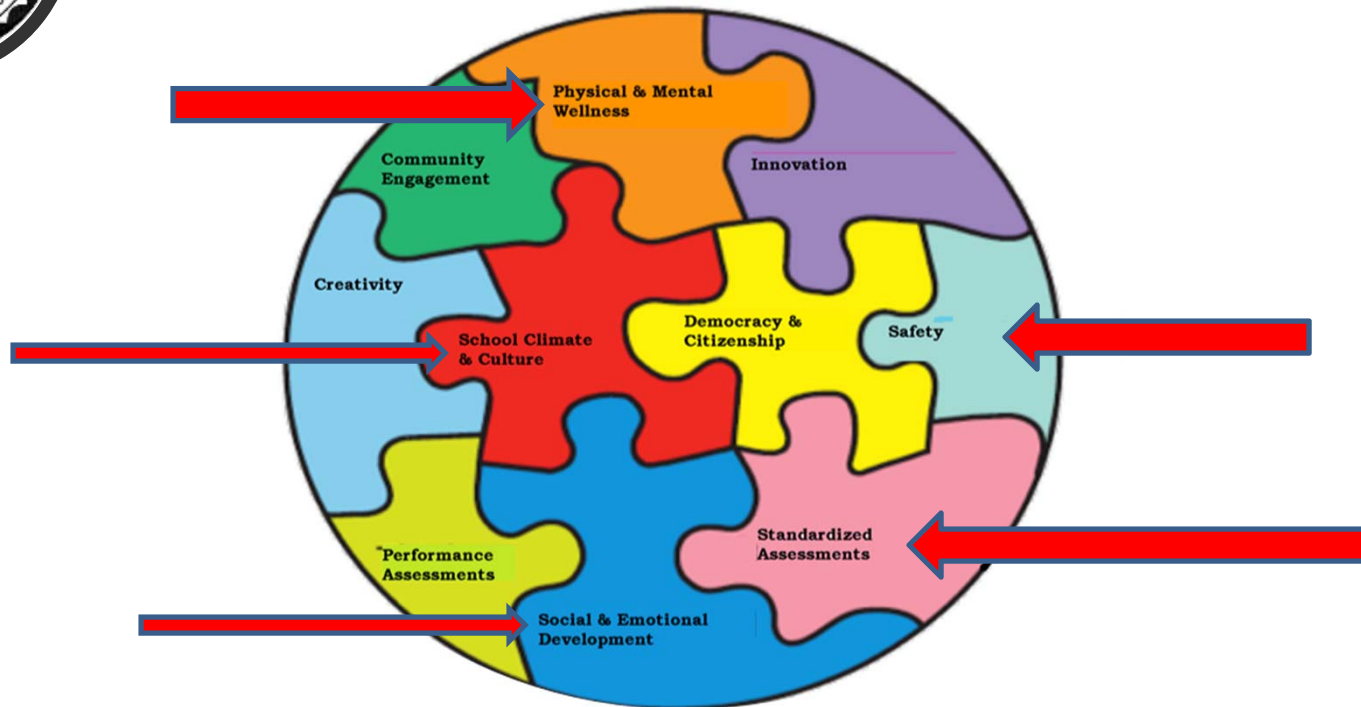




# Sachem Central School District



*2017-2018 Data Review – Climate & Standardized Assessments*  
*October 24, 2018*



# Sachem Central School District

## Who are we?

- 12,800 students
  - African American 3%
  - Asian 6%
  - Latino 13%
  - Multi-racial 2%
  - White 77%
  - English Language Learners 2%
  - Students with Disabilities 16%
  - Economically Disadvantaged 26%



# **Sachem Central School District**

## **Spring 2018 Climate Survey**

- The staff (instructional and non-instructional), parents and students (grades 5-12) of the Sachem CSD were invited to complete a School Climate Survey in the spring of 2018. The survey was administered online.
- The survey was a part of a New York State Education Department Pilot for Promoting Healthy and Positive School Climates. The survey aimed to promote and measure school climate (rather than focus on measuring school violence).
- What is School Climate? School climate is “the way school culture affects a child’s sense of safety and acceptance, and consequently is a critical determinant of their ability to focus on the task of learning.”



# Sachem Central School District

US Department of Education (USDE) Sample Questions Parent School Climate Survey

9. Adults at this school treat all students respectfully.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

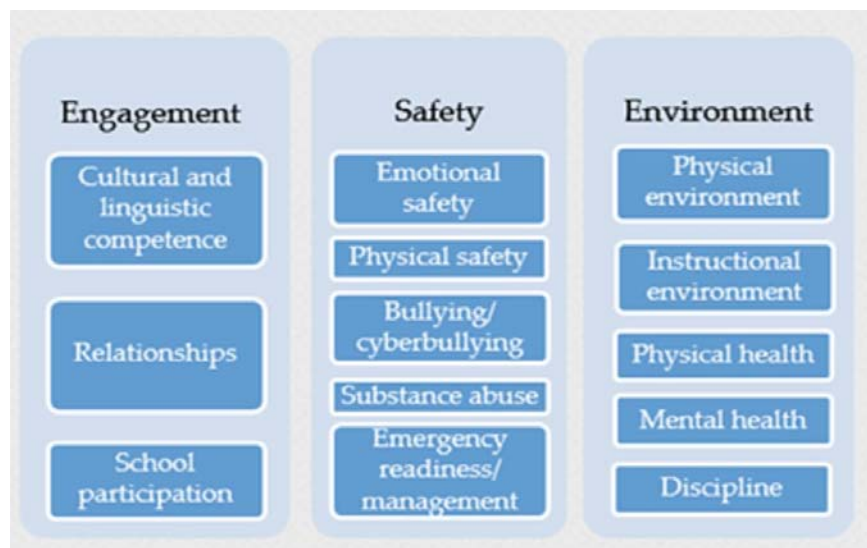
10. People of different cultural backgrounds, races, or ethnicities get along well at this school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree





# Sachem Central School District



## Sachem Response Rates

Category	Surveys Distributed	Surveys Submitted	Response Rate
Staff	2527	338	13.4%
Parents	11554	616	5.3%
Students	9153	7100	77.6%



# Sachem Central School District

## SAMPLE RESPONSES

Participating parents indicate that:

### Engagement

- This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses). (86.3% agree)
- At this school, my child feels he/she belongs. (84.8% agree)
- I feel welcome at this school. (87.2% agree)



# Sachem Central School District

## SAMPLE RESPONSES

Participating staff indicate that:

### Engagement

- This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses) (95.3% agree).
- This school asks families to volunteer at the school (68.7% agree).
- This school communicates with parents in a timely and ongoing basis (95.4% agree).
- Students are encouraged to get involved in extra-curricular activities (94.7% agree).



# Sachem Central School District

## SAMPLE RESPONSES

Participating students indicate that:

### Environment

- My teachers praise me when I work hard in school (62.6% agree).
- My teachers give me individual attention when I need it (71.1% agree).
- My teachers often connect what I am learning to life outside the classroom (56.7% agree).
- My teachers expect me to do my best all the time (91.1% agree).
- My teachers really care about me (68.4% agree).
- School rules are applied equally to all students (58.5% agree).
- Discipline is fair (60.5% agree).







# Sachem Central School District

Why administer a climate survey?



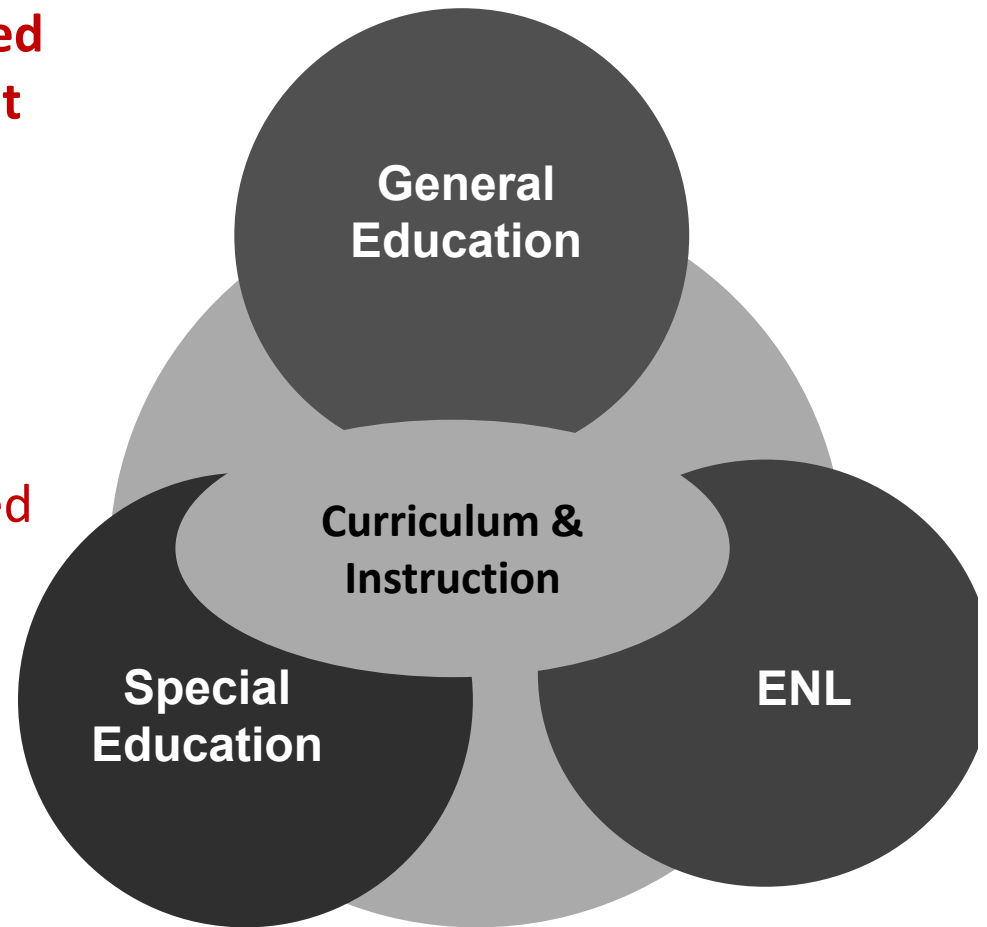
The quality of school climate may be the single most predictive factor in any school's capacity to promote student achievement; **If we want achievement gains, we need to begin by improving the school climate.**

We are in the review process of climate data by school, and will look into future administrations of climate surveys. The data collected in 2018 is a baseline.

Shindler, J., Jones, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. *Journal of School Administration Research and Development* 1(1), 9 -16.

# Curriculum and Instruction ~ Our Beliefs ~

- Mastery vs. Coverage
- Teachers should have autonomy to teach their curriculum at a pace **based on the needs of the students in front of them.**
- Use data to make these instructional choices  
“Sachem Norms”
- District-created curriculum vs. canned programs
- Collaboration is key
- Students unpack own learning
- Equal Access
- Students can show you what they know in many ways



SACHEM CENTRAL SCHOOL DISTRICT  
*We Are Sachem*

# Using State and District Data

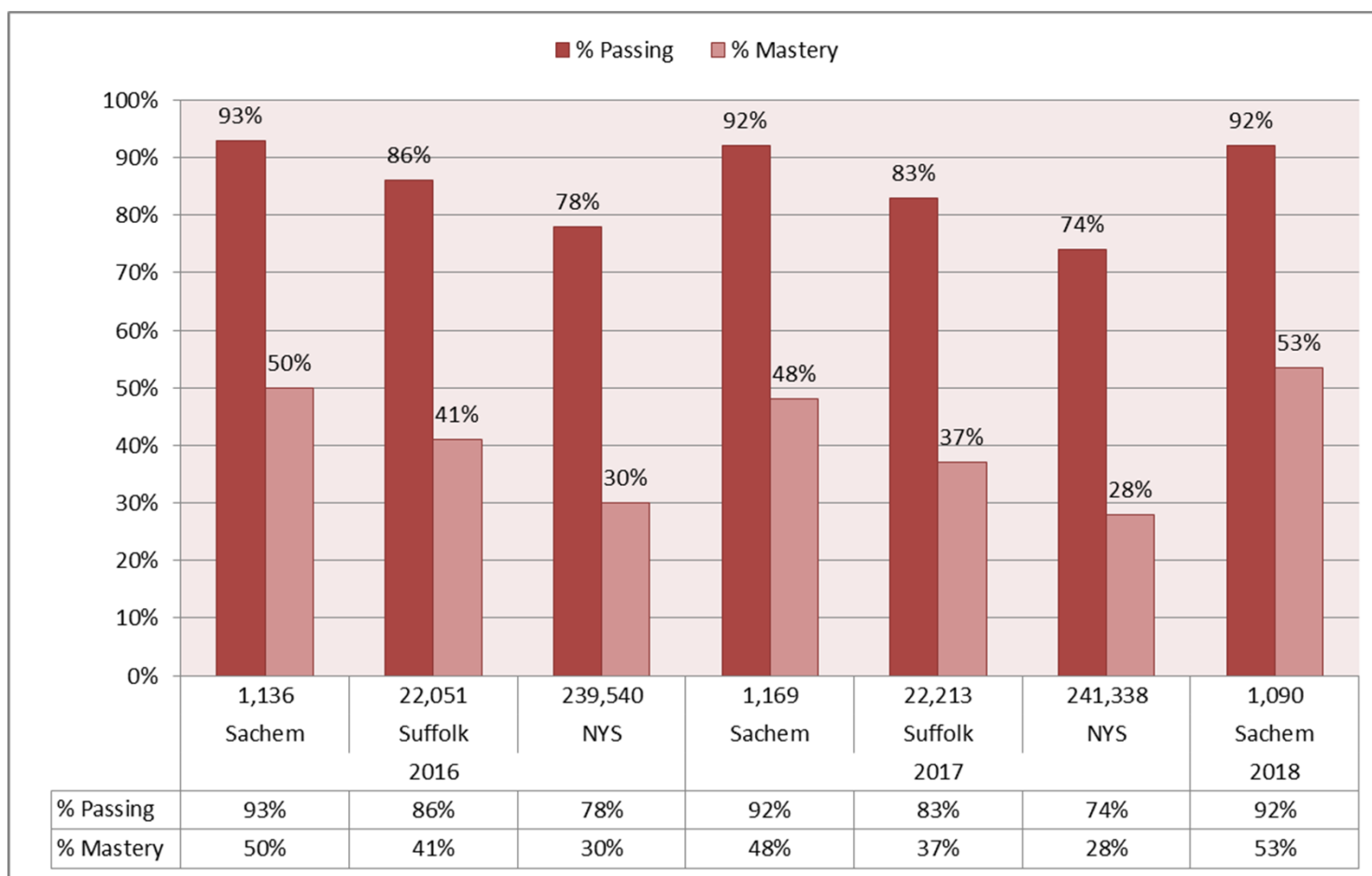
- State Data
  - Regents
  - 3-8 ELA, Math & Science
  - NYSESLAT
  - Graduation Rate
- One measure that informs overall how a district, building or student progressed
- District Data
  - Finals
  - Midterms
  - Benchmarks (ELA/Math)
  - Anecdotal Notes
  - Unit Tests/Quizzes
- Informs the daily instruction to tailor to student needs

\* We meet as “data teams” by district and building/departments to analyze trends

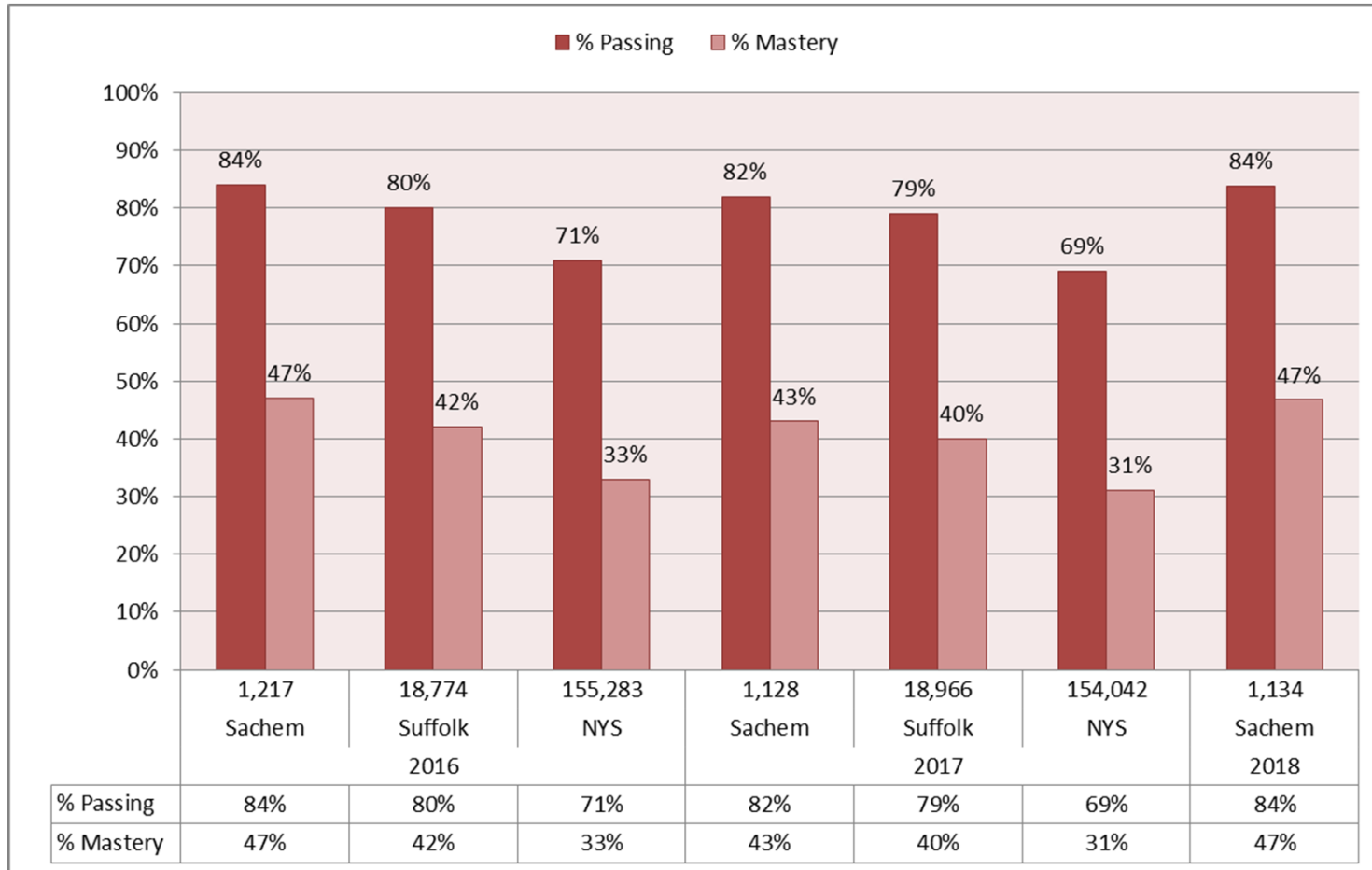
# Sachem 2018 Regents Results



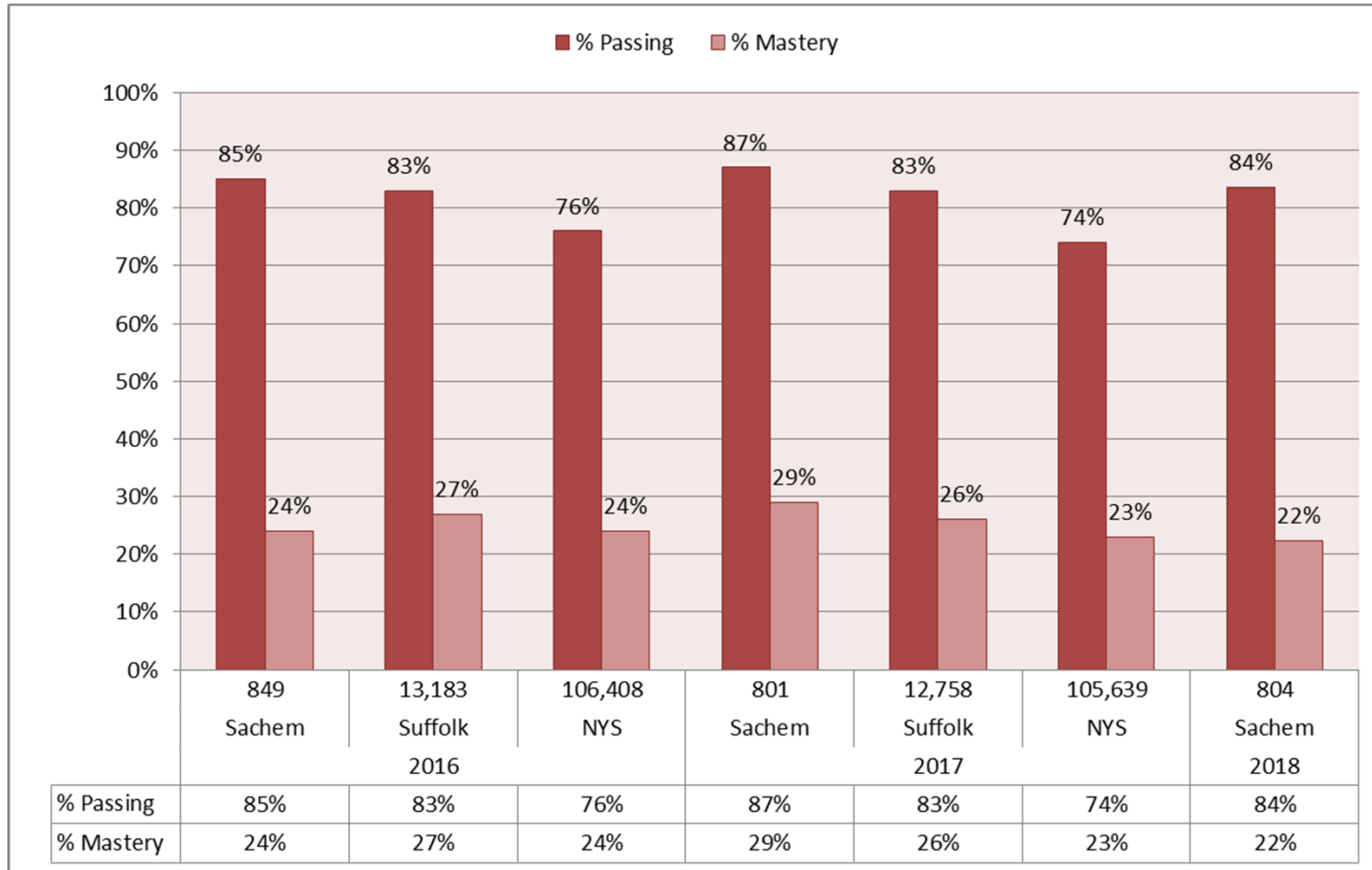
# Living Environment Regents



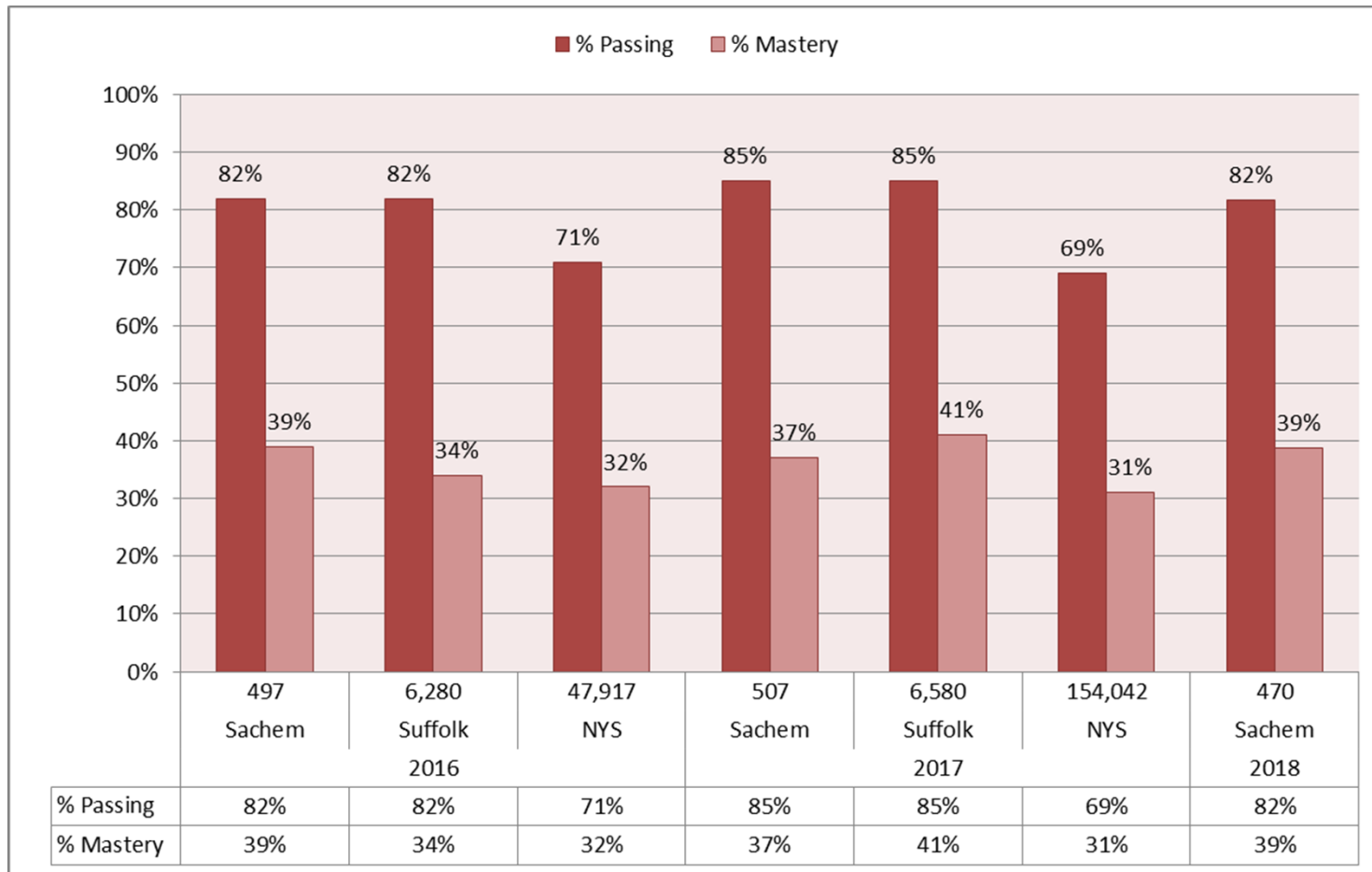
# Earth Science Regents



# Chemistry Regents

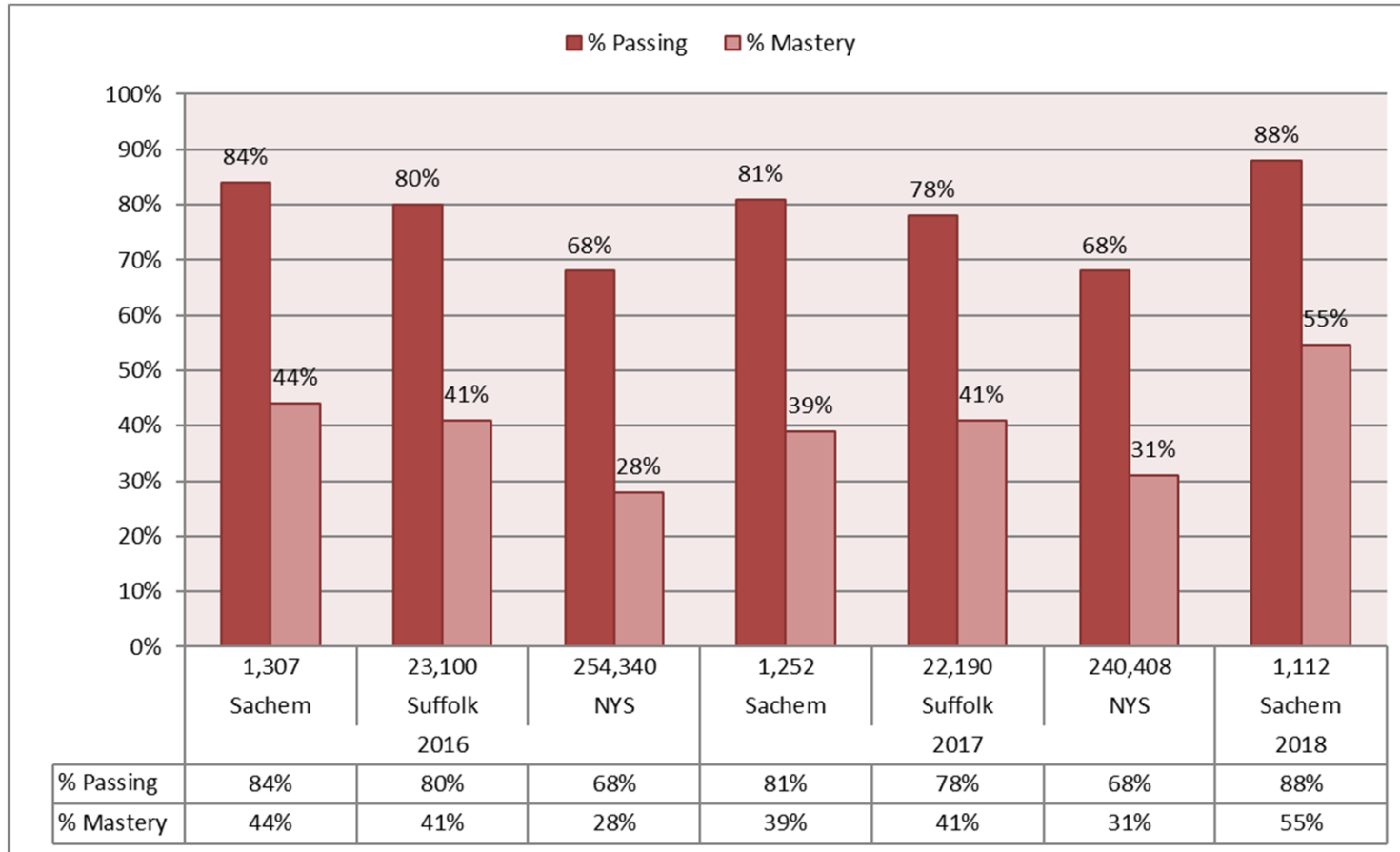


# Physics Regents

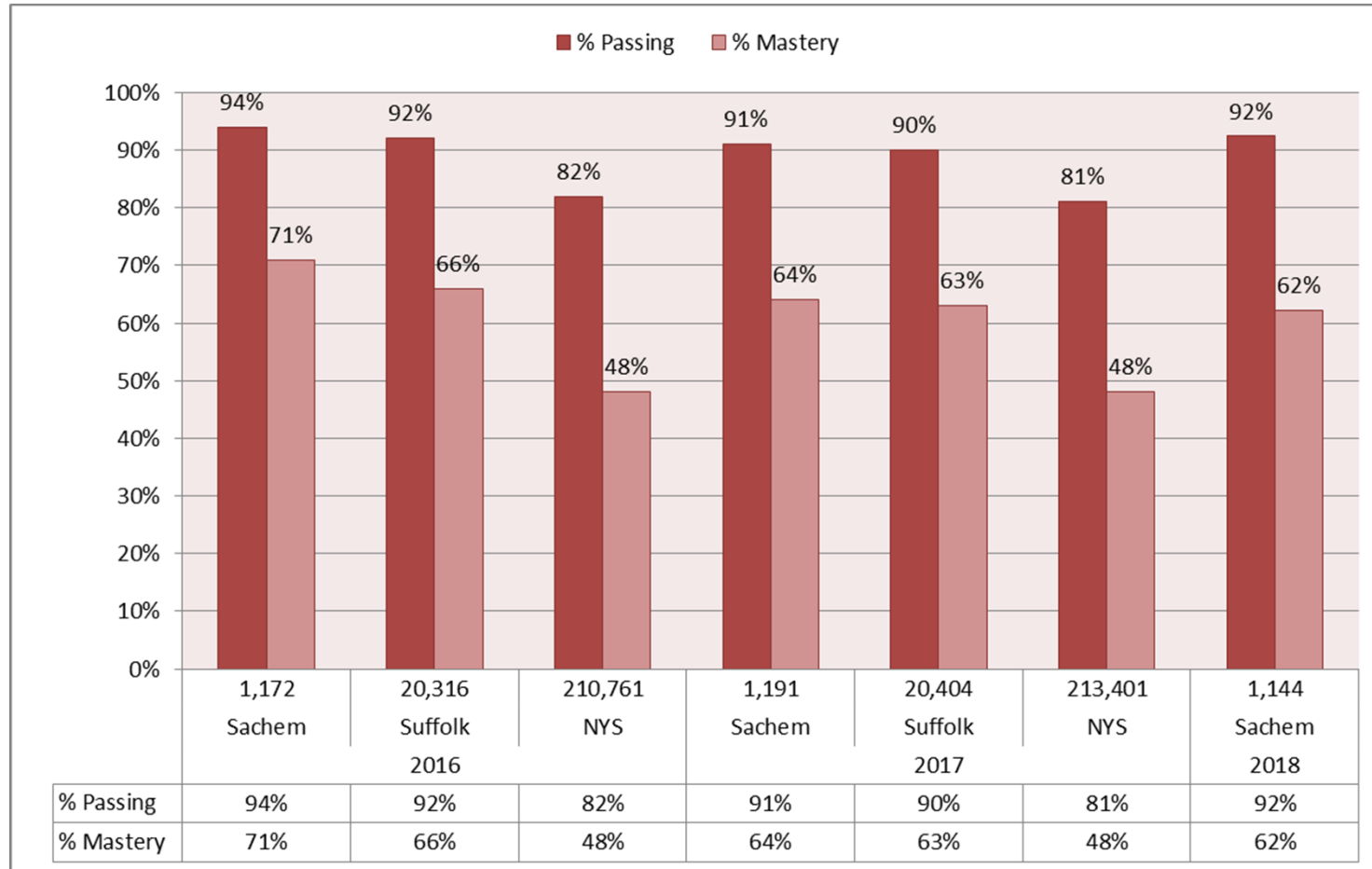




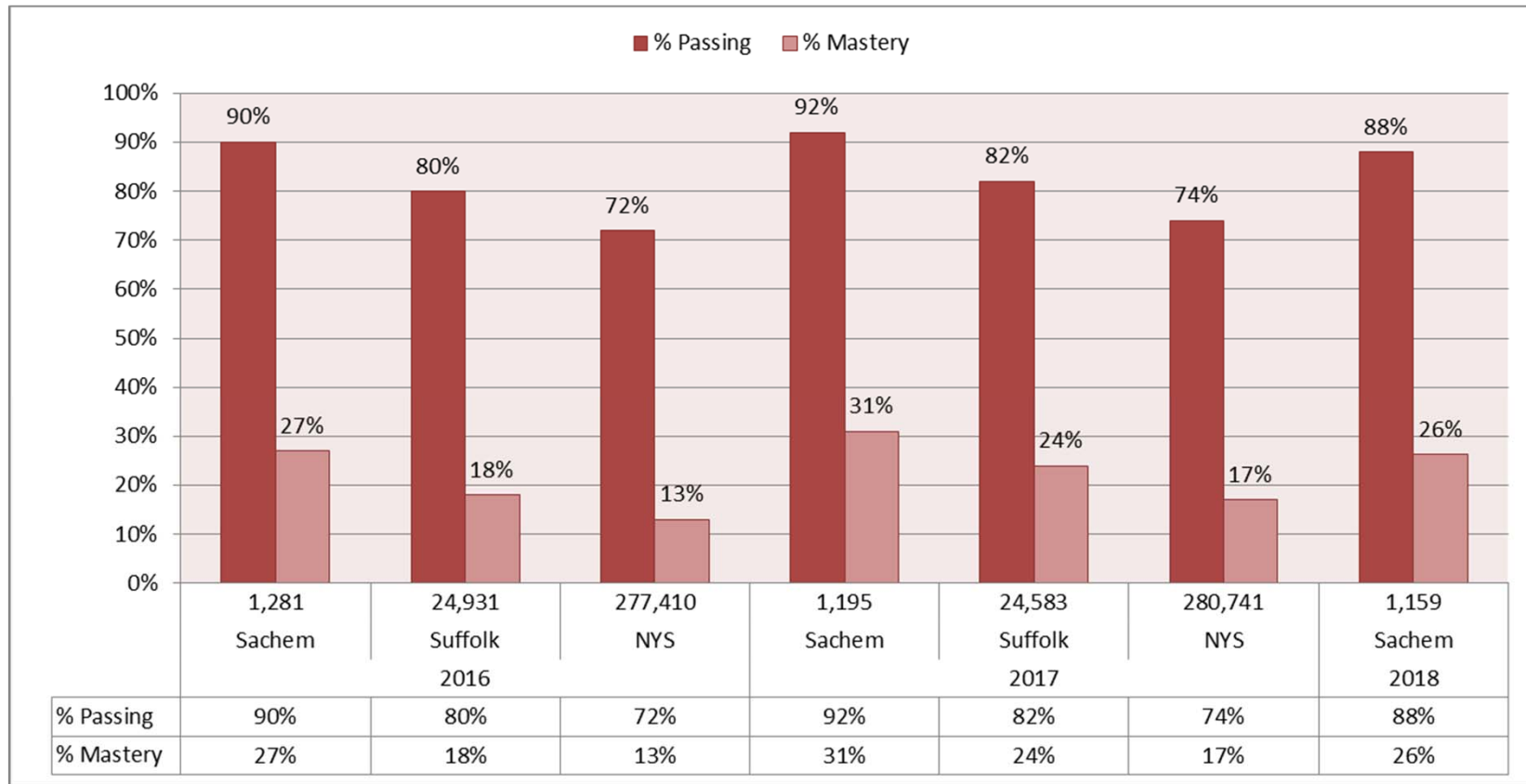
# Global History Regents



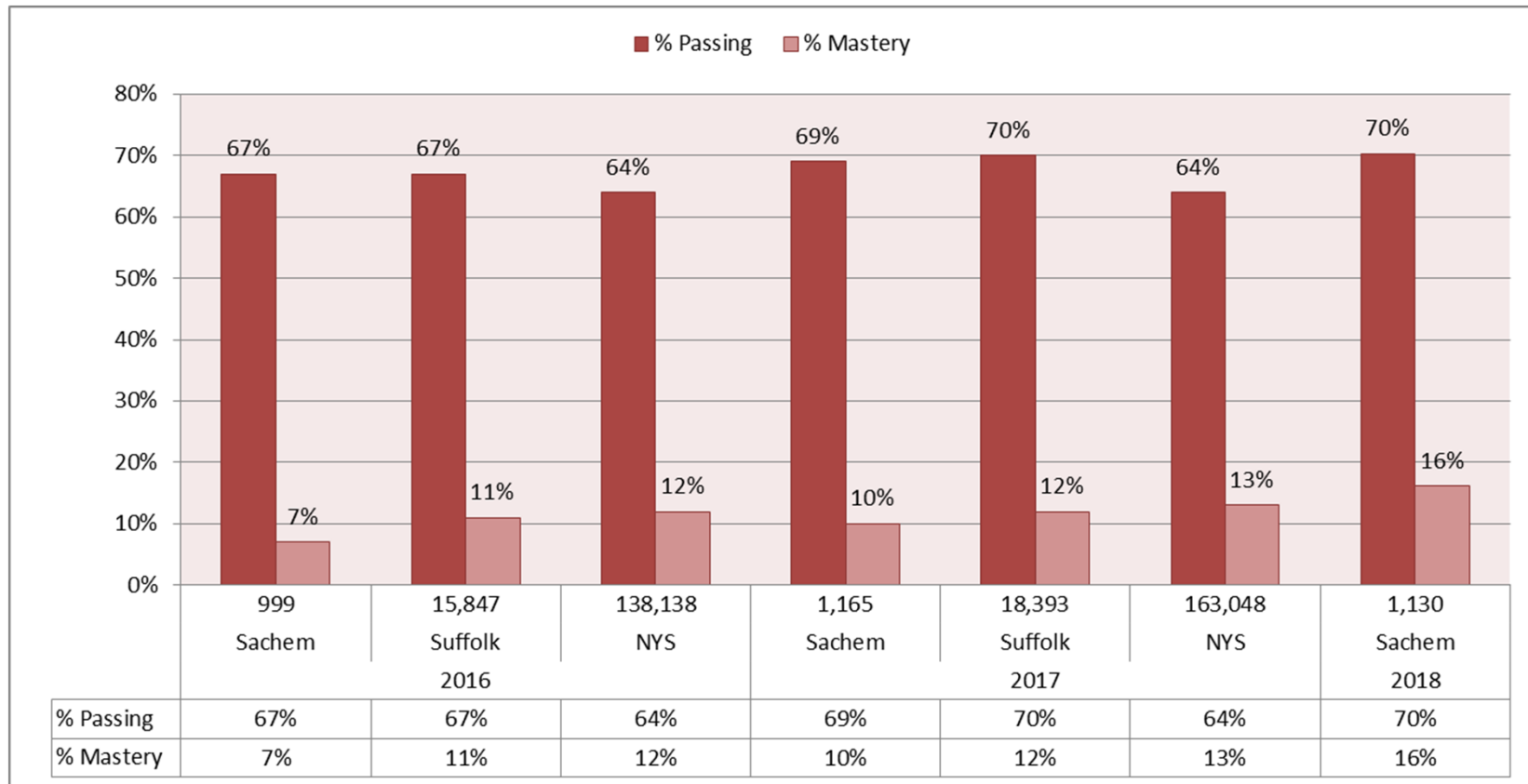
# U.S. History & Government Regents



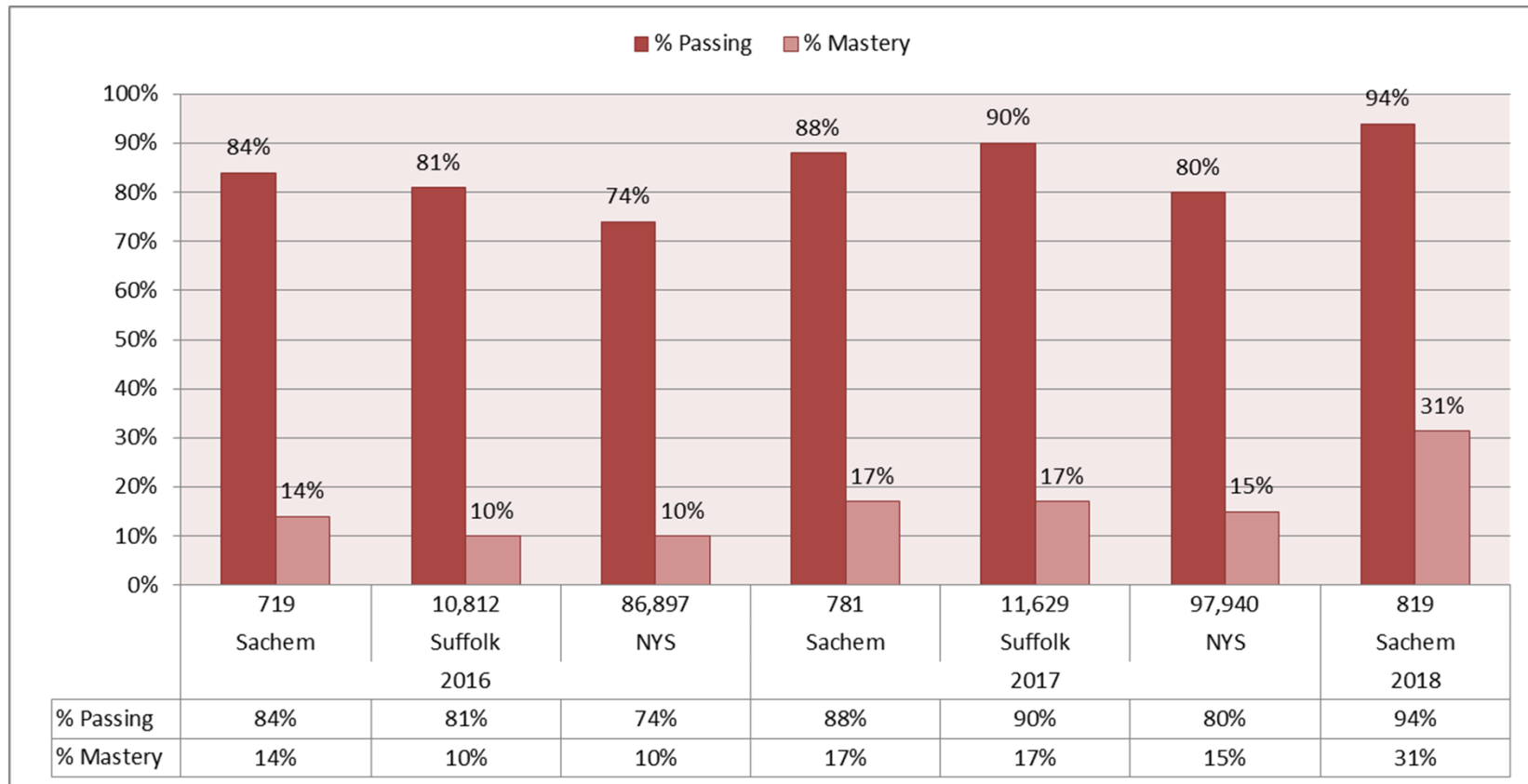
# CC Algebra 1



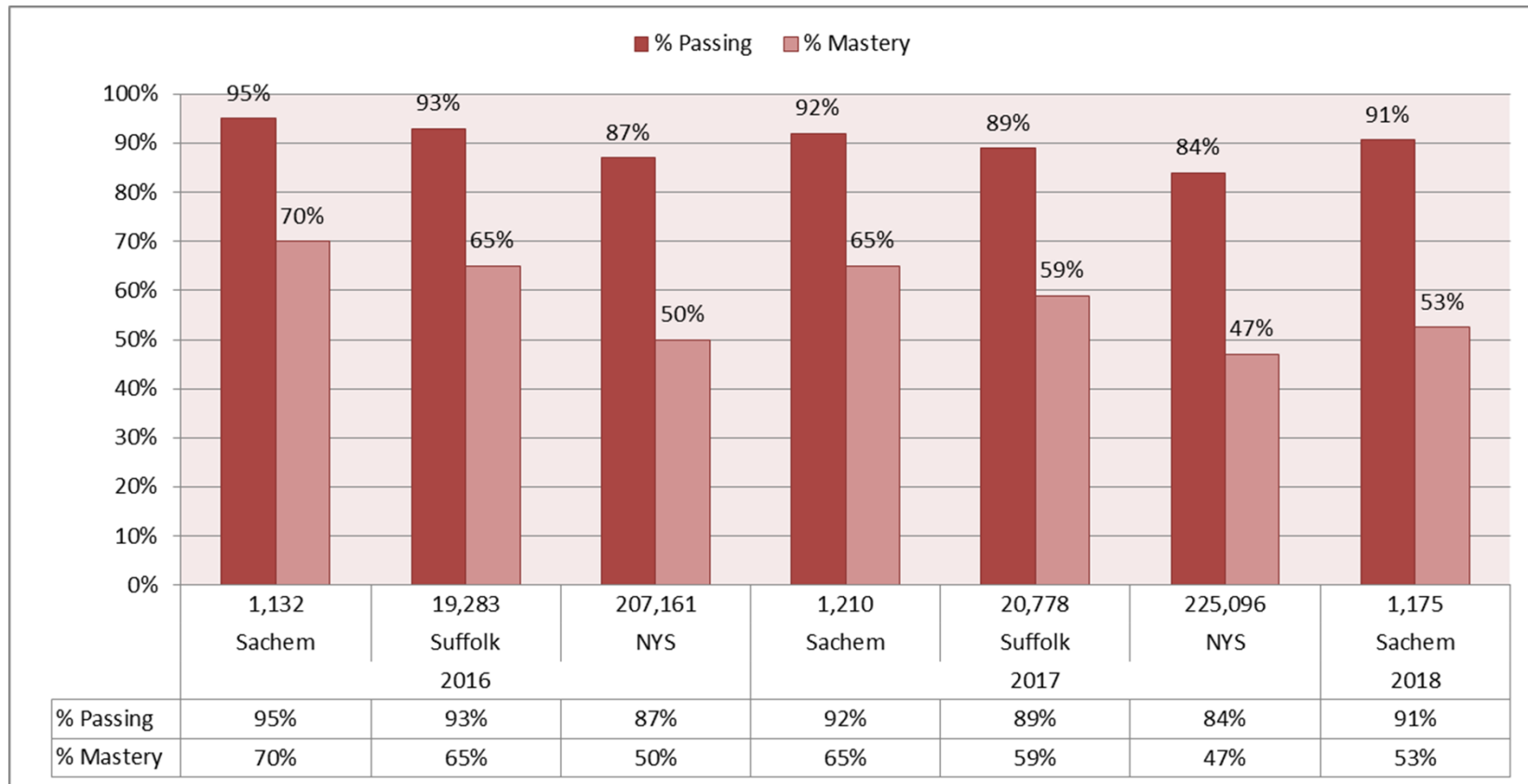
# CC Geometry



# CC Algebra 2



# CC English



# Accelerated Math Overview

- Across the middle schools 296 students in 8<sup>th</sup> grade took Algebra 1
- 100% of these students passed the exam
- 84% of these students achieved Mastery

Total Tested	# Passing	% Passing	# Mastery	% Mastery
296	296	100%	250	84%

\*1103 students enrolled in 8<sup>th</sup> grade

# Accelerated Science Overview

- Both Earth Science and Living Environment are offered as accelerated 8<sup>th</sup> grade courses
- 173 8<sup>th</sup> graders across the district took Earth Science
- 221 8<sup>th</sup> graders across the district took Living Environment
- 100% of these students passed the associated exam
- 89% of these students achieved Mastery

Course	Total Tested	# Passing	% Passing	# Mastery	% Mastery
Earth Science	173	173	100%	151	87%
Living Environment	221	221	100%	201	91%
Total	394	394	100%	352	89%

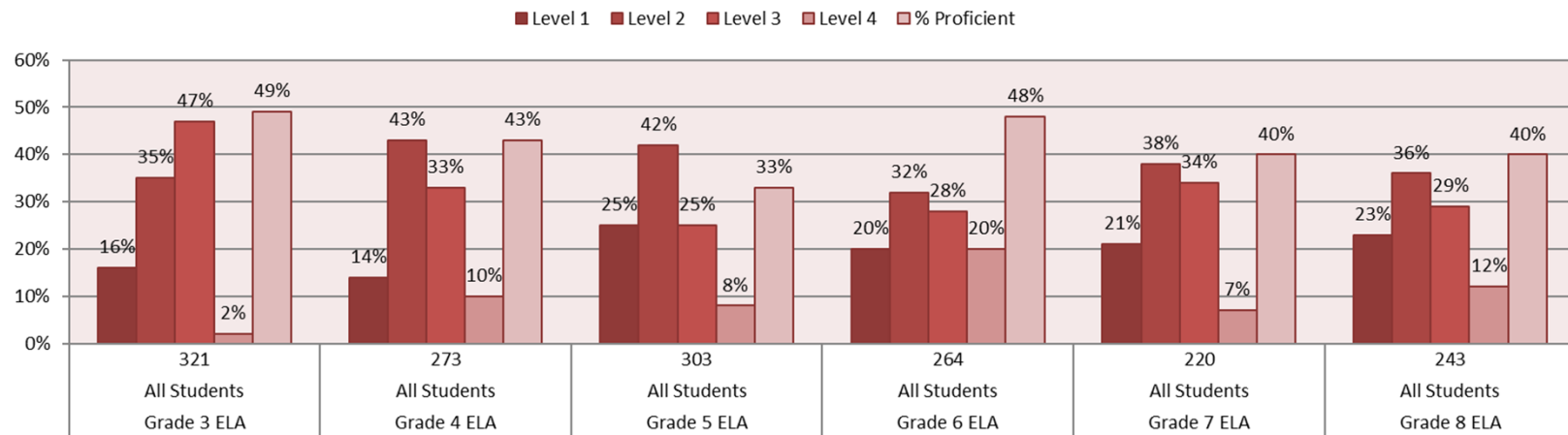


# Sachem 2018 3-8 Results



# ELA

**2018 3-8 ELA Assessment Levels**



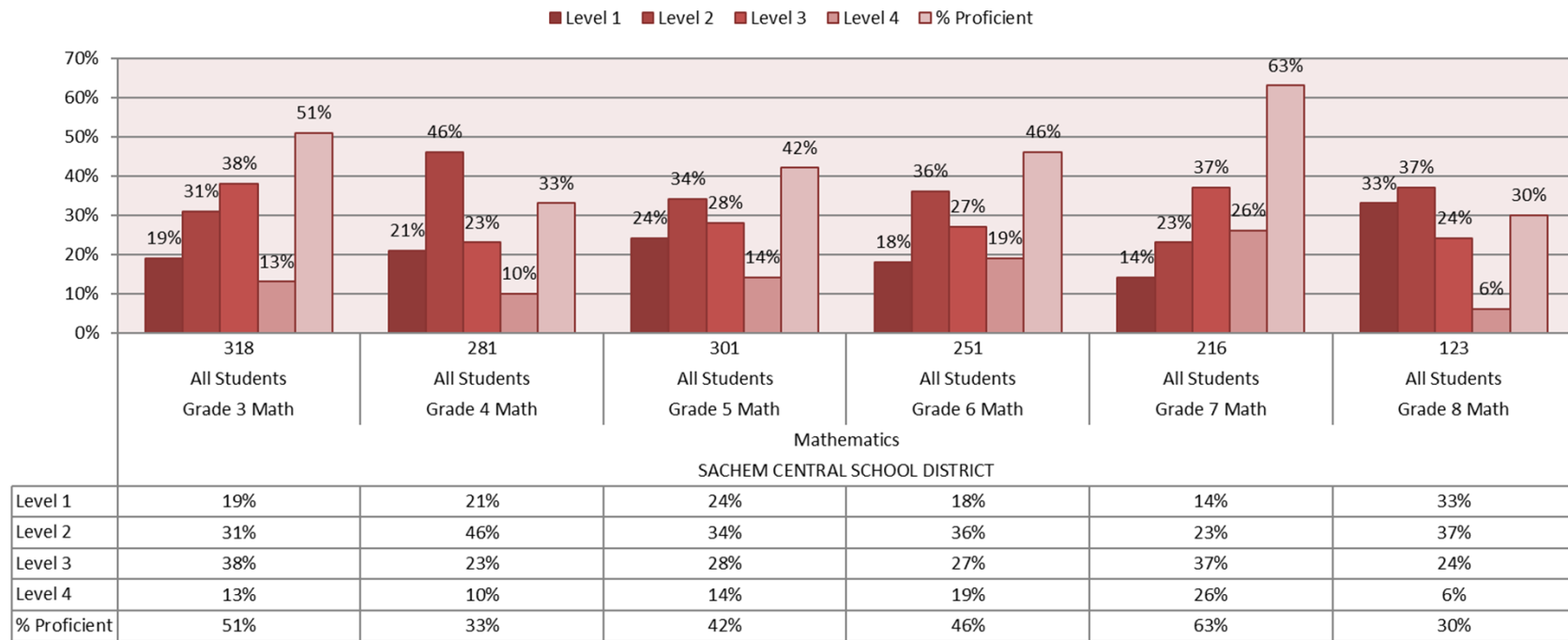
ELA

SACHEM CENTRAL SCHOOL DISTRICT

Level 1	16%	14%	25%	20%	21%	23%
Level 2	35%	43%	42%	32%	38%	36%
Level 3	47%	33%	25%	28%	34%	29%
Level 4	2%	10%	8%	20%	7%	12%
% Proficient	49%	43%	33%	48%	40%	40%

# Math

**2018 3-8 Math Assessment Levels**



# Sachem 2018

## Advanced Placement Data



# 2018 AP Statistics

- Sachem administered AP Exams in 23 different subjects
- Sachem had a total of 930 students take at least 1 AP exam
- A total of 1,891 exams were taken by students

	% of Students Scoring 3 or Better	% of Population 9-12 Taking AP Exams
Sachem	71%	21
NY	64%	22

Music Theory	Studio Art	English Language and Composition	Comparative Government and Politics	Macroeconomics
Microeconomics	Psychology	US Government and Politics	US History	World History
Calculus AB	English Literature and Composition	Calculus BC	Computer Science	Statistics
Biology	Chemistry	Physics I	Physics – Electricity & Magnetism	Physics - Mechanics

### Ongoing AP work:

Review of AP scores with teachers

Analysis of practices around access to AP courses

Developing curriculum that prepares students for AP courses



# AP Scholars

AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	National AP Scholar	Total
128	71	105	15	304

- Sachem had a total of 304 AP Scholars in 2018
- \*National AP Scholars are also counted in the AP Scholar with Distinction



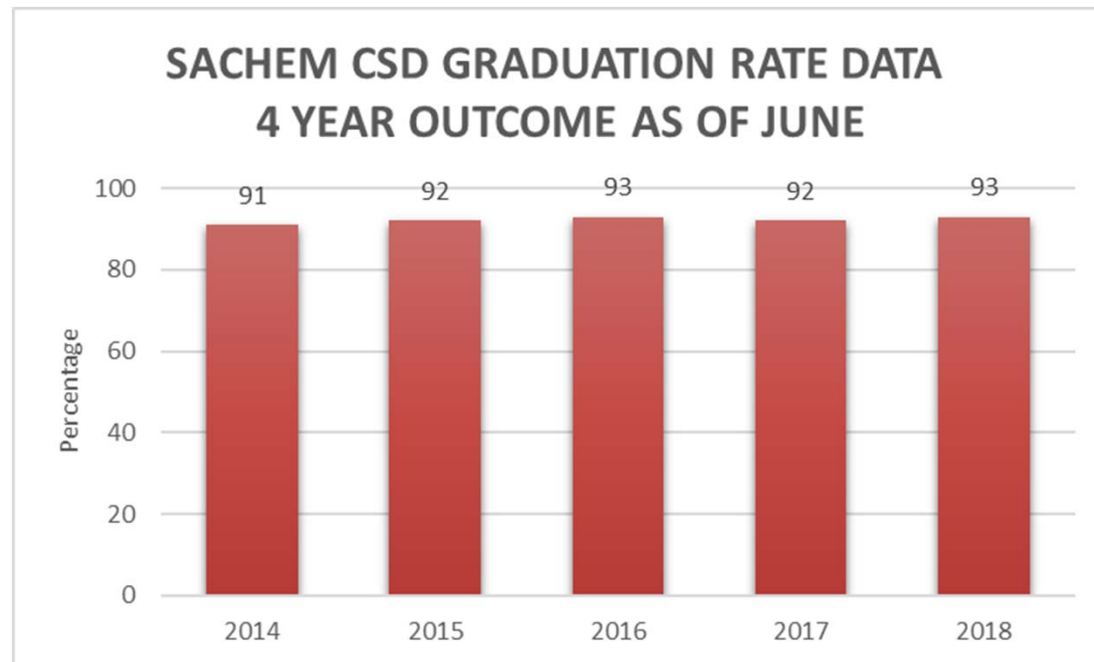
# Sachem 2018 Graduation Statistics

Multi Cohort





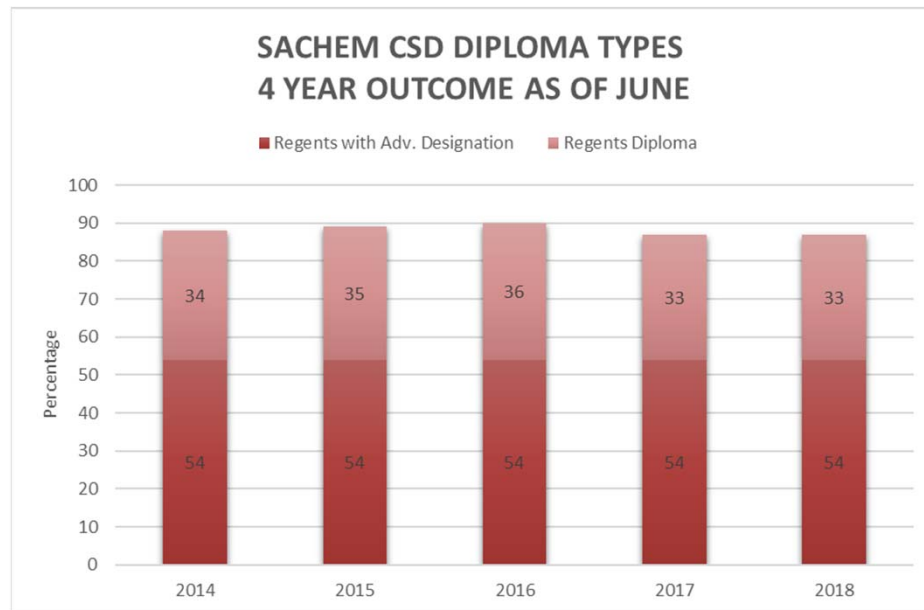
# 5 Year Graduation Rate



2014-2017 Outcomes are from [data.nysed.gov](http://data.nysed.gov)

2018 Outcomes are from SIRS 201 Total Cohort Summary as this data is not yet available on [data.nysed.gov](http://data.nysed.gov)

# Diploma Types & Post-Graduation Plans



2014-2017 Outcomes are from data.nysed.gov  
 2018 Outcomes are from SIRS 201 Total Cohort Summary as this data is not yet available on data.nysed.gov

Post Graduation Plans	# ALL Students	% ALL Students
4-year college	608	52%
2-year college	405	35%
Enlist in the military	19	2%
Seek employment	79	7%
Other postsecondary school	24	2%
Other/Unknown	25	2%
<b>Grand Total</b>	<b>1160</b>	<b>100%</b>

Outcomes are from SIRS 308 Annual Graduation & Post Graduation Plans Report as this data is not yet available on data.nysed.gov