympiad	Advisor(s): Kristine Robinson
Frequency and Duration of Meetings: Tuesday Mornings from 7:30-8:00 October 23, 2012 - March 19, 2013 18 Meetings		Number of Students in Core Group: 29 fourth grade students
1. Description/Purpose/Goal: Math Olympiads is an enrichment math program for fourth grade students. Club members explore topics and strategies in depth using creative problem solving skills. They also practice for the contests, using non-routine problems from <i>Math Olympiad Contest Problems for Elementary Students</i>. Through Math Olympiads students will: • Develop an understanding of multiple ways to solve mathematic equations • Build collaborative working skills • Solve challenging mathematic problems by using problem solving strategies taught Through Math Olympiads the instructor will: • Teach strategies for problem solving in the area of mathematics • Encourage a greater love for Mathematics • Introduce important Mathematical concepts and tools for decoding math problems		
2. Bulletin point list of achievements, highlights, events & activities: • Through the course of the program students participated in five math contests. • Once the results are submitted by the instructor they are compared to schools and students nationally. • At the end of the program students receive completion certificates. • MOEMS sends a trophy to the highest scorer from the team. • To conclude the program a breakfast is held to congratulate students on all their hard work in Math Olympiads. Parents are invited to recognize student achievement.		
3. Please write a narrative about student learning, skills & experience: Math Olympiads is a challenging program for students who are interested in accelerated math. Throughout Math Olympiads students problem solve, collaborate, and use critical thinking, to solve problems. Students work in small groups when solving problems. Through collaborative work students teach each other and learn from each other. This year there was a very wide range of ability levels within the group. The students enjoyed working with their peers and felt successful when they solved problems.		

4. Goals for Next Year:

The goal for next year is to continue to foster the love of mathematics with the participants. Students will continue to grow mathematically through being challenged, learning new strategies to solve problems, and collaborative work.

Comments:

This year's program was a success. Students were eager to participate and enjoyed the challenging math. Many of the students were disappointed when the program was over.

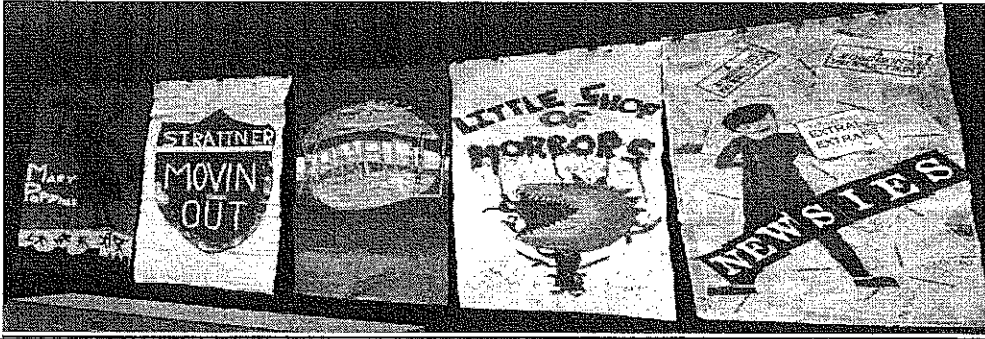
**Croton-Harmon Union Free School District
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Building: CET	Name of Club: Chorus	Advisor(s): Marlena Peters
Frequency and Duration of Meetings: 9/12-6/13-Thursdays 7:40-8:20		Number of Students in Core Group: 80 4 th Grade students
1. Description/Purpose/Goal: Fourth Grade students will have the opportunity to sing in an ensemble		
2. Bulletin point list of achievements, highlights, events & activities: -Read choral music -Work as a team -Build an Ensemble -Perform in two concerts-one in the winter, one in the spring -4 students were selected for Westchester All County		
3. Please write a narrative about student learning, skills & experience: The 4 th 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. We have worked on concert etiquette from what to wear, how to stand and appropriate behavior.		
4. Goals for Next Year: Continue to increase the enrollment		
Comments:		

**Croton-Harmon Union Free School District
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Building: CET	Name of Club: Strings	Advisor(s): Jane Parkhouse
Frequency and Duration of Meetings: Tuesday-Friday 7:40-8:20AM Monday-Friday 2:20-3:15PM		Number of Students in Core Group: 60 students divided into lesson groups of 3-9.
1. Description/Purpose/Goal: Learn to play a string instrument in a small group setting once a week before or after school.		
2. Bulletin point list of achievements, highlights, events & activities: 60 children enrolled with Jane Parkhouse. Sara O'Brien has her own classes. All string students performed at the CET Holiday concerts 11 performed at the NYSSMA festival (4/26 & 4/27) All string students performed at the CET Spring concerts		
3. Please write a narrative about student learning, skills & experience: The school year began with 28 new students enrolling from 1 st and 2nd grade. The beginners have been learning the basics; how to hold the violin/cello, the bow and to produce a good sound. They have been introduced to note-reading, rhythm and pitch. The returning students have continued to refine and build on these skills and are placed in groups appropriate for their skill levels. Practice sheets are given out each week, to remind the students what they should be working on. This is also helpful for those parents who practice with their children at home.		
4. Goals for Next Year: To keep the string program flourishing!		
Comments:		

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Building: CET	Name of Club: Broadway Kids (Enrichment Program)	Advisor(s): Marlena Peters Brienne Johannes
Frequency and Duration of Meetings: 45 minutes 2x each week (during Music and Art class) for approximately two months, including two, two hour dress rehearsals after school		Number of Students in Core Group: Fourth grade (126 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: Mary Poppins, Movin' Out, Xanadu, Little Shop of Horrors, and Newsies.		
3. Please write a 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 7 ft. stage flat (see below pictures). They also made posters as advertisements around the school and entered into a playbill cover contest. 		
4. Goals for Next Year: The students will build ownership of the production by continuing to be part of the entire process of putting a show together from beginning to end.		
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.		

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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: To create the annual CET Memory Book. Our goal was to capture, collect and portray as many CET memories as possible in the 2012-2013 Book.		
2. Bulletin point list of achievements, highlights, events & activities: We were able to include in the 2012-2013 Memory Book the following events and activities: ▪ All grade level performances ▪ 2nd grade Biography Day ▪ 1st grade Pancake Breakfast ▪ Thanksgiving Celebrations ▪ Perez-a-Palooza ▪ All staff individual pictures ▪ CET "Sandy Relief" donations ▪ Winter Concert ▪ Holiday Sing-a-long ▪ Candy House Making ▪ 4th Grade Pillow Making ▪ Colonial Fair ▪ Broadway Kids ▪ 100th day of School ▪ Various school spirit days (Crazy Hats, All-Stars) ▪ All individual student portraits (New this year-in past only 4th grade had individual portraits)		
3. Please write a narrative about student learning, skills & experience: The fourth grade students worked in Microsoft Publisher and Microsoft Word to create their "Favorite CET Memory". They were each responsible for writing, editing, and formatting their half page entry. As is witness by the variety of the entries, students used their individual computer skills to enhance their published pieces.		
4. Goals for Next Year: Our goals for next year are to continue to incorporate as many events and activities in the Memory Book as possible.		
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.		

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Building: CET	Name of Club: Morning Math Enrichment	Advisor(s): Christina Pegna and Debbie Liebert
Frequency and Duration of Meetings: Once a week Tuesday mornings for 30 minutes		Number of Students in Core Group: 29
1. Description/Purpose/Goal: Morning Math Enrichment is designed to challenge third grade students who are already proficient in math. The program focuses on allowing students to use their higher level of thinking to solve challenging math problems.		
2. Bulletin point list of achievements, highlights, events & activities: • Students built up their frustration tolerance while solving challenging problems or creating strategies playing math games. • Students developed a sense of pride towards their work.		
3. Please write a narrative about student learning, skills & experience: Throughout the school year students engaged in various activities which challenged their knowledge of math. Students were encouraged to solve the problems on their own and explain their strategies. The purpose of the program was to have students develop higher level thinking skills and to become better independent problem solvers.		
4. Goals for Next Year: • Integrate more technology use. (Use of laptops). • Possibly have students create their own challenging word problems.		
Comments: In the beginning of the session, there was a tremendous response of students who participated in the Morning Math group. Sixty-seven students attended the program for the first month. As the year progressed, students who were more self-motivated towards math enrichment continued to participate. Currently, twenty-nine students consistently attend the group. Students enjoyed the "Morning Math" group and were able to utilize their problem solving skills into their classrooms.		

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Building: PVC	Name of Club: Art Club	Advisor(s): Maria D'Amato
Frequency and Duration of Meetings: Two 12-week Sessions, one hour per week		Number of Students in Core Group: Session 1: 18 Session 2: 15 Total Students: 22
1. Description/Purpose/Goal: The Art Club provides students with an extracurricular opportunity to learn about and create art.		
2. Bulletin point list of achievements, highlights, events & activities: • Spooky paper bag trees • Origami bookmarks • Worry dolls • Friendship bracelets • Snowflakes (made with paint stirrers, Popsicle sticks, coffee stirrers, etc.) • Folk art landscapes • Heart wreaths • Pointillism drawings • Tissue paper "stained glass" • Clay masks		
3. Please write a narrative about student learning, skills & experience: 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. The club is open to 5 th through 8 th graders. Club members have the opportunity to interact with students outside of their own class and grade. Some of the students who participate have special needs and for some, the social component of the club is very important. They are able to socialize outside of the traditional academic setting.		
4. Goals for Next Year: I would like to work with students to plan some projects that reuse/repurpose materials.		

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Building: PVC	Name of Club: Chess Club	Advisor(s): Matt Zinman
Frequency and Duration of Meetings: Weekly: every Tuesday from 3-4		Number of Students in Core Group: 10
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. 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 5 th and 6 th 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 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.		
4. Goals for Next Year: A visit 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:		

**Croton-Harmon Union Free School District
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Building: PVC	Name of Club: Club Dirt	Advisor(s): Jenny Barth and Jocelyn Fontana
Frequency and Duration of Meetings: Thursdays 3-4 pm		Number of Students in Core Group: 12-15 students
1. Description/Purpose/Goal: - To learn about the proper environment for plants to grow - To update/maintain existing gardens on PVC grounds		
2. Bulletin point list of achievements, highlights, events & activities: - Planted mums in the front garden for fall color - Made several scarecrows and decorated front garden at PVC for fall - Learned about growing fall crops - Planted cold weather crops such as onions, lettuce, garlic, etc in the beds - Planted spring bulbs and annuals for the front garden - Set up indoor lighting system to grow starter plants indoors - Learned about growing and caring for herbs - Planted herbs in pots - Weeded and maintained various gardens/beds - Watered and cared for front garden and beds - Enjoyed slideshow of our achievements throughout the year		
3. Please write a narrative about student learning, skills & experience: Students learned how to take care of various plants and flowers through Club Dirt. They also took a hands-on approach to gardening and helped plant, weed, water, and tend to plants in various locations such as the front and side bed garden at PVC. The students also created several scarecrows to use for fall décor in the main garden.		
4. Goals for Next Year: - Continue adding annuals/perennials to various gardens throughout PVC - Continue to learn about various plants that children show interest in - Maintain current gardens/beds - Grow different varieties of vegetables in beds based on how they did this year		
Comments:		

**Croton-Harmon Union Free School District
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Building: PVC	Name of Club: Dance Club	Advisor(s): Lauren Scollins
Frequency and Duration of Meetings: Weekly 45-60 minutes		Number of Students in Core Group: 12
1. Description/Purpose/Goal: 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.		
2. Bulletin point list of achievements, highlights, events & activities: -Spring Musical -Cabaret -Student advisors and guest dancers		
3. Please write a narrative about student learning, skills & experience: This club takes on many forms. It is a place for all students to learn to be comfortable as dancers and performers! Students learn to count music, how to choreograph, and previously choreographed dances. 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. Students of all experience level are welcome and challenged. They learn team work and become familiar with all types of dancing.		
4. Goals for Next Year: Next year I hope to have a core group of 5 th and 6 th graders who want to perform at the cabaret. I would also hope to use Jessica Butts to incorporate Zumba into the dance club activities.		
Comments:		

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Building: PVC	Name of Club: Destination Imagination	Advisor(s): DI Advisory Team
Frequency and Duration of Meetings: Scheduled meeting throughout the year		Number of Students in Core Group: 76 Students
1. Description/Purpose/Goal: DI provides a broad range of exciting "hands-on" experiences that foster teamwork, creativity & problem solving. Teams of (5-7) students work together to solve challenges. The challenges range in areas of interest. <u>This year we had 12 Teams!!</u>		
2. Bulletin point list of achievements, highlights, events & activities: This year we had 76 participants in 12 teams, of which 8 teams advanced to the NY Affiliate Finals, and 3 advanced to Global Finals. We especially congratulate our middle level project Outreach team, which achieved an 8th place finish at Global Finals.		
3. Please write a narrative about student learning, skills & experience: All of our teams worked extremely hard and created amazing solutions. The teamwork, positive attitude, hard work and creativity demonstrated by all of our teams throughout the entire season was outstanding.		
4. Goals for Next Year: Check out the 2014 Challenge Previews< http://destinationimagination.org/challenge-program/13-14-challenge-previews >! We hope to get started with DI at PVC in the fall right after school begins, with after-school intro sessions for new participants, and a welcome evening for parents. We will start sending email about these when they are scheduled. At the high school, students form their own teams. High school students planning on participating in the fall should start planning their teams and finding team managers now. If you are interested in participating, please send us a note to let us know so that we can plan accordingly. important 2014 tournament dates: March 15, 2014 2014 Eastern Regional Tournament< http://www.nydi.org/home/tournaments/2014-eastern-regional-tournament > April 5, 2014 2014 New York Affiliate Tournament (State Finals)< http://www.nydi.org/home/tournaments/2014-new-york-affiliate-tournament > May 21-24, 2014 Global Finals '14< http://destinationimagination.org/challenge-program/global-finals >		
Comments:		

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Building: PVC	Name of Club: Drama Club	Advisor(s): Daniel Large
Frequency and Duration of Meetings: Mondays: 3 – 4		Number of Students in Core Group: 10 – 20 students
1. Description/Purpose/Goal: 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: • Well attended. • An equal mixture of boys and girls participated. • A mixture of general education and special education students		
2. 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 wellbeing 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.

3. Goals for Next Year:

Perhaps to extend drama club beyond the 5th and 6th grade.

**Croton-Harmon Union Free School District
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Building: PVC	Name of Club: International Club	Advisor(s): Maria D'Amato Charlene Sirlin
Frequency and Duration of Meetings: Monthly for one hour or a lunch period		Number of Students in Core Group: 15
1. Description/Purpose/Goal: - 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: - Guest speakers have included teachers and students who have shared their life experiences living, studying, and/or traveling outside the United States. - Guests 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). - Guests 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.		
3. Please write a narrative about student learning, skills & experience: The club has largely attracted fifth and sixth grade students, as they are not involved in sports. Since there are so many after school activities, we found that lunch meetings are more successful. Since changing our meetings to 5th period, we have seen great growth in the number of students who participate. This year we "visited" Italy, Mexico, Ireland, Morocco, Canada, and Costa Rica. We also had several informational meetings.		
4. Goals for Next Year: Since lunch meetings are more successful, we plan to offer club meetings during lunch. We also hope to have more students plan presentations for our meetings.		
Comments:		

**Croton-Harmon Union Free School District
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Building: PVC	Name of Club: PVC Literary Magazine	Advisor(s): Annemarie Powers
Frequency and Duration of Meetings: Students work on their pieces during class and as HW. Meetings about the magazine occur infrequently during 8 th grade lunches.		Number of Students in Core Group: All 8 th graders participate and many of the 5,6&7 graders as well.
1. Description/Purpose/Goal: To create an annual literary magazine that represents the entire school population. The 8 th grade has their own "book" and the younger grades (5,6,&7) have their own.		
2. Bulletin point list of achievements, highlights, events & activities: Covers are created by 8 th grade artists. Titles for the magazines are also created by the 8 th graders. All 8 th graders get a copy of the literary magazine. Both literary magazines are available online through the PVC website.		
3. Please write a narrative about student learning, skills & experience: Students learn about how to draft, revise and edit for a wide audience. The 8 th grade's literary magazine is the product of a short story unit that focuses on issues/themes that are present in the world. Many of these stories were written so that readers would consider the issue more in their lives. The covers are designed and created by 8 th graders who have artistic talent. Both literary magazines serve as emissaries to parents, community members and to other school districts.		
4. Goals for Next Year: Goals for next year will be to include artwork inside the covers of the magazine.		
Comments: 		

**Croton-Harmon Union Free School District
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Building: PVC	Name of Club: Select Chorus	Advisor(s): Michael Katzman
Frequency and Duration of Meetings: 1x per week		Number of Students in Core Group: Approximately 40 students
1. Description/Purpose/Goal: To sing as a group, learn vocal skills such as harmony singing, good tone production, and sight singing. The group also performs away for school for various performances during both the holiday season and at the end of the school year.		
2. Bulletin point list of achievements, highlights, events & activities: Harmony on Hudson performed in various locations this year.		
3. Please write a narrative about student learning, skills & experience: The students grow as musicians with each experience and over the course of the year.		
4. Goals for Next Year: Continue to push students to the next level and share experiences.		
Comments:		

**Croton-Harmon Union Free School District
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Building: PVC	Name of Club: Math Olympiads	Advisor(s): Eric Schmidt
Frequency and Duration of Meetings: 3-4pm most Mondays October - April		Number of Students in Core Group: 8
1. Description/Purpose/Goal: - 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: We had participants competing in all of the 5 contests throughout the year. - We even had one participant score a perfect 5 out of 5 in one of the contests.		
3. Please write a narrative about student learning, skills & experience: - 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. - 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.		
4. Goals for Next Year: A goal of next year is to increase the participation in this club. Unfortunately, as students move into 7th and 8th grade, many of the students' schedules have conflicts with sports.		
Comments:		

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Building: PVC	Name of Club: Newspaper Club	Advisor(s): Dawn DeLaurentis & Matt Zinman
Frequency and Duration of Meetings: Weekly: every Thursday from 3-4		Number of Students in Core Group: 5
1. Description/Purpose/Goal: Newspaper Club offers students a chance to experience the occupation of a reporter. Our reporters brainstorm and research topics, interview community members, take photographs, and write informational pieces. These articles are then published as PVC's digital newspaper, <i>Tiger Prints</i>. The digital newspaper is filled with news articles about sports, activities, and other student interests at PVC.		
2. Bulletin point list of achievements, highlights, events & activities: -In our efforts to "go green", we created a digital newspaper this year through Weebly. This allows for greater audience participation; many people in our community can read about the latest news at PVC, not just students. www.tigerprintspvc.weebly.com -We utilized Mrs. Mustachi's help with putting our Tiger Prints newspaper link on the PVC website. -We launched the first edition of our digital newspaper in November and utilized the school announcements for publicity. -Our first edition included articles from 8-10 students. Topics included: pizza price increase, author visit, bakery sale, advisory, movie reviews, musical updates, sports at PVC, etc. -In January, we added a "Suggestions" page, where many parents, students, and other community members suggest new ideas for the newspaper club to consider. Some suggestions have been: more information about after school clubs, or more pictures. -Periodic updates to the website helped students realize their sense of responsibility and their impact on PVC's digital community.		
3. Please write a narrative about student learning, skills & experience: The Newspaper Club is an ideal way for students to develop skills through an interactive learning experience. Students understand more clearly the process of composing an article involves brainstorming, research and revision. Newspaper Club also offers students a fun opportunity to develop interview skills and meet interesting people around the building. The students learned how to design interview questions, schedule their interviews, and compose articles after the conversation was completed. They learned how to report in a professional way through Newspaper Club.		

4. Goals for Next Year:

-To help us stay on track, we will make a schedule of topics and issue dates for the entire year. Print and distribute the schedule to all newspaper club members. We hope to get more school-wide support as we can accept digital article submissions at any time.

Comments:

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Building: PVC	Name of Club: Lego Robotics	Advisor(s): Erica Camilo and Eric Schmidt
Frequency and Duration of Meetings: Majority of Tuesdays from October to April		Number of Students in Core Group: 25
1. Description/Purpose/Goal: - Robotics is a great way to applying math and science in real world situations. - Design, build, test and program robots using LEGO MINDSTORMS® technology - Apply real-world math and science concepts - Learn critical thinking, team-building and presentation skills - Participate in contests		
2. Bulletin point list of achievements, highlights, events & activities: - During this year student were faced with simple, yet complex challenges. - Out of the three teams, only one team was able to successfully accomplish the assigned task. One other team came close and the last teams had some problems.		
3. Please write a narrative about student learning, skills & experience: - Students explored and became more familiar with the kits that they were going to be working with. - As the year progressed students expressed their creativity by building unique robots to complete the assigned task. - Since the grade level of the students was mainly 5th and 6th grade, it was interesting to watch the student s attack a single task. - Despite the task being relatively simple – have your robot drive 10 feet, turn around and come back to the start within +/- 1 foot, it took most of the sessions in order to design the robot. - Near the end of the meetings, despite being previously persuaded, students really concentrated on the programming aspect of their robot. - While trying to accomplish the task, students explored the various outcomes of utilizing different parts on their robots.		
4. Goals for Next Year: The goals for next year are to assign a similar task, but to have the students design their robot within the first several sessions. After that, the focus will be on the programming of the robots.		
Comments:		

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Building: PVC	Name of Club: SPRING Musical	Advisor(s): Daniel Large Sally Barnes Michael Katzman
Frequency and Duration of Meetings: December – April Monday, Tuesday, Thursday 3 - 5		Number of Students in Core Group: 70
1. Description/Purpose/Goal: To stage a musical for students from grades 5-8 complete with acting, singing and dance.		
2. Bulletin point list of achievements, highlights, events & activities: - Students rehearsed after school 3-4 days a week to stage Guys and Dolls, a classic in the American Musical Theater repertory. - They learned choreography of challenging dance numbers, - Lyrics, music and harmonies of classic songs by Frank Loesser - Blocking and dramatic text from the book of the musical.		
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.

4. Goals for Next Year:

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 next year for another enriching experience! Thanks for your continued support in providing our students with this educational experience.

Comments:

It is our hope that the Spring Musical will continue to be a major part of the drama experience at PVC. We would like to see additional positions on the co-curricular list such as: Choreographer, Costume Designer and Producer. These positions are integral to the theatrical experience our students enjoy every year. There also remains great concern regarding supervision for our high school students who work lighting, stage and sound. We hope that there will be a resolution regarding the responsibilities of the District Auditorium Director.

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: PVC	Name of Club: Video Production	Advisor(s): Stephen Cook
Frequency and Duration of Meetings: Once a week		Number of Students in Core Group: 5 Students
1. Description/Purpose/Goal: The purposed of the club is to explore all aspects of video production and understand the process involved in creating a formal, finished product.		
2. Bulletin point list of achievements, highlights, events & activities: Students are responsible for making video productions in various areas of the curriculum.		
3. Please write a narrative about student learning, skills & experience: Students are exposed to the entire production process, starting with setting a scene and filming using school cameras. Students use story board and perform in the video. They are also involved in the editing process.		
4. Goals for Next Year: Increase student involvement in the editing process – there is more to learn. We are looking forward to next year.		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: PVC	Name of Club: Yearbook	Advisor(s): Marisa Gendron & Linda Jamison
Frequency and Duration of Meetings: September – April Thursdays from 3:00-4:00		Number of Students in Core Group: About 10 consistent members
1. Description/Purpose/Goal: 1. Develop an aesthetically pleasing yearbook. 2. Collect photographs 3. Understand the importance of deadlines and reach indicated print deadlines		
2. Bulletin point list of achievements, highlights, events & activities: -We met our three deadlines -Sold \$4,620 in ad space -Sold over 280 yearbooks to date -Used the K-12 alerts to get the word out to parents, which was an effective form of communication		
3. Please write a narrative about student learning, skills & experience: Our core group of students was trained on how to use the Jostens Yearbook Avenue program on the Internet. Students learned how to create a layout, import pictures, add text or objects, and design their own individual pages. In addition to learning the ins and outs of the program, students were also exposed to the basics with photography. We discussed what makes a good photograph and what types of photographs would be best for our yearbook. Our group learned the importance of time management and reaching deadlines. Our book was printed in three sections, so we had three separate deadlines to make. The students were aware of these deadlines and understood when their pages needed to be completed by.		
4. Goals for Next Year: Our goal for next year is to surpass the amount of ads and yearbooks we sold this year. Another ongoing goal is to also try to include each student's picture in the yearbook three times.		
Comments: 		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: PVC	Name of Club: Social Action Club	Advisor(s): Dawn DeLaurentis
Frequency and Duration of Meetings: Weekly: every Tuesday from 3-4 (September-June)		Number of Students in Core Group: 12
1. Description/Purpose/Goal: 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: • <u>October:</u> We ordered "Trick-or-Treat boxes" from UNICEF and planned on handing them out to every homeroom, grades 5-8. Hurricane Sandy interrupted our efforts to raise money for UNICEF. We will now use these materials for next year. • <u>November:</u> We raised money for Hurricane Sandy victims during lunch periods. We also had a bake sale during the "PVC Fall Drama Production" on Friday (11/30) evening. We donated \$427.00 to the American Red Cross. Our donation provided support to Hurricane Sandy victims by providing shelter, food, and health services to families and their communities to help get them back on their feet. • <u>December:</u> We created an abundance of hand-made holiday cards to send to veterans in hospitals. We sent them through the American Red Cross who later delivered them. • <u>January/February:</u> We created an abundance of hand-made Valentine's Day cards to send to local children's hospitals. We also had a Valentine's Day Candy Gram sale. We created five different Valentine's Day cards on the computer to sell to PVC students before school and during lunch periods. We attached heart-lollipops to them. We raised \$174.00 to St. Jude Children's Research Hospital. Our donation will provide support to finding cures for cancer and other diseases and most importantly, saving children. • <u>March:</u> A sixth grader asked our club if we could help her collect children's clothing to donate to her native country, Guyana, South America. Along with hanging posters around the building, we created a banner and decorated six boxes to leave near the welcome center for our collection. We collected over 10 bags of clothing! We carefully sorted the clothing by age and gender and bagged them accordingly. The sixth grade student hand-delivered these items to 2 orphanages in Guyana: St. Anne's and St. John Bosco.		

- April-May: We decided to focus our efforts on helping doctors and patients around the world. We created 5 different Mother's Day cards to sell to students. We sold these cards for Mother's Day on Friday, May 10th, before school and during lunch periods. We also sold raffle tickets and auctioned off a flower pot and cookies for Mother's Day. Our proceeds totaled \$50.00 and this donation will go to "Doctors without Borders."

3. Please write a narrative about student learning, skills & experience:

Students gained great experience in educating others and creating awareness about worthwhile causes, on a local and global level. Teamwork was a great skill that was worked on; not only did students learn to make big decisions, but learning to work well with one another was a huge learning process, too. Students recognized the hard work (set up, organization) that goes into setting up fundraisers (bake sales, candy gram stations, cards for Mother's Day). They also took part in many discussions about profit vs. revenue when deciding on worthwhile fundraisers.

4. Goals for Next Year:

Some of the goals that we have for next year are:

- help causes that may be found here in our school
- help more causes for our local community and global community
- educate others and create awareness about worthwhile causes

Comments:

This year was my first year being an advisor for Social Action Club. It was a new experience for most of the students who signed up, as well. I'm excited to take on this adventure again next year!

**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: Weekly prior to November. At least twice weekly between November and January, monthly check in after talent show.		Number of Students in Core Group: Four students
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. Bullet in 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 including money raised from the bake sale headed by Mrs. Ivy Lewis and the PTA. • 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 a success.		
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 for 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: Sophomore Class	Advisor(s): Gwen Burke
Frequency and Duration of Meetings: Once or twice a month initially to twice weekly		Number of Students in Core Group: 4
1. Description/Purpose/Goal: To plan activities for the sophomore class, including fundraisers and the end of year trip to Hershey Park.		
2. Bulletin point list of achievements, highlights, events & activities: As fundraisers, the class ran a carwash in November, sold discount cards in March and April, and designed a class t-shirt which each student ordered to wear at Hershey Park. The class travelled to Hershey on May 17 th and 18 th ; on Friday evening they enjoyed an evening of pizza and bowling, and on Saturday they spent the day in Hershey Park.		
3. Please write a narrative about student learning, skills & experience: The class officers learned the skills necessary to organize a trip of this magnitude (100 people attended), including fundraising, bookkeeping, calling facilities for information, and general leadership skills. The class participants learned how to work together to reach a common goal (i.e. fundraising to attend the trip).		
4. Goals for Next Year: Expand on the fundraising activities (changes to how the discount cards are prepared and distributed).		
Comments: 		

**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: 153 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 • Junior Prom		
3. Please write a narrative about student learning, skills & experience: This year the Juniors worked very hard to create a different "feel" or perception about the Junior Prom. They wanted a more interactive approach and decided on various food stations with different types of food. This was a huge departure from what had been done in the past and was very successful. We had over 160 students attend the Jr. Prom, including several guests from abroad; we hosted 26 students and 2 chaperones from the La Rochelle exchange which definitely added a different vibe to the event. There was more dancing and mingling this year and kids stayed much later then they usually do. The students also worked on Color Wars. We had several meetings and discussions and the kids took their ideas to social media. This year there was a bonus for being environmentally friendly and the kids used that as an excuse to not decorate with anything but a plant when they couldn't come to a consensus. It was disappointing to me personally and to many others but, in a weird way, it created a real class unity. They couldn't unite for a theme but they were able to unite in their "boycott". They showed great spirit at the Color Wars event despite not having decorated the hallway.		
4. Goals for Next Year: • Work ahead of time to plan Color Wars from the top down to prevent the "non-decorating" from becoming a trend. • Work with Senior Class, Spirit Club and school administration to re-invigorate the Powder Puff games (perhaps as a pink ribbon/awareness type of event in October??) This is a repeat of a goal from last year but with new Spirit Club advisors I thought it was best to wait a year and let them get settled.		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2012-2013**

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: 124 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.		
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		
3. Goals for Next Year: Continue to improve communication with parents and students Introduce the aspect of Certified Public Accountant into the College Finance Night. Become fluent with the New Common Application		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building:	Name of Club:	Advisor(s):
CHHS	Big Buddies	Tanya Viola/ Eric Rosen
Frequency and Duration of Meetings:		Number of Students in Core Group:
A couple of meetings in the beginning of the year and regular meetings throughout spring with new group of Big Buddies		53 seniors in fall, 67 juniors for spring
1. Description/Purpose/Goal: This program directly supports the District Goal of <i>Promoting a school environment where everyone including students, parents, and staff members feel valued, respected and safe.</i> In fall – Big Buddies help incoming freshmen transition into CHHS. They reach out to students over the summer to answer any questions about schedule and the HS and ease the anxiety of starting HS. They help out on the first day of school and throughout first quarter. The new group of junior big buddies is selected in spring and they help out with the orientation for incoming freshmen.		
2. Bulletin point list of achievements, highlights, events & activities: • We have Big Buddies and little Buddies fill out 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 final week for all Big Buddies to go down to PVC during lunch so B.B and L.B. can have lunch together. • Big Buddies lead on the first day of school.		
3. Please write a narrative about student learning, skills & experience: • Big Buddies learn to be positive role models/mentors • BB learn leadership skills		
4.Goals for Next Year: To continue to approve upon the peer mentoring lasting after the first part of the school year. We are also considering letting underclassmen participate, so that the relationship between the Big and Little lasts longer than 1 year.		
Comments		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2012-2013**

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 124 presentations		Number of Students in Core Group: 120
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 125 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 120 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 and graded each experience		
3. 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.		
4. 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: Art Club	Advisor(s): Gina Keidong
Frequency and Duration of Meetings: Weekly in the beginning of the year and then bi-weekly		Number of Students in Core Group: 13
1. Description/Purpose/Goal: • Talk about artwork – current and past • Work on artwork as a group • Raise money for scholarships • Work as a group		
2. Bulletin point list of achievements, highlights, events & activities: • Work closely with all art club committee members • Facilitate an environment of creativity • Teach students about reusing old materials to make new works of art • Collect and refurbish materials for the auction		
3. Please write a narrative about student learning, skills & experience: Students learned how to work as a group to come up with ideas for painting. Much time is spent learning about the dedicated process of working with one piece of artwork for a long period of time. Students learn about exchanging ideas and sharing criticisms.		
4. Goals for Next Year: Continue developing students' skill set.		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: Filmmaking Club	Advisor(s): M.Weinstein
Frequency and Duration of Meetings: E/O Thursday and throughout every school day at anytime		Number of Students in Core Group: 30+
1. Description/Purpose/Goal: 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 student's grasp of the material.		
2. Bulletin point list of achievements, highlights, events & activities: - Movies, commercial, etc. - other subject-area visual-based projects - video demo reels for colleges - vp1, 2, 3, and 4 projects - Fat Dam Film Festival Projects-June 5th 2013 - Other misc. school projects		
3. Please write a narrative about student learning, skills & experience: Enhance writing, storyboarding, editing, effects, and scoring skills. Many projects will be submitted to this year's Fat Dam Film Festival held at CHHS on 6/5. Some juniors are starting their college video reels. Some students worked on video projects for other classes. Some students helped faculty for filming their classes		
4. Goals for Next Year: We will try to continue and grow this club and support student creativity in this medium. The filmmaking club members will be among those who will participate in next year's <u>CHHS Television Studio Grant Project</u> . This project will aim to write, produce, post-produce, and score a news program for the CHHS students, staff, parents, and community.		
Comments: see below student/project list below		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: High School	Name of Club: The Fourth Floor Literary Magazine	Advisor(s): Jaclyn Pellingra
Frequency and Duration of Meetings: We meet once a week for an hour.		Number of Students in Core Group: Twelve
1. Description/Purpose/Goal: 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: • 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.		
3. Please write a narrative about student learning, skills & experience: The members of the Fourth Floor take on a lot of responsibility. They not only have to reach out to the school to get submissions, but they are also responsible for proofreading and editing the work that is submitted. A few girls have actually told me that being a part of this club has helped them get over their fear of talking to people they didn't know. There is no doubt that participating in this club encourages students to get to know their peers in a new and very personal way – ultimately leading to a greater understanding of their peers. Many, including myself, have learned a great deal about how to use specific software in order to create the magazine. Being familiar with this technology can come in very handy for many of these students.		
4. Goals for Next Year: • In order to address the District's goal to "increase interactions and communications		

between school and community” we will absolutely implement a community based component to the magazine. Perhaps we can arrange for contributors to read some of their work at an open mic night at a local restaurant or café (the black cow perhaps). Or maybe a display at the local library in town. Also, we will take more advantage of the communication tools offered by the district to spread the word about our magazine.

- As the new creative writing teacher next year, I will have the unique opportunity to make the magazine a focus of the course and really take it to the next level in terms of the types of work that are submitted.
- To implement school wide contests throughout the year. We could put out a prompt, maybe once a month, for all students to complete and submit for a prize (for example, write a Haiku that begins with “Croton is...” and then write about what this town means to you). This will raise awareness of the magazine throughout the year, encourage creative writing more consistently and allow the club more time to gather submissions.

Comments:

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: French Club	Advisor(s): Susan Bree/Alison Rhoades
Frequency and Duration of Meetings: 2-3 Planning meetings (20-30 min in duration) 1-2 Club meetings to watch movies and discuss		Number of Students in Core Group: 4-5
1. Description/Purpose/Goal: This year, the French club focused on the viewing of francophone movies, food, and conversation in the CHHS Community Room.		
2. Bulletin point list of achievements, highlights, events & activities: Club organized the viewing of movies during the fall: Passionnément... à la folie La cage aux folles Club members brought and shared refreshments, music and conversation before and after film viewings. The club was not active during the second half of the year, as the two senior students who co-run the club were too busy to organize meetings.		
3. Please write a narrative about student learning, skills & experience: Students were exposed to different kinds of "rich input" in French, from different accents, a broad range of vocabulary (from standard to informal), different themes and questions of general interest, topics of specific cultural and historical interest within the Francophone world. Students were able to chat informally in French and English before and after the films to share their opinions and impressions, and to share their enthusiasm for French with the wider school community (some students who attended film showings do not currently study French at CHHS: all films were shown with English subtitles).		
4. Goals for Next Year: Since the two students who have run the French club for the past 3 years will be graduating this year, we will have to see what kind of interests the younger students have in reforming and recreating the French club for next year.		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building:	Name of Club:	Advisor(s):
CHHS	Gay-Straight Alliance	Noel Schoenleber
Frequency and Duration of Meetings: Tuesdays 3:00-3:30		Number of Students in Core Group: 4
1. Description/Purpose/Goal: - To encourage a sense of community and pride for lesbian, gay, bisexual, transgender, and questioning students and their straight allies. - To educate students about Lesbian/Gay/Bisexual/Transgender/Questioning 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: - Watched short films, produced by the Ali Forney Center, about homeless LGBT youth - Hosted a screening of Gus van Sant's film, <i>Milk</i> - Created a Wall of Pride bulletin board - a display of photos of openly LGBT public figures with excerpts from their coming-out statements - We sponsored a well-attended presentation by CHHS graduate, Daniel Sitts, on Tuesday, May 28th. Sitts graduated from Ithaca College with a degree in Cinema and Photography, and he is currently the Valentine and Clark Emerging Artist Fellow at the Jacob Burns Film Center and Media Arts Lab. He showed his senior thesis film, <i>So Far From Me</i>, and led a guided discussion.		
3. Please write a narrative about student learning, skills & experience: Students in the GSA explored issues related to LGBTQ youth and learned about the struggle for gay human rights. They helped to raise the visibility of openly LGBT people in order to promote pride and acceptance in our school. They also engaged in discussions about a safe and inclusive school environment, gender, sexual orientation, socialization, and self-definition.		
4. Goals for Next Year: - To fundraise or volunteer for the Ali Forney center for homeless LGBT youth - To attend the PrideWorks conference in the fall of 2013 - To initiate outreach about acceptance in PVC Middle School		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: La Rochelle	Advisor(s): Susan Bree/Alison Rhoades Student coordinators: Julia Morrison, Tarin Rickett Student treasurer: Emma Rosso
Frequency and Duration of Meetings: A parent meeting was held on 3/18/13 at 7 pm. Student meetings were held after school as needed.		Number of Students in Core Group: 28 (although some French visitors attended every French class at both CHHS and PVC at least once)
1. Description/Purpose/Goal: 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: Planning for the 2013 exchange began in September, 2012. 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 2012-2013 school year, and chose a two-week period in April-May 2013 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 18-May 2, 2013. In October-November, 2012, 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 (as well as five younger AP students). In January we received 28 applications for 28 possible positions within the program, so no lottery was needed this year. 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 4 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 and the Museum of the City of New York, the Lower East Side Tenement Museum, the 9-11 Memorial, Central Park, the Empire State Building, and 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 4 days.

However, the Rochelais spent the bulk of their time in and around Croton. They were warmly welcomed to CHHS by Mr. Capasso, Mr. Maxam, Dr. Fuhrman and Dr. O'Connell at a breakfast reception on Friday, April 19. 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 Van Cortlandt Manor. On Saturday, April 27 we held our traditional pot luck supper in the CHHS cafeteria at 6:00 pm, followed by a campfire at Teatown, thanks to the assistance of the Brechner family and Diane Barron, the director of Teatown.

On the last Wednesday night, we opened the cafeteria to our Rochelais guests as well as all students who had offered to host to give the whole group a last opportunity to all be together, to listen to music and eat pizza, from 6-9 pm. 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 send-off pizza party. 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 an easy and pleasant stay for our guests.

We had one disciplinary issue during our visit. One French student was removed from the host family, after the family contacted us about misbehavior on the part of the student. We met with the family, the student and our two French colleagues in order to discuss the situation; it was agreed that the host family would no longer be able to accept responsibility for the student, so the student went to stay under the direct supervision of a Rochelais teacher, at Alison Rhoades' house. Our administration was kept apprised of the situation and they advised us as to how best to resolve any difficulties. The French teachers said they are committed to finding a new host family for the American student for next spring.

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.

3. Please write a narrative about student learning, skills & experience:

In preparation for the visit, the American seniors contributed articles to a blog that was created 2 years ago, to give French visitors to New York an insight into the lives of young people in the U.S. and in New York in particular. During the visit, the French students spent some time reading and commenting on the American blog, providing an authentic audience for what started off as a mere "class project" in the minds of some students.

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. Some non-hosting CHHS students were also invited to act as judges for a speaking contest on the last day of the exchange, during which the Rochelais students reflected on their experiences in the US. 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 one 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.

4. Goals for Next Year:

We hope to take 28 students to La Rochelle in the spring of 2014, to stay with their guest's families, to expand their opportunities to speak French in an authentic context and to learn about the French language and culture first-hand.

Comments:

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: National Honor Society	Advisor(s): Dan Delaney Tanya Viola
Frequency and Duration of Meetings: As needed before events		Number of Students in Core Group: 60
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 <i>Increase interactions and communications between school and community</i>		
2. Bulletin point list of achievements, highlights, events & activities: • Placed students in numerous Community Service situations such as Harry Chapin Run for Hunger, PTSA Comedy Night, Rotary Car Show, Van Cortland Manor candlelight tours, numerous activities for CET • Publicized and facilitated Croton Blood Drive • Coordinated Clothing Drive • Coordinated and Facilitated Midnight Run program to NYC • Coordinated and facilitated cooking for the homeless nights at Jan Peek Shelter • Monitored the selection process for new members and planned the induction ceremony • Sponsored <i>Girl Rising</i> film for entire Croton Community • Sponsored Open Mic Night for Clearwater scholarship • Sponsored relief work and costs for Croton Arboretum		
3. Please write a narrative about student learning, skills & experience: Student services were asked for quite often by a multitude of organizations. Students were exposed to many new scenarios that offered service opportunities especially in dealing with the Homeless in Westchester and New York City. They also introduced the plight of many young women in a true human rights way through their sponsoring of Girl Rising which had an attendance of approximately 180 people.		
4. Goals for Next Year: Students will initiate ideas for service opportunities far more readily. This will be clear at the first meeting.		
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.		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: Hootenanny	Advisor(s): Thomas Naughton; Chris O'Connor
Frequency and Duration of Meetings: Once a week 1.5 hours		Number of Students in Core Group: 12
1. Description/Purpose/Goal: Play folk and popular music with acoustic instruments. Meeting dates: 10/4/12; 10/11/12; 10/18/12; 10/25/12; 11/8/12; 11/15/12; 11/27/12; 12/4/12; 12/11/12; 1/8/13; 1/15/13; 1/22/13; 1/29/13; 2/5/13; 2/12/13; 2/26/13; 3/5/13; 3/12/13; 4/2/13		
2. Bulletin point list of achievements, highlights, events & activities: • Peer to peer instruction • Arranged songs to include between seven and ten different instruments • Students generated agendas, song lists and sheet music • Created and learned a set list of over 100 songs • Recruited new members at activities fair		
3. Please write a narrative about student learning, skills & experience: Hootenanny is club that allows students to express themselves through the medium of music and experiment playing different genres. Students teach each other in a peer to peer format. This year we played less American roots music genres such as blues, ragtime, and political folk; and focused more on pop and alternative styles. The group spent time discussing the cultural influences and music theory that shaped each style of music. They also shared their instruments and expertise. Many students became proficient at several instruments including guitar, keyboard, harp, ukulele, and banjo. Students taught each other songs and techniques.		
4. Goals for Next Year: Recording performances; creating club webpage		
Comments:		

**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: 10 - 12
1. Description/Purpose/Goal: 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: • Students have practiced with Math competition problems (AMC, Purple Comet, Art of Problem Solving) • Math wing decoration for Pi Day (3/14/2013) • Participated in the nationwide math competition, AMC (American Mathematics Competition, 2/5/2013) • Field Trip to MoMATH (Museum of Mathematics, 4/19/2013) • Participated in the Science Expo (5/9/2013)		
3. Please write a narrative about student learning, skills & experience: For the first time in Croton, students attended the nationwide math competition, AMC. It provided opportunities for students to compete with students outside of Croton and to experience a math competition in which students' high level of problem solving skills were required. The event stimulated students' inquiry towards math while it fostered the learning environment in the school building. Students benefited from the chance to challenge themselves with interesting and advanced problems that go beyond the classroom learning experience and they gained the opportunity to learn/teach each other and develop problem solving skills.		
4. Goals for Next Year: • Decorating Math Wall in the math hallway		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: Foreign Language Club (Polyglot Society)	Advisor(s): Susan Bree/Alison Rhoades
Frequency and Duration of Meetings: Irregular meetings this year on Friday afternoons 3:00-4:00. (Meetings petered out as the year progressed, as the [mostly] senior students who are members became busier.		Number of Students in Core Group: 4-5
1. Description/Purpose/Goal: The mission of the group is to study and celebrate the many languages of the world, in order to gain an overall appreciation of the varied cultures they represent, and to foster this passion among our CHHS community.		
2. Bulletin point list of achievements, highlights, events & activities: The group met regularly for much of the fall, and organized the viewing of one movie in the Community Center. Unfortunately, the viewing was cancelled, due to inclement weather (snow) and after several attempts to reschedule, the group could find no date that suited their individual schedules.		
3. Please write a narrative about student learning, skills & experience: At the beginning of the year, members continued to meet and discuss their progress working on different foreign languages both at and outside of school. They discussed various ideas for school-wide activities (notably showing a film), but they quickly discovered that their own busy schedules and other extracurricular activities prevented them from finding a time other than Friday afternoons to meet and schedule larger events. As the college admissions process became more intense, the Friday meetings also dropped off. To our knowledge, the group has not met since January.		
4. Goals for Next Year: As the core members of the group are all seniors, we will have to see what kind of activities the younger language students in our department are interested in pursuing.		
Comments:		

**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: 15
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 <i>Pericles, Prince of Tyre</i> in February 2013 • Plays attended at the Hudson Valley Shakespeare Festival, summer 2012: • Romeo and Juliet • Love's Labour's Lost • Plays read/studied/acted throughout 2012-13: • <i>Pericles, Prince of Tyre</i> • <i>Timon of Athens</i> • <i>Cymbeline</i> • <i>King Lear</i> • <i>All's Well That Ends Well</i>		
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 studies in the directions they wish to go. For example, this year, the students wanted to look at Shakespeare's lesser-known plays, so we studied <i>Pericles, Timon of Athens</i>, and <i>Cymbeline</i>. They enjoyed these plays, but they also learned why those plays are rarely performed – and, by extrapolation, they learned what makes Shakespeare's better plays as good as they are.		

We also put on *Pericles, Prince of Tyre* this year, partly as a break from the high seriousness of last year's *Hamlet*, and partly to give more students a chance to perform (*Hamlet* has only a few roles with any significant stage time, whereas *Pericles* has over 70 roles, ensuring that everyone had a chance to shine). It was a successful production, but I look forward to going back to one of Shakespeare's better plays next year – probably *The Tempest*.

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 varied from ten to fifteen students per week (more in the beginning of the year, 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**

Building: CHHS	Name of Club: Spinecrackers (Book Club)	Advisor(s): Pam Morrison
Frequency and Duration of Meetings: Two to three times a month		Number of Students in Core Group: 11
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: ○ <u>The Stand</u> by Stephen King ○ <u>When Things Come Back</u> by John Corey Whaley ○ <u>The Dark Half</u> by Stephen King ○ <u>Matched</u> by Allie Condie ○ <u>Jasper Jones</u> by Craig Silvey ○ <u>Catching Fire</u> by Suzanne Collins ○ <u>Going Bovine</u> by Libba Bray • Maintained and updated Spinecracker's bulletin board • Discussed film & fan culture surrounding books.		
3. Please write a narrative about student learning, skills & experience: This has been a growing year for the Spinecrackers. Our elected president found herself to be overwhelmed with responsibilities and a quiet unassuming member of our group stepped up to the leadership role without even realizing that he had done so. Our book discussions took primary focus this year with reading promotion following up. Students continued to learn the skills of promoting and discussion literature in a supportive environment.		
4. Goals for Next Year: • Increase membership across the grades • Incorporate bulletin board materials into Library web page		
Comments		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

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		Number of Students in Core Group: 30
1. 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: <i>Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe.</i>		
3. Bulletin point list of achievements, highlights, events & activities: Planned and facilitated SFC retreat in the fall Planned and facilitated Student Ping Pong and Badminton Tournament to benefit the Greg Rodriguez Scholarship Fund. Monitored class and Congress elections Solicited and selected at large candidates Made changes to Constitution as needed due to culture changes in the last 15 years at the high school. Reviewed District Code of Conduct Monitored budget process. Initiated Fairness Committee Discussion Monitored Academic Committee Monitored Facilities Committee Changed Attendance policy Formalized vehicle for CHAP Communication Created framework for Town Hall Election Meeting Facilitated discussion of nutritional vending items for Wellness Committee. Led student participation at Board meetings		
4. Please write a narrative about student learning, skills & experience: Students learned through discussion and observation how policy is made, how change can occur and equally important what things they cannot change. They also had achieved a greater sense of their duty as representatives when dealing directly with their constituencies IN CHAP discussions.		
4. Goals for Next Year: Review Fairness Policy and Election Process		
Comments: It was a good year with many interesting discussions. A much more through dissemination of information and topics affecting the student population was achieved through the assignment of students to different CHAP groups for the purpose of information sharing and feedback requests.		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2013**

Building: CHHS	Name of Club: CHHS Yearbook TIGER TALES	Advisor(s): Dan Delaney Gina Keidong
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 • 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		
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:		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form – 2012-13

Building: CHHS	Name of Club: Winter Drama - <i>Pericles</i>	Advisor(s): Joseph Merriam
Frequency and Duration of Meetings: November: Auditions December: 4 rehearsals, 6:00-10:00 January 2-31: 4 rehearsals/week, 6:00-10:00 February 1-7: 4 rehearsals/week, 6:00-10:00 February 8-9: 2 performances, 5:00-11:00 (including pre-show work and post-show clean up)		Number of Students in Core Group: • 23 on stage • 23 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 <i>Pericles</i> December 2011-February 2012 • Performed <i>Pericles</i> February 2012		
3. Please write a narrative about student learning, skills & experience: After last year's production of <i>Hamlet</i>, I thought it would be a good idea to take a break and try a play that carries less cultural baggage and gives more students a chance to be in the spotlight. I chose <i>Pericles, Prince of Tyre</i>, one of Shakespeare's lesser plays. Since most people haven't seen or even heard of this play, I thought it would be a fun, low-pressure alternative to some of the heavy hitters we've done in the past, and that's exactly what it turned out to be – a fun, relatively simple play that gave multiple students a chance to be in the limelight. With over 70 roles and only 21 actors, everyone except the most prominent characters had multiple roles to play, so everyone had more stage time. The play went well; it's certainly not one of Shakespeare's best (he is believed to have written only the second half of the play; mediocre playwright George Wilkins is thought to be the author of the first and lesser half), and the students knew that, but that knowledge also freed them up to have fun and play around with their roles without worrying about whether they were properly carrying the burden of a Shakespeare play. Among this year's challenges and opportunities were the following:		

- **Costuming and Set Design:** for this year's show, we hired Jana Violante, CHHS graduate and student at SUNY Purchase. She has always been a pleasure to work with for both her vision and her industry, and a terrific added benefit was that her college schedule restricted the time she could give us, requiring her to work closely with and delegate responsibility to the high school students working on the show behind the scenes. Jana is the best costume designer I have ever met, and under her supervision, the students learned a lot and could take genuine ownership of much of the visual successes of the show.
- **Multiple Settings:** *Pericles* takes place in at least five different locations, which requires rapid scene and costume changes. This was a challenge for both the stage crew (who solved their problem primarily through creative use of lighting) and the actors (who practiced changing their costumes very quickly), and they met the challenge handily by the time of the performance.
- **Weather:** our Friday night performance was cancelled due to a major snow storm, and I had expected that we would only be performing on Saturday. The students wouldn't let that happen, however; they insisted on a second performance on Sunday, if my memory is correct. I have to say that I found their willingness to sacrifice another night to a Shakespeare play inspiring.
- **Choreography:** in past years, I used students as choreographers for the show, but this year we hired Jocelyn Jones, a local choreographer who has worked with both Ivelaw Carrington and Greg Bradley before. She does good work and the kids like her, so she seemed to be the obvious choice for the dance number in the middle of *Pericles*. The students enjoyed working with her so much that several who weren't even in the dance number followed along and learned the dance on their own.
- **Performing An Inferior Script:** as I mentioned above, the first half of *Pericles* was most likely written by an inferior playwright, and it shows in the lines. Additionally, the entire play is full of melodramatic events that are outside of the students' experience. The students rose to the challenge, however, and made the lines and roles their own, injecting humor when appropriate and figuring out how to convincingly speak inadequate lines and to portray such complex emotional situations as losing a wife, losing a father, and being reunited with long-lost loved ones. They did everything I asked of them, and I blame any flaws in the play on George Wilkins – and to a lesser extent on William Shakespeare, for agreeing to work with him in the first place.

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, but one of higher quality – probably <i>The Tempest</i>, because we have a number of strong female actors, and that play is one in which many roles can be made female without changing the meaning of the play.
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 once/month = 15 minutes 4 – 7 Outings/year = 6 – 8 hours		Number of Students in Core Group: 10
1. Description/Purpose/Goal: 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: 7 hour hike of the Fishkill Ridge visiting historical ruins, mining camps, and local peaks.- 7 participants		
3. Please write a narrative about student learning, skills & experience: It should be noted that this was the first year for the Explorers Club and as such the advisor did not receive a stipend. This club brings together all types of students. It is unique in that way. The common denominator is a love for what nature has to offer, curiosity, and some level of fitness. Students who were virtual strangers went on a 7 hour hike together and came back with new friends. Students bonded together to encourage each other through the exploration of their natural world. Students were taught trip planning skills, cooperative skills, leave no trace travel and some navigation skills. Future events will include teaching students navigation, watercraft, and trip planning skills.		
4. Goals for Next Year: - funding for transportation, equipment, and supervision - more outings - more active participants		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CET/CHHS	Name of Club: Cable Station Coordinators	Advisor(s): Marlena Peters Greg Cavalieri
Frequency and Duration of Meetings: 9/12-6/13-Monday-Thru-Friday 7:30-8:00am 2:30-3:00pm		Number of Students in Core Group: 4 CHHS Students
1. Description/Purpose/Goal: Mentor High School students to work as a videography team. Students develop skills in the area of film, editing, team work, and event scheduling. As coordinators we teach & deploy videography students to document various district events. As coordinators we mentor the team, deploy equipment, coordinate events to be recorded, data manage video files, edit, and maintain an operational cable station for the district.		
2. Bulletin point list of achievements, highlights, events & activities: -Student Mentoring -Collaboration as a videography team -Maintain a digital archive of recorded events -Broadway Kids, Perez-A-Palooza, Chorus/Band Concerts, Musicals, Grade Level Performances, School Plays, and district ceremonies (Graduations & Important Assemblies).		
3. Please write a narrative about student learning, skills & experience: 3 Of our Senior Students are so talented, they formed their own production company. The experience they gained through this program attributed to their development as legitimate videographers, who have professional work ethic and work quality. They have developed in the following areas: Team Work/ Collaboration, Responsibility & Accountability, Equipment use (filming/editing), & time management. Our students have developed friendship and partnership through this program. I am proud of our seniors who have showed the willingness to help in our mentorship of new videography interns.		
4. Goals for Next Year: Recruit new videography students into our program & maintain the efficiency of our team.		
Comments: 		

**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: 12-15
1. Description/Purpose/Goal: The <i>Human Rights Task Force</i> 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: • Awareness-raising campaign on Human Trafficking, objectification, and abuse; • Participation in county-wide "Upstander Week" activities; • Fund-raising and awareness-raising campaigns after Hurricane Sandy; • Co-sponsorship of the film "Milk" by Gus Van Sant; • Bake Sale sponsoring the <i>Heifer Fund</i> –purchased a goat for a needy family; • Attendance at Human Rights Student Institute for High School Leaders at Manhattanville College (sponsored by the <i>Holocaust and Human Rights Education Center</i>);		
3. Please write a narrative about student learning, skills & experience: Participants learned... • that there are only four roles one can play in life: <i>bystander, victim, perpetrator</i> and <i>upstander</i>; • and that being an Upstander is not the frequently chosen route most individuals take; • that a small group of committed individuals can make a difference and change the world; • raising awareness is often more important than fund-raising – and more difficult; • researching an issue helps frame a narrative that can be presented to others; • working together, especially with people you don't initially get along with, is vital to success;		

- 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;
- together we can accomplish anything;

4. Goals for Next Year:

To continue raising awareness about important civil liberties and human rights concerns;
To increase membership throughout the school, including incoming Freshmen – and reach out to our peers in the PVC **Social Action** club;
To co-promote a school-wide assembly;

Comments:

I remain proud of advising the Human Rights Task Force – and following through on its important work at CHHs and in the local and regional community.

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: Interact (Community Svc)	Advisor(s): Tracey Finan
Frequency and Duration of Meetings: Mondays 3-4pm Fridays (officer only meetings once/twice month 3-4pm) Off-site events: Midnight Run to NYC, Train Station, etc.		Number of Students in Core Group: 28
1. Description/Purpose/Goal: The Interact Club meets weekly to discuss ideas to support our two main goals which are fundraising for "Gift of Life" and provide community service opportunities for students who attend CHHS.		
2. Bulletin point list of achievements, highlights, events & activities: * Auto Show 9/30/12 at Croton Train Station with Rotary Club (Sold homemade baked goods, designed and ran games for fun, support Rotary with sale of raffle tickets.....) * Harry Chapin Run 10/21/12 Volunteers supported runners * Fundraising for Gift of Life (monthly bake sales at high school) * Midnight Run in NYC 4/12/13 * Blood Drives (fall and spring) 12/2/13 and 5/5/13 * Book Drive at CET November 2, 3, 4, 7, 8 and 9 th 2012		
3. Please write a narrative about student learning, skills & experience: Interact club is organized and led by students. The board members (Two presidents, secretary and treasurer) allow the club members to choose events the club should support/participate in. Examples: 1. The students selected "Gift of Life" to fundraise for. 2. The students decided to increase bake sales to once/month. 3. The students selected the date for the midnight run and decided what items to donate based on last years' experience. 4. Student board members selected club members who were allowed to do the midnight run since there is limited space.		
4. Goals for Next Year: * Increase fundraising efforts and add one or two more volunteer opportunities as a club. * Ideas being considered for next year by the new board members are 1- "Kids Club" Coupon books, babysitting night at CET 2- possible "Breast Cancer" walk. • Club also decided the co-president was not such a good idea, so now there will be a president, vice president, secretary and treasurer on the board.		
Comments:		

*Please complete the Participation Spreadsheet

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: High School	Name of Club: Spirit Club	Advisor(s): Lauren Maiolo Kerri Tracy
Frequency and Duration of Meetings: Thursdays 3-4pm		Number of Students in Core Group: 21
1. Description/Purpose/Goal: The Spirit Club plans two events. The first is Homecoming and the second is Color Wars. The students in Spirit Club look to get the school community rallied around different school events and to form a sense of camaraderie in the school.		
2. Bulletin point list of achievements, highlights, events & activities: • Spirit Week: _____ • Spirit Week Rally • Color Wars: 4/2-4/5 • Color Wars Rally: 4/5. • NEW THIS YEAR: Spirit Club Tee Shirt "Welcome to the Jungle" , designed by Jesse Schulze		
3. Please write a narrative about student learning, skills & experience: Spirit Club had a large turnout. Students select all of the themes for the two weeks (Spirit Week & Color Wars). They also plan the rallies for both of those weeks as well. The vice president of the club, Jesse Schulze, designed a tee shirt to use as a fundraiser and increase school spirit. This was a huge success and the club took pride in the new spirit club tee shirt.		
4. Goals for Next Year: There is one new goal for next year and that is the students want to hold a contest for the spirit club tee shirt. They want this to be a new tradition and each year they hold a contest and let students vote on the artwork for the spirit club tee shirt.		
Comments: 		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: Band – Jazz and Concert	Advisor(s): Ivelaw Carrington
Frequency and Duration of Meetings: There is a defined schedule throughout the year		Number of Students in Core Group: Jazz Band – 55 students Concert Band – 65 students
1. Description/Purpose/Goal: To build the program and continue to raise the level of musical performance in all groups – Concert Band, Jazz Band and Pit Bands.		
2. Bulletin point list of achievements, highlights, events & activities: Fall and Spring concerts with Concert and Jazz bands Pep band at football games Orchestra for the spring musical		
3. Please write a narrative about student learning, skills & experience: Students in the band learn to interact and perform at various levels of achievement. Having a band that features freshman through seniors has allowed the performance and understanding to be expanded.		
4. Goals for Next Year: Continue to push students to the next level		
Comments:		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: CHHS	Name of Club: Newspaper Advisor	Advisor(s): Kim Gaynor
Frequency and Duration of Meetings: Meet on Fridays Sept. Oct. to get the club going. Then students come in individually to check in with their articles and to get new assignments. Duration 15-30 minutes.		Number of Students in Core Group: 8
1. Description/Purpose/Goal: The purpose of our meetings is to assign articles and due dates and to recruit new members.		
2. Bulletin point list of achievements, highlights, events & activities: The school paper is on-line and green. It is much more cost effective than paying for an actual paper and it also enables our busy student writers to have flexible due dates to submit articles which suits their busy schedules well.		
3. Please write a narrative about student learning, skills & experience: The students learned to write interview questions, interview, and that a news article consists of the 5 Ws and the H and that is not writing like an essay. It is written in the inverted pyramid form.		
4. Goals for Next Year: The goal next year to get more writers and to get more students interested in writing their own columns.		
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: 20
1. Description/Purpose/Goal: The Croton Academic Challenge Team (C.A.C.T.I.) was the first purely academic team/club at Croton-Harmon High School. Not merely trivia contests, Academic Challenge is an innovative way to maximize student engagement and differentiate instruction/learning in a techno-savvy format. As per the expectations for 21st Century learning, Academic Challenge teams usual perform in a multi-media setting that is heavily reliant on the use of appropriate technology. Our mission/goal is to create an engaging and fun educational setting for ANY student interested in enriching their learning experience at CHHS. The 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: • Competed in four local events (W.A.C.K.O. and <i>Omar Q. Bekins</i> tournaments) at White Plains High School; • Received new buzzer system (thanks to CHEF); • Initiated the first annual "Brain Bowl" academic challenge tournament against Hendrick Hudson High School – we won; • Competed in the "Golden Cactus Academic Challenge" tournament (students vs. teachers) – students won; • Will apply for selection to "2013-2014 season of "The Challenge" (if the event continues);		
3. Please write a narrative about student learning, skills & experience: Overview The Croton Academic Challenge Team (C.A.C.T.I.) continues to draw interest across the grades (and community) and perform well. Our season highlights are weekly practices and quarterly competitions. In addition, we were able to continue the "Golden Cactus Academic Challenge"		

Tournament – essentially, a “students vs. teachers” match featuring trivia questions from across disciplines. It’s great that our colleagues (good sports) saw fit to participate and support the program.

W.A.C.K.O. and Omar

Locally, we competed in 2 **W.A.C.K.O.s** and **Omar** this year. Based at White Plains High School, the **Westchester Academic Challenge Knowledge Organization (W.A.C.K.O.)** hosts a four-part meet schedule for top schools in the Hudson Valley region. These day-long Saturday affairs provide us with top level competition. The culmination of these events is the prestigious two-day (23rd annual) **Omar Q. Bekins** tournament.

We are tremendously grateful for the district-wide support that provides us transportation to this and all our competitions. Once again we have a strong core of Juniors on the current squad and look forward to a higher level of competition next season. Similarly, we continue to focus on incoming students and have a number of potential stars in the current Freshman class.

In Closing

CACTI does its 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 Sarah Wellman and Dr. Ardito at PVC about starting an academic challenge team there – and will give them our old buzzers towards this end. 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.

4. Goals for Next Year:

- We hope “The Challenge” will continue – and to be selected for it;
- We will continue to recruit incoming Freshmen as well as interested Sophomores and Juniors;
- We will continue to practice and compete on the local, regional and national levels.;

- We will do what we can to develop an academic challenge team at P.V.C.;

Comments:

I love advising CACTI – and look forward to many years of success moving forward.

Attendance

Genevieve Lewis; Isabel Rothberg; Allison Smith; Tom Syku; Adam Shaukat; Logan McManus; Max Davidson; Sridevi Dayanandan; Gavin Sussman; Spencer Sturton; Jack Baschwitz; Brian Colombini; Dan Coen, Abel Njie; Julia Albrecht; Samara Levy; Max Diamond; Joseph Konig; Olivia Shaw; Saskia Lane; Caroline Norfleet; Charles Ellison; Dan Coen; Zach Crowell; Nicole Munz; Will Gmoser; Marie Syku; Laura Rodriguez; Emily Grossman; Nicky Lam; Alex Suss;

