
Commack U.F.S.D. Board of Education

ADMINISTRATIVE REPORT
DECEMBER 5, 2019



Agenda



Capital Projects
and Bond Update

State of the
District: Curriculum
and Instruction

Committee
Updates

THANK YOU COMMACK!

Bond passes 75% yes! Staff have begun working

Expected Timeline for Project Completion

- **Security Upgrades: 6 – 18 months**
- **Bathrooms: 6 – 24 months**
- **Athletic Fields: 12 – 24 months**
- **Instructional Spaces: 12 – 24 months**
- **Fiber Optics: 12 – 24 months**
- **Roofs: 18 – 24 months**
- **Air Conditioning in Large Group Areas: 18 – 36 months**

Project completion is dependent on the following variables:

- Required SED Approvals 12 weeks – 50 weeks
- Some projects are dependent on other projects (i.e. can't install air conditioning until roofs are complete)
- Weather
- Some construction cannot be done while school is in session

State of the District: K-12 Curriculum and Instruction



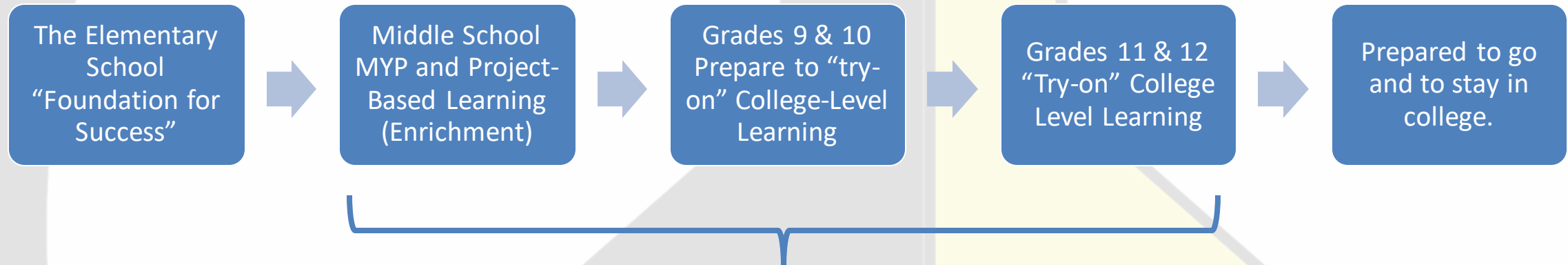
Project-Based
Learning

Middle School
Presenters

High School
Presenters

School
Snapshots

THE EDUCATIONAL PROGRAM CONTINUUM



The Secondary School Program:

A **Balanced** Educational Program that provides each student with **access and opportunity**. At the core of the success of this program is **Project-Based Learning**.

Students learning through **PBL retain content longer and have a deeper understanding** of what they are learning. (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993)

In specific content areas, **PBL has been shown to be more effective than traditional methods** for teaching math, economics, language, science, and other disciplines. (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006)



Project-Based Learning in Core Instruction



**Elementary higher-
level work accessible
to all through
Project-Based Learning**

[Please click here to watch the video!](#)

- Arts
- Math Manipulatives
- Physics
- Probability
- Algebra
- Science Research
- And more...

**COMMACK MIDDLE SCHOOL
PROJECT-BASED LEARNING
SOCIAL STUDIES**

**FOSTERING GLOBAL THINKERS BY
CONNECTING THE PAST TO THE
PRESENT**

Mr. Boundy
Conor Spahn

IMMIGRATION PROJECTS

Statement of Inquiry:

Time, location, and resources greatly affect peoples' movement and culture.

Debatable Question:

Is immigration to the US in 2019 similar to immigration in the late 1800s?

MP 1: students investigate immigration to the US in the late 1800s/early 1900s

MP 2: students investigate recent immigration to the US

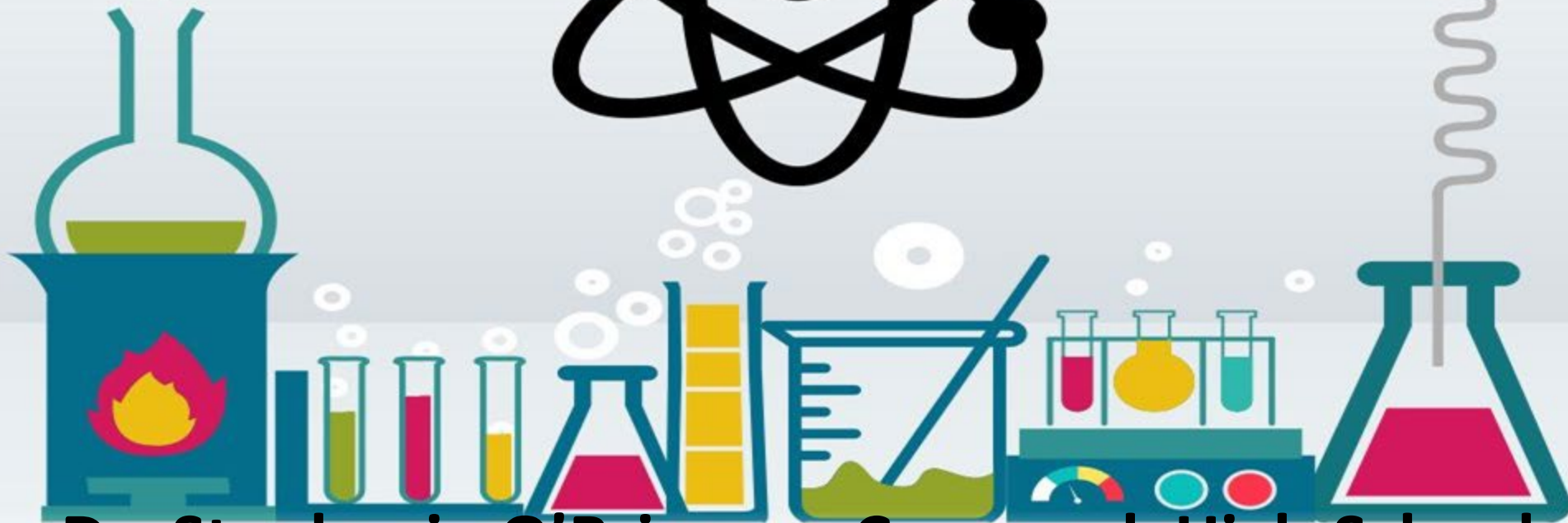
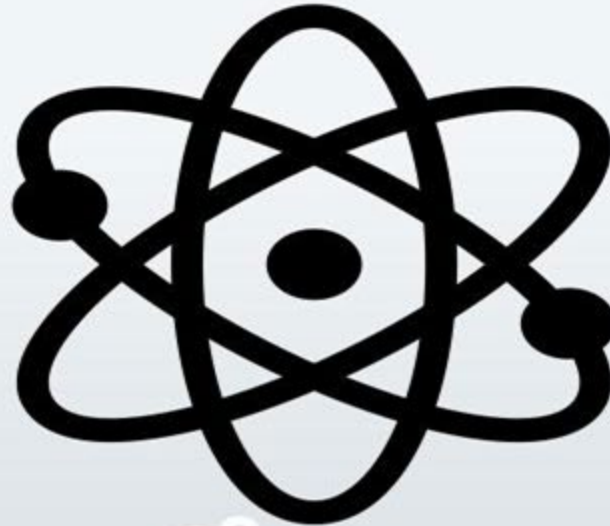
HISTORICAL THINKING SKILL DEVELOPMENT:

- **RESEARCH: FINDING, SUMMARIZING, AND ANALYZING APPROPRIATE VALID SOURCES.**
- **CONTEXTUALIZATION: RECOGNIZING THAT THE HISTORICAL CONTEXT IN WHICH A SOURCE IS WRITTEN IS INFLUENTIAL IN UNDERSTANDING ITS MEANING.**
- **COMPARATIVE WRITING: DISCUSSING SIMILARITIES AND DIFFERENCES IN IMMIGRANT EXPERIENCES IN THE PAST AND PRESENT.**

Questions from the Board of Education



Project-Based Learning in Science



Dr. Stephanie O'Brien

Commack High School

THE CHEMISTRY OF SLIME

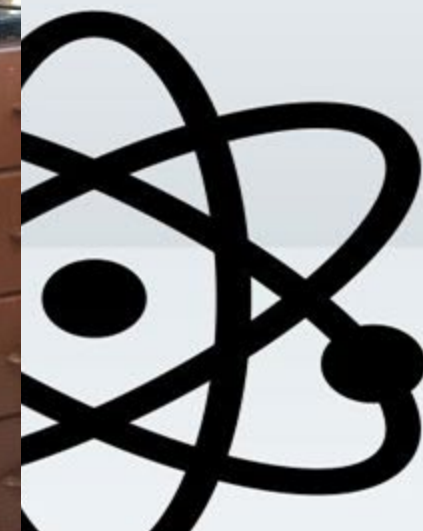
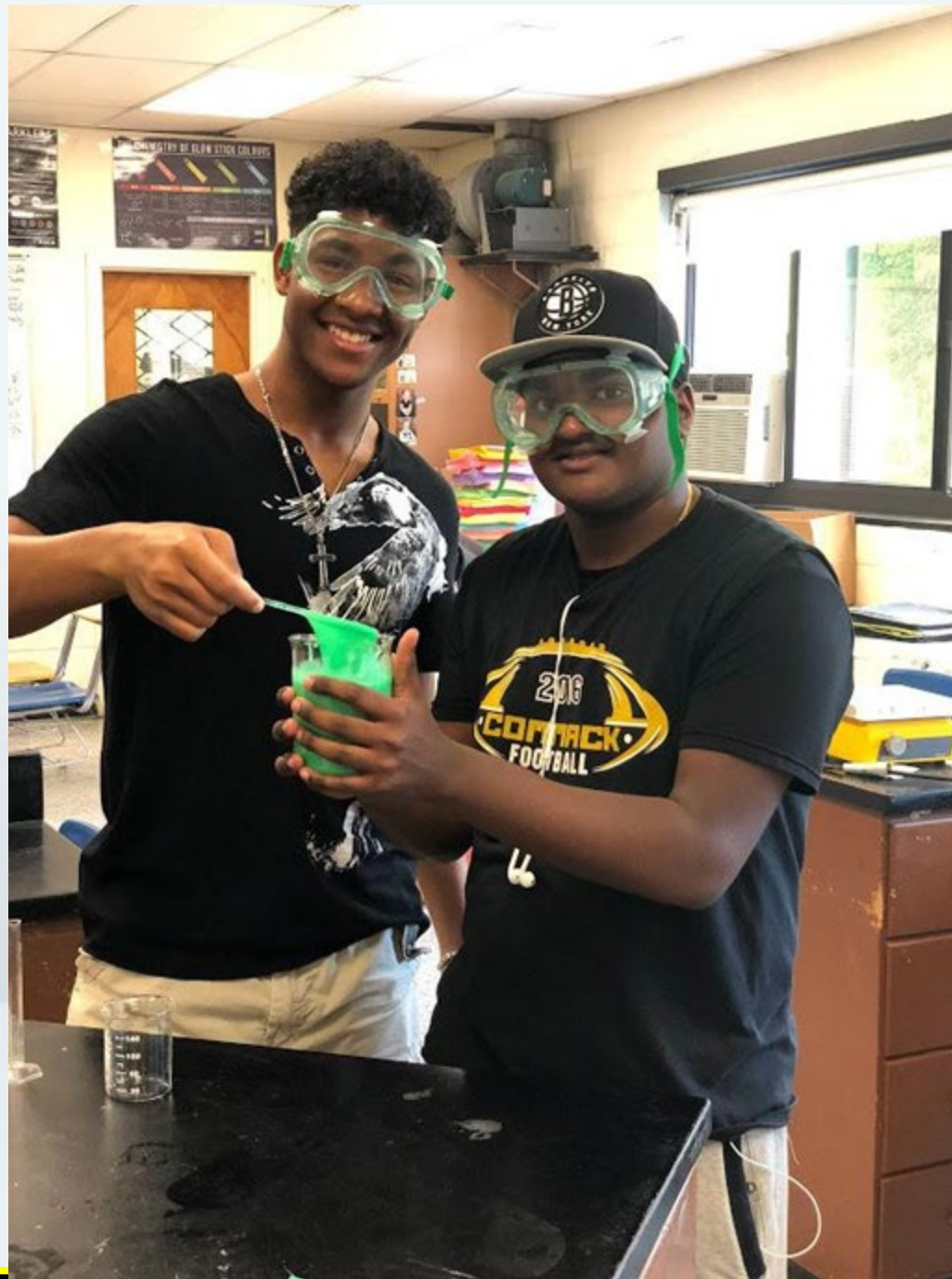
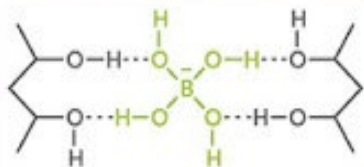
The slime-making craze is sweeping schools and homes worldwide. Here, we investigate the ingredients and science behind slime's gooey properties.



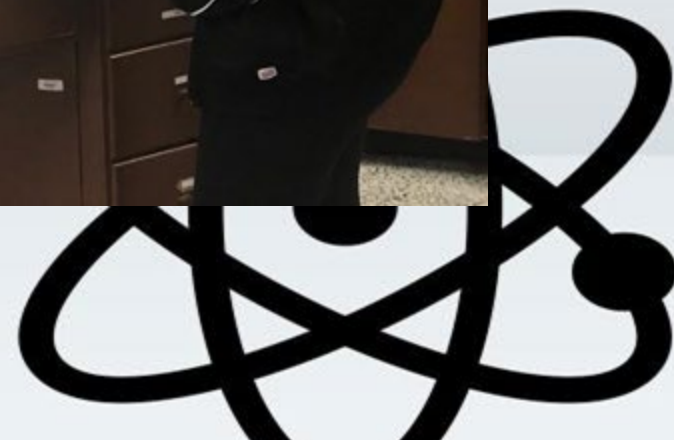
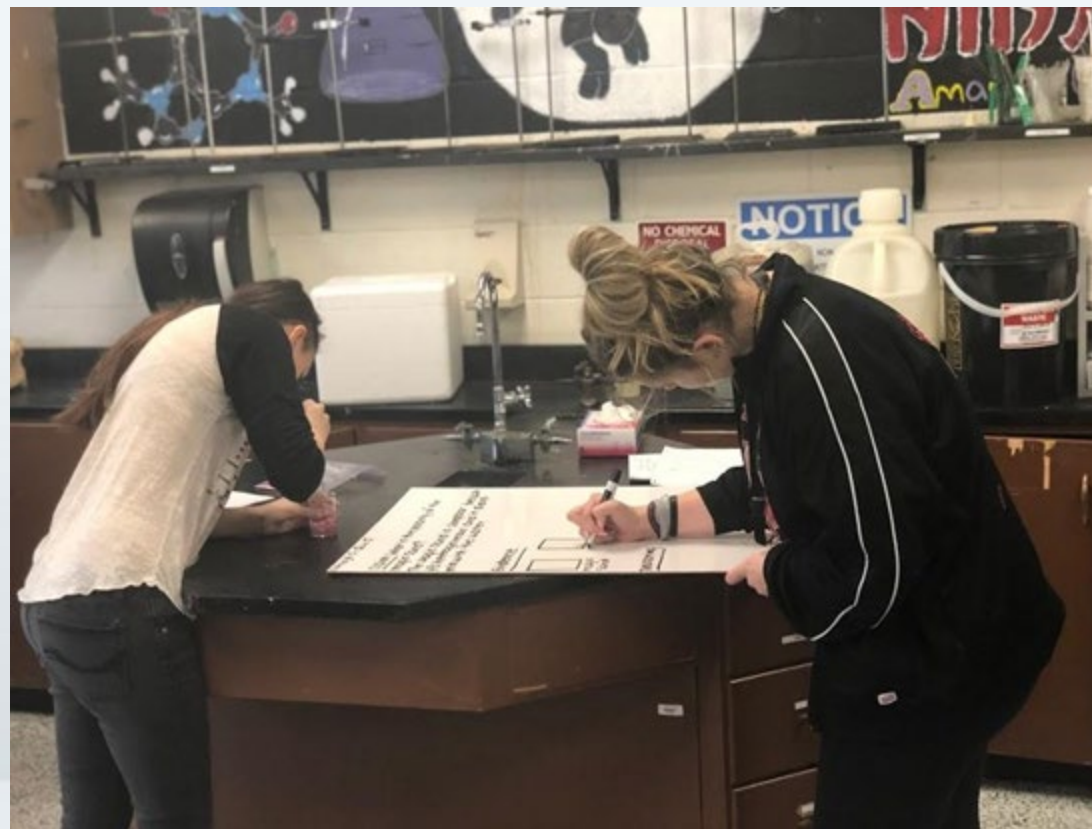
MAKING SLIME

SLIME'S PROPERTIES

Tetrahydroxyborate ions form cross-links between PVA polymer chains. This creates a three-dimensional network that traps water, creating a semisolid gel.



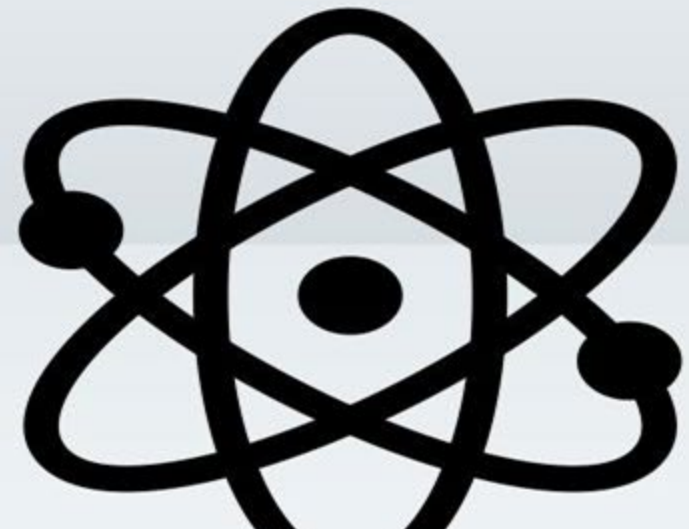
Magic Sand



IB Internal Assessments

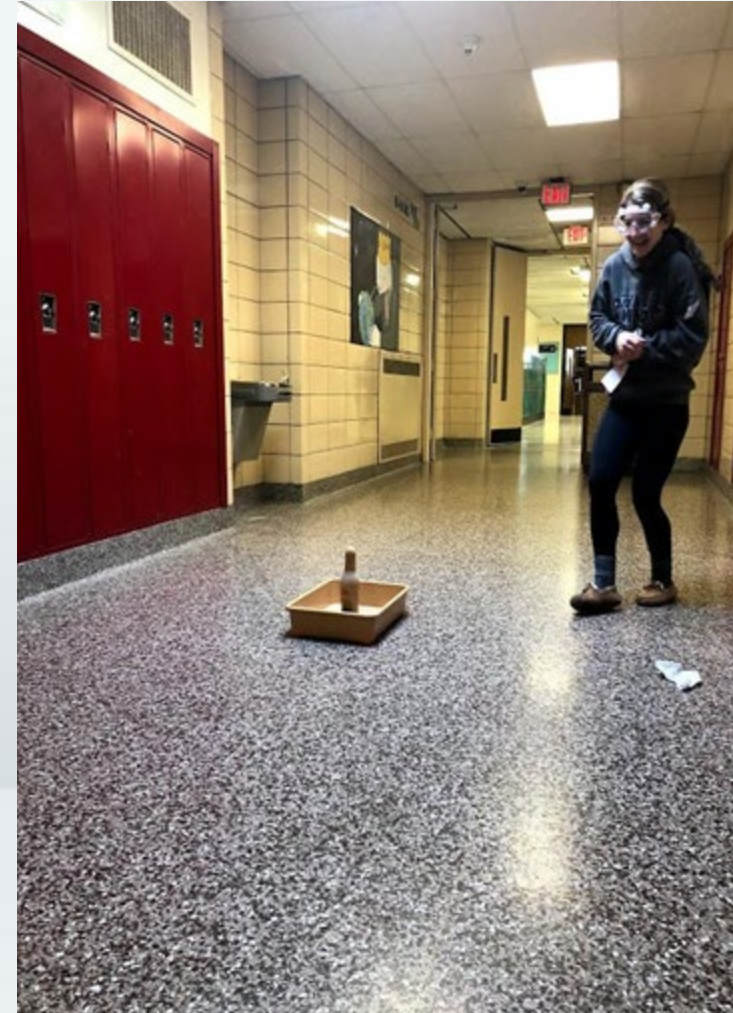
Series of checkpoints

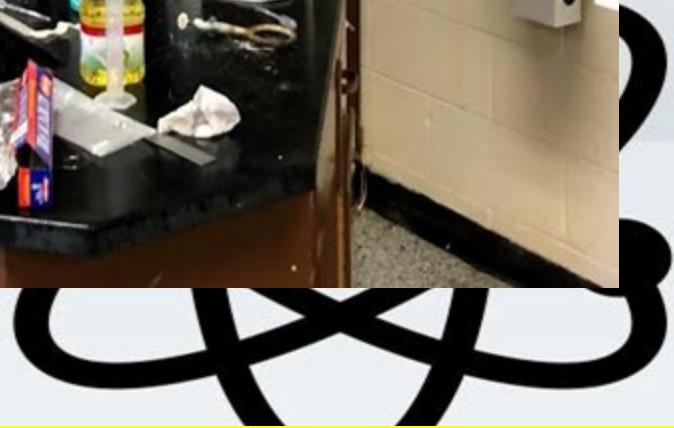
- Focused Research Question
- Background Information
- Variables
- Apparatus and Materials:
- Procedure: list detailed steps
- Safety precautions
- Materials
- Data Table
- Analysis
- Evaluation



Diet Coke and Mentos

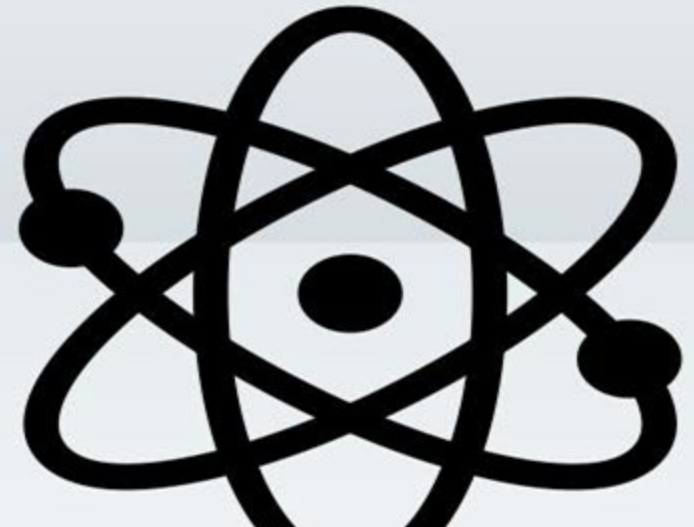
Carbon Dioxide Gas Production Rates





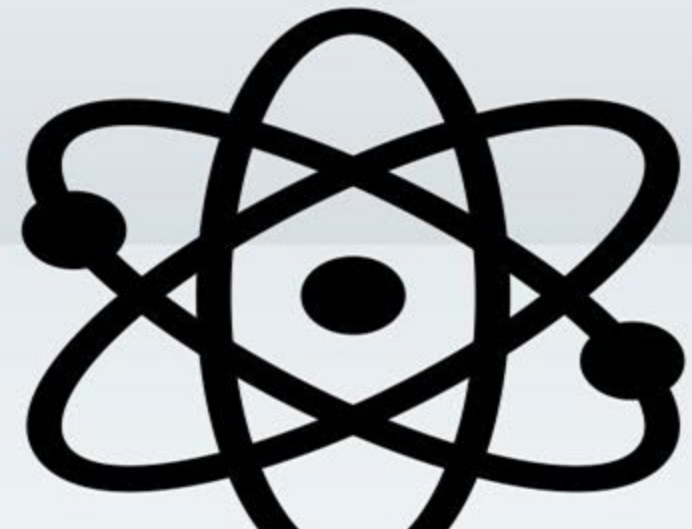
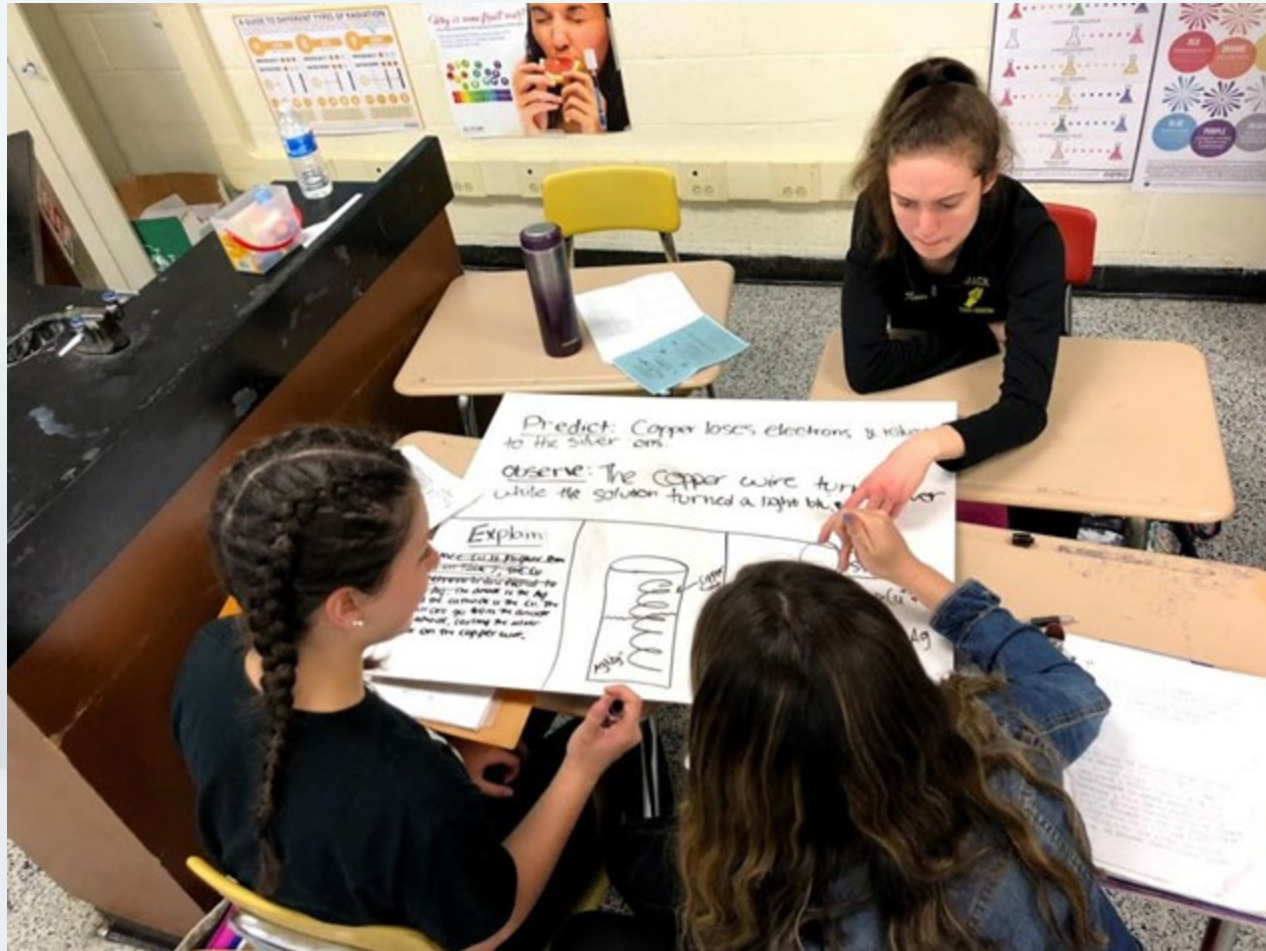


PHENOMENA - Copper Wire in Silver Nitrate Solution

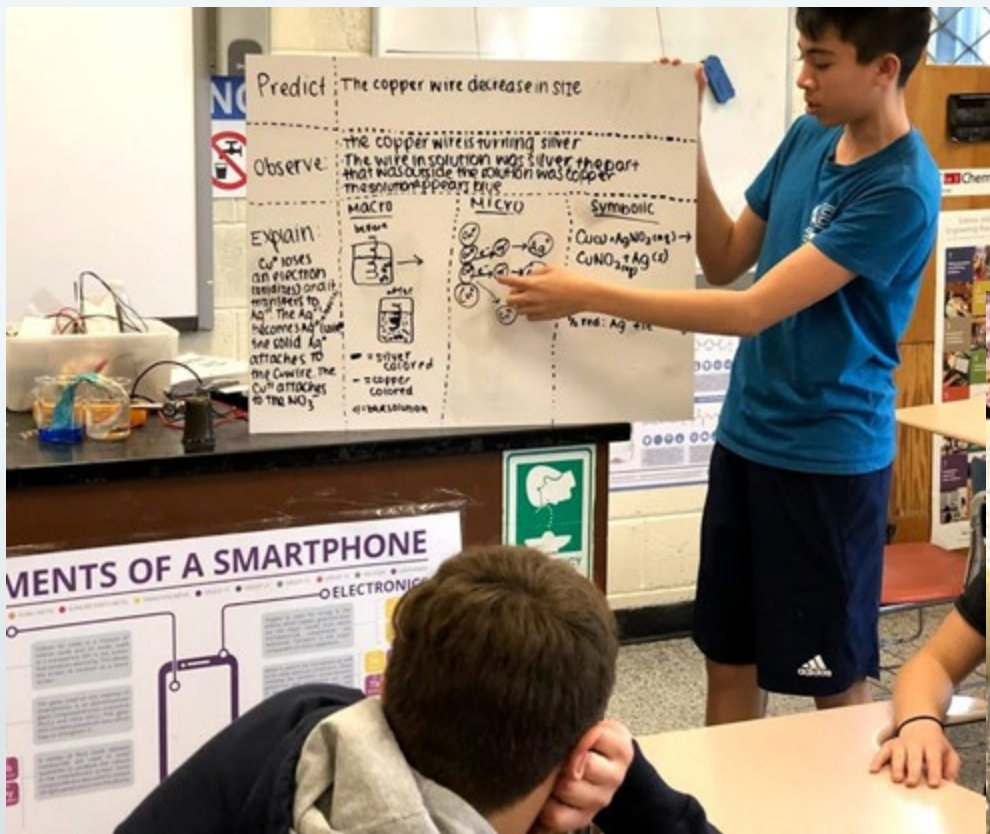




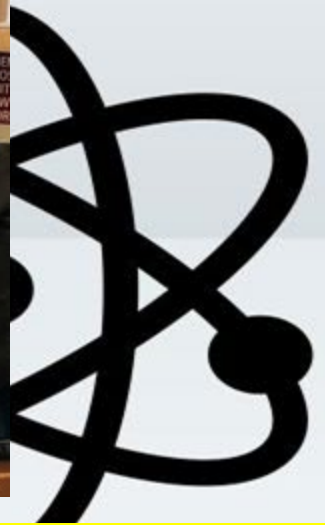
Model It



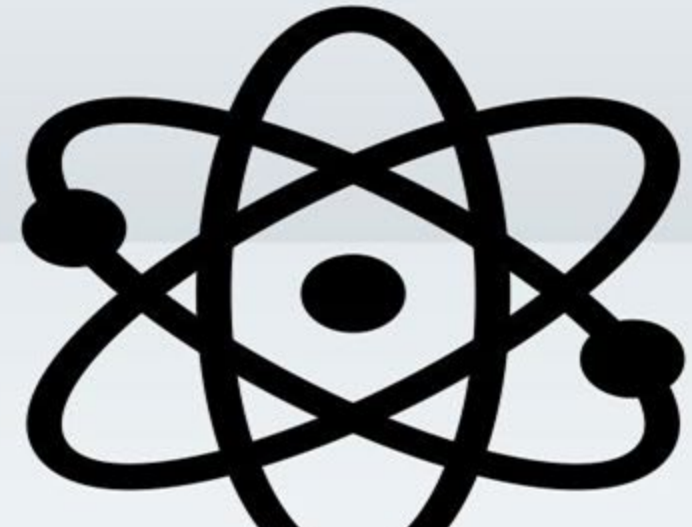
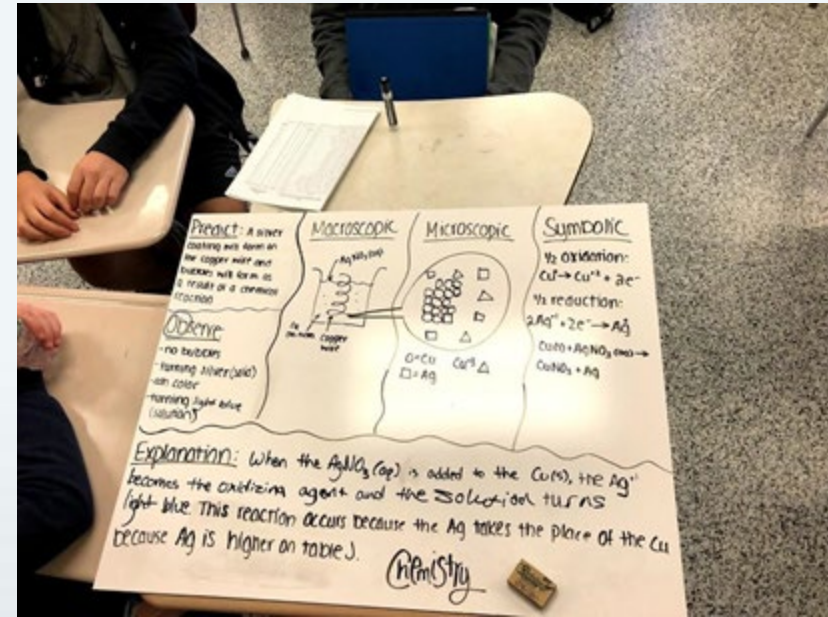
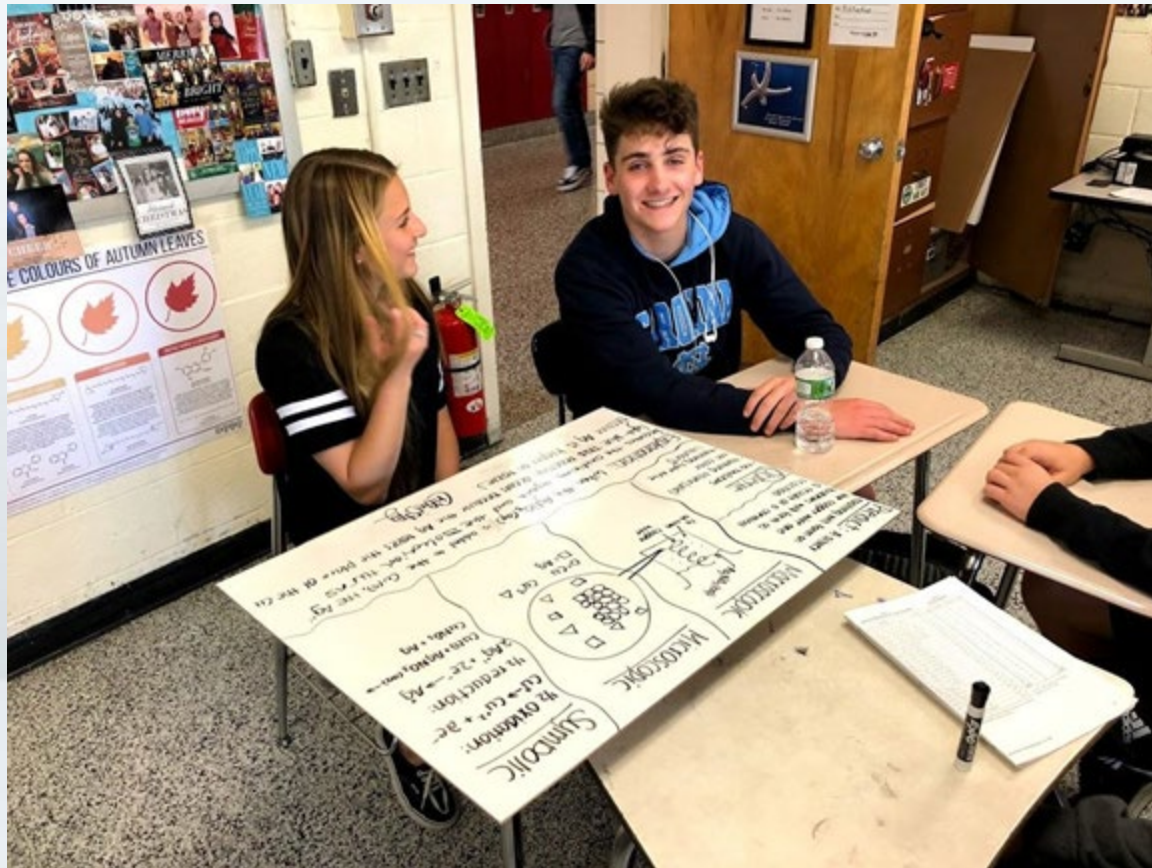
Mid Unit Models

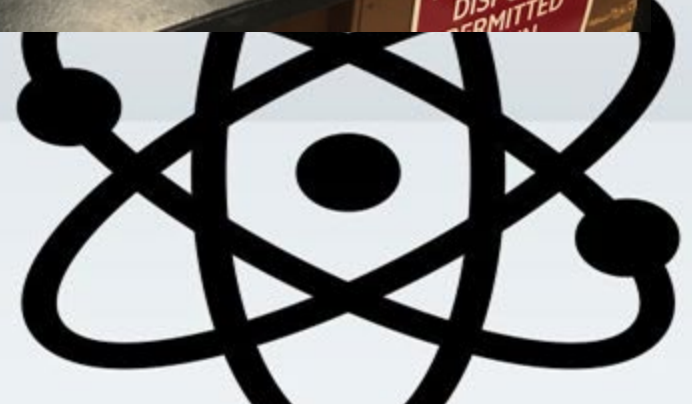


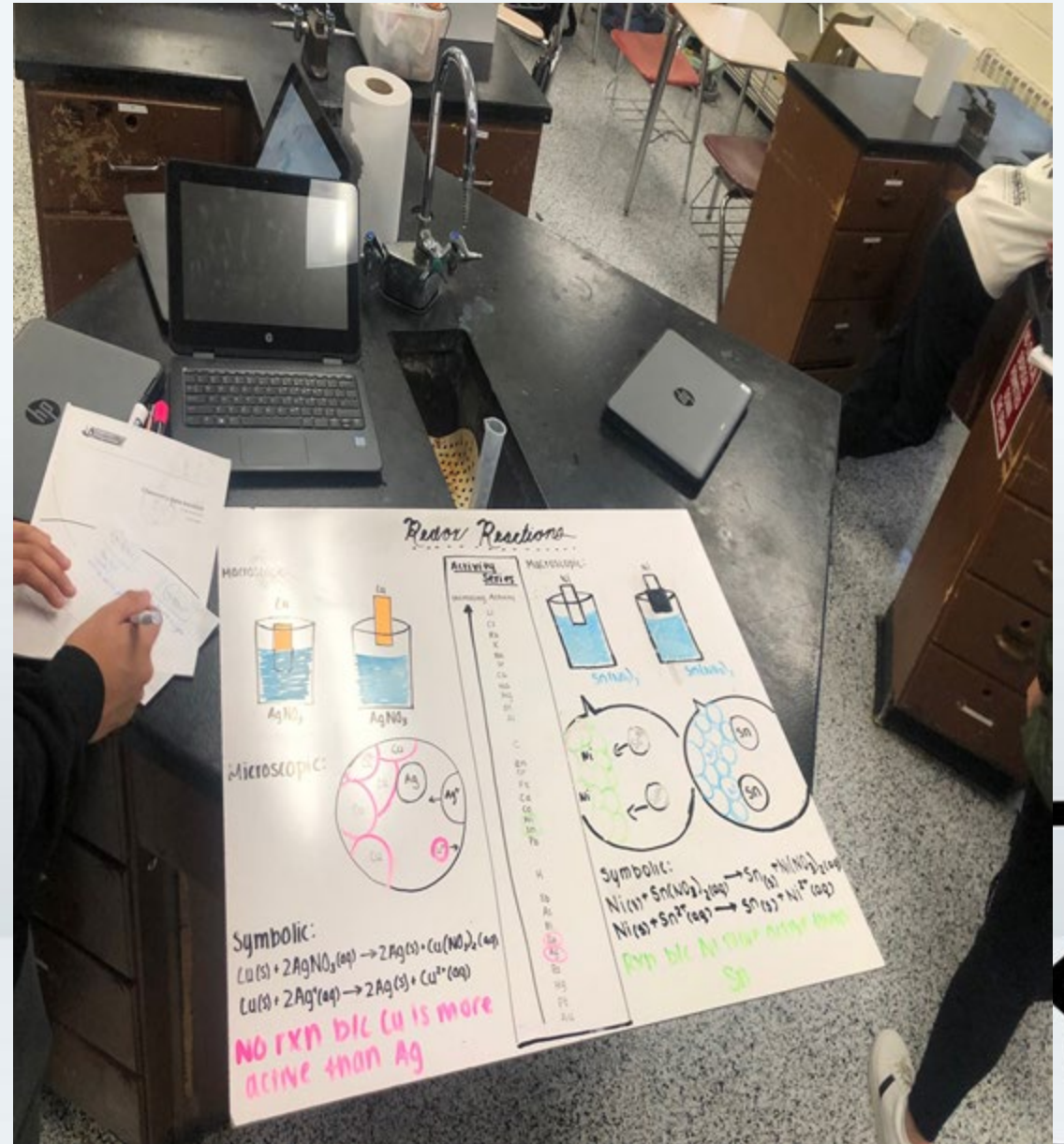
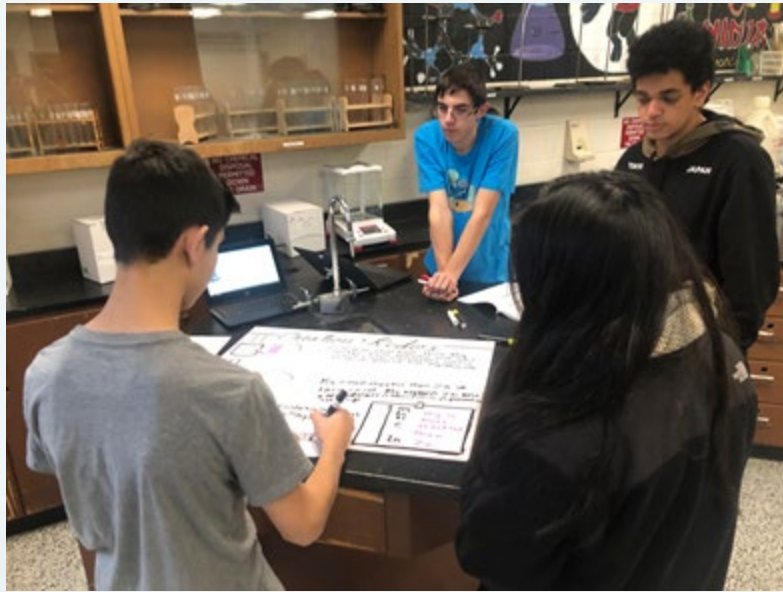
Electroplating Inquiry Lab



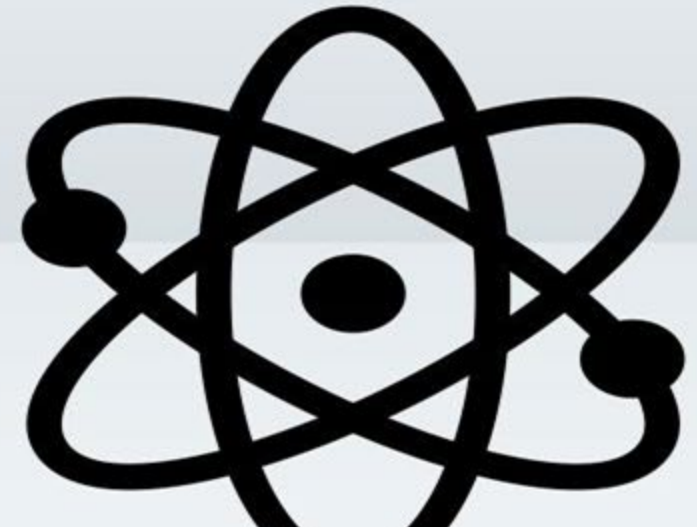
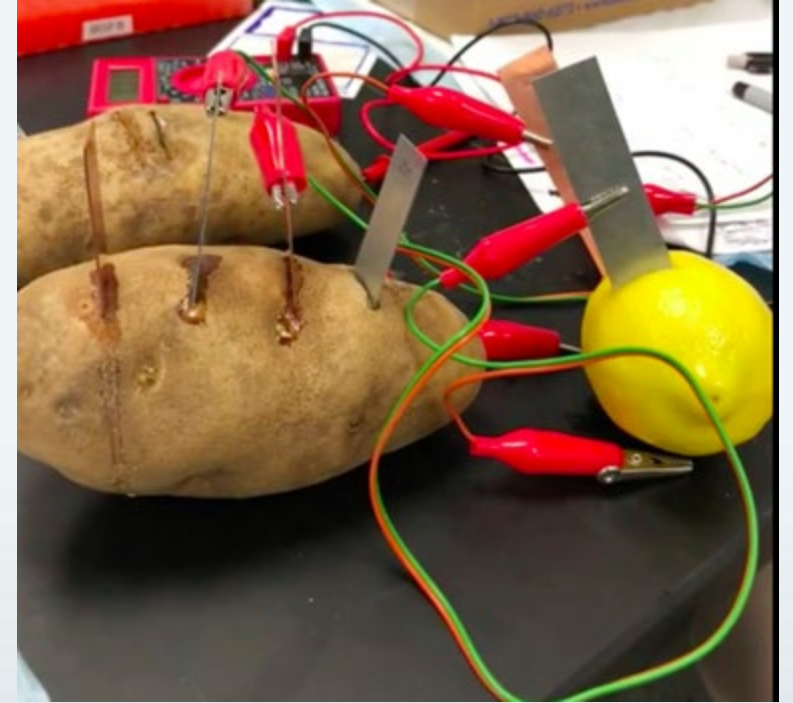
Model Revision



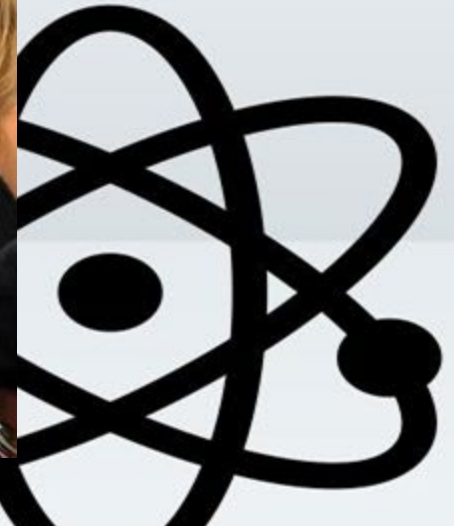
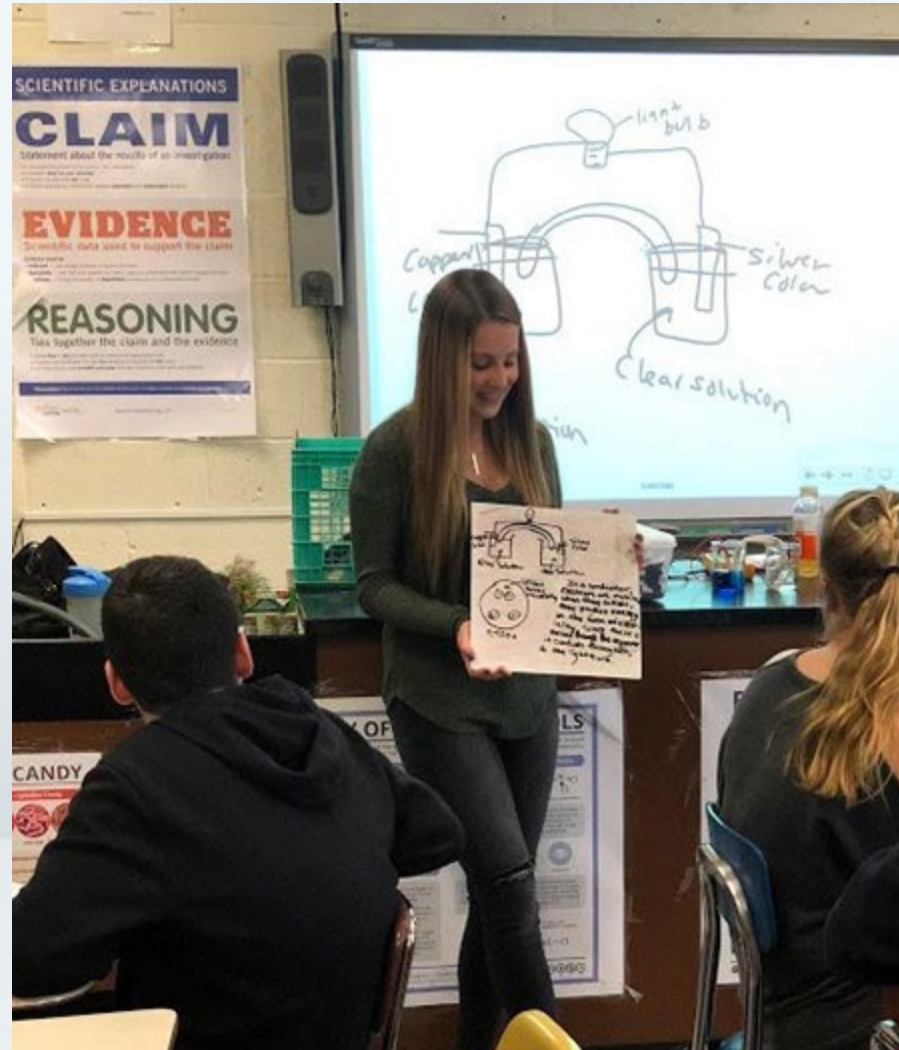




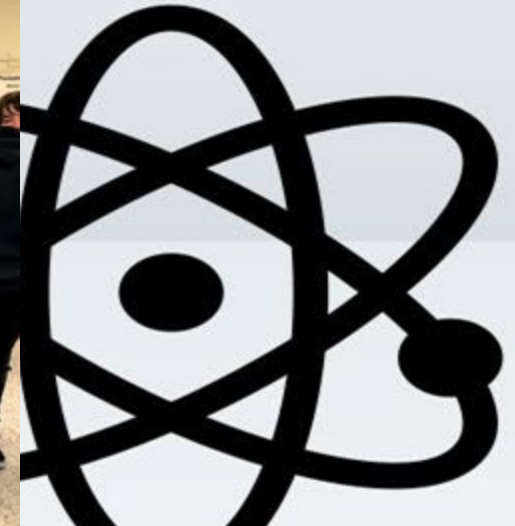
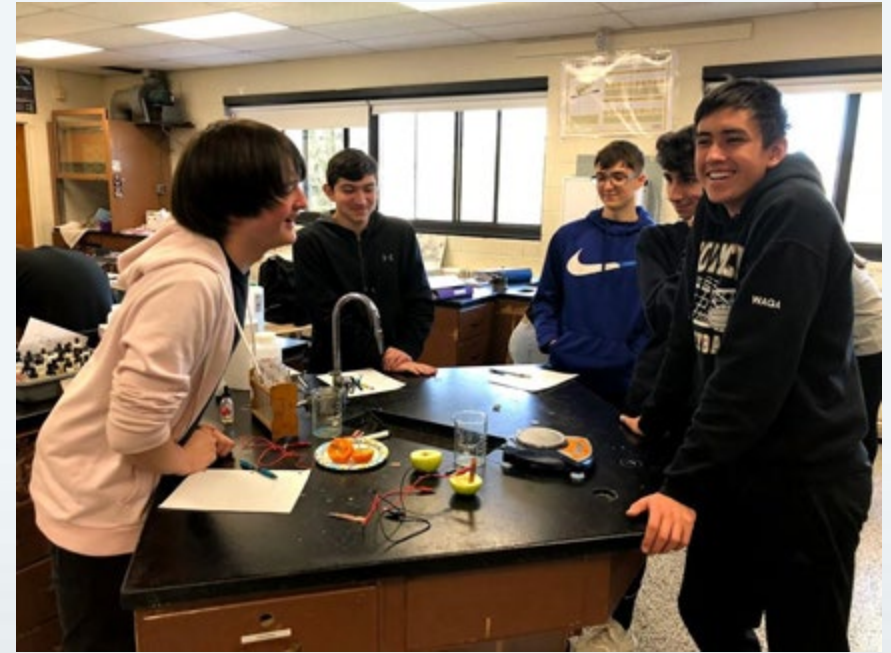
Explore More



Revise Models



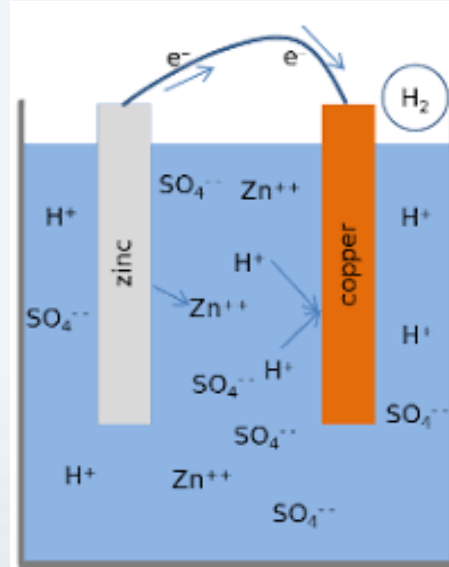
Hurricane Battery Survival



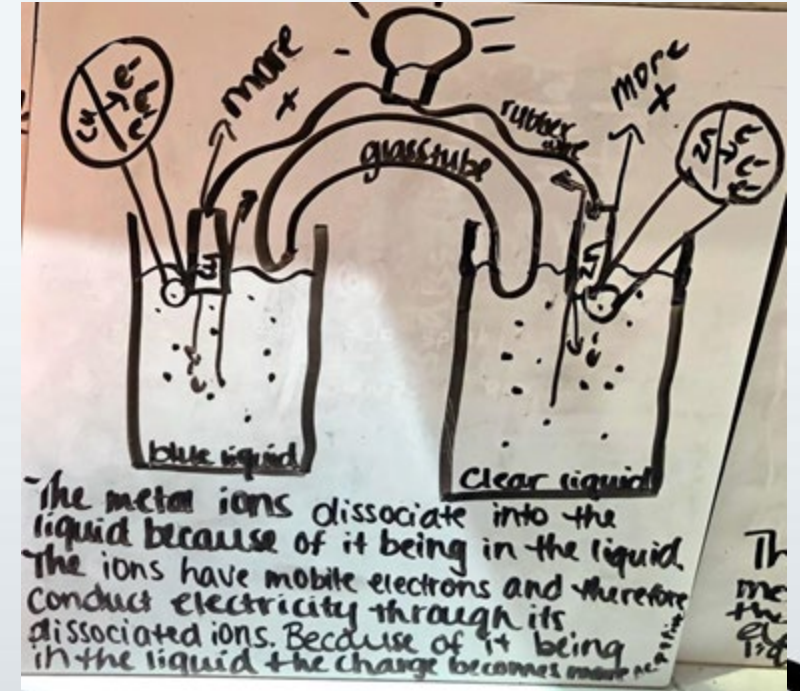
Macroscopic Visual Representation of Phenomena



Microscopic Animation of Phenomena



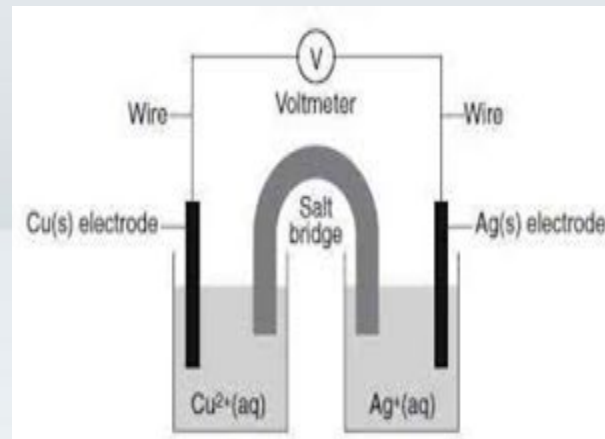
Final Model



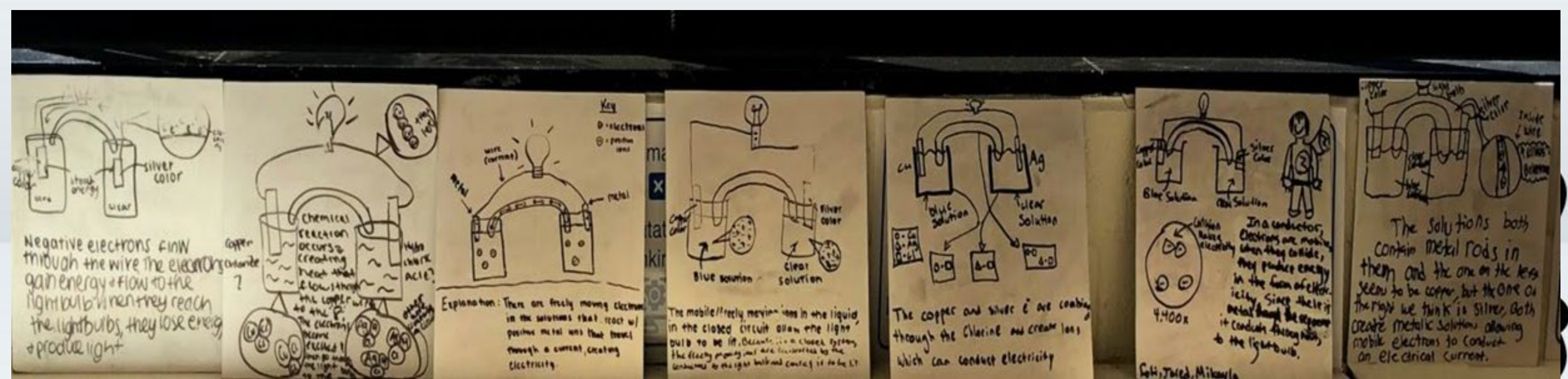
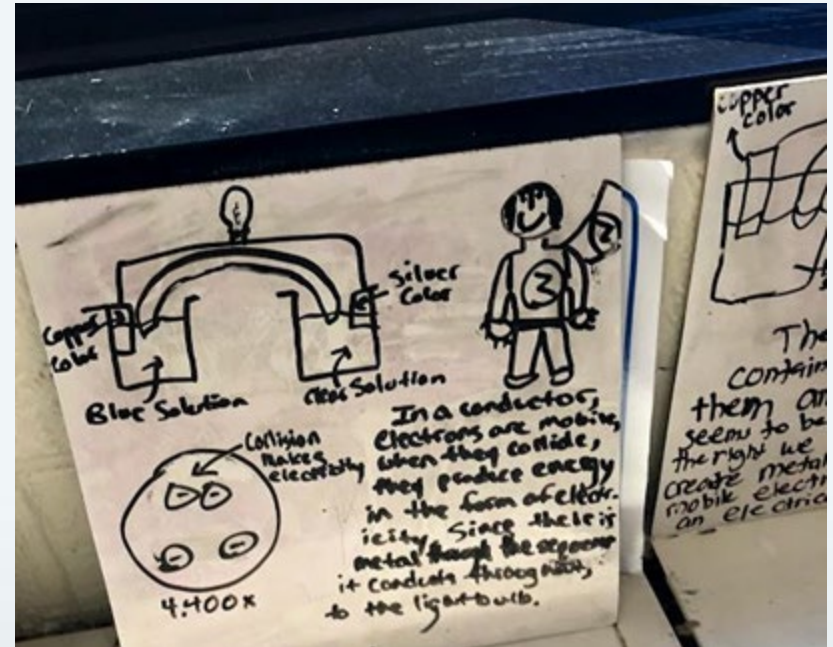
Lab Simulation/ Algebraic Representation of Phenomena



Example Regents Question



Gallery Walk





pH 4.0



pH 5.0



pH 6.0

FLINN SCIENTIFIC INC.

"Your safer source for science supplies"

pH 7.0



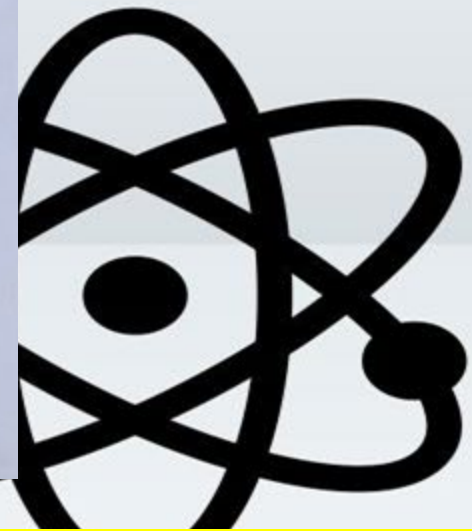
pH 8.0



pH 9.0

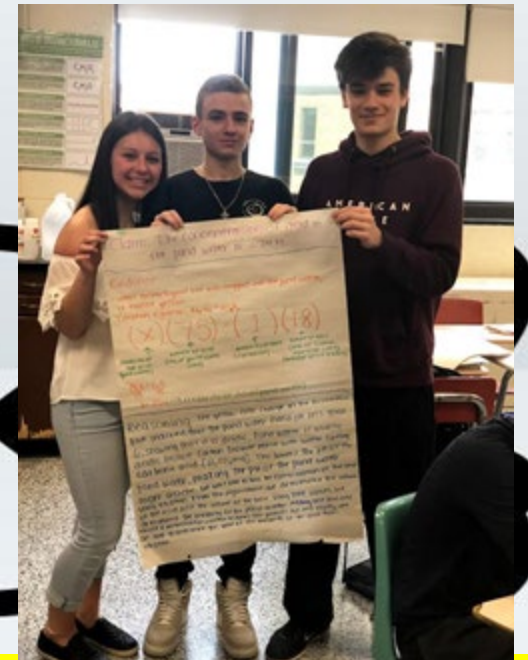
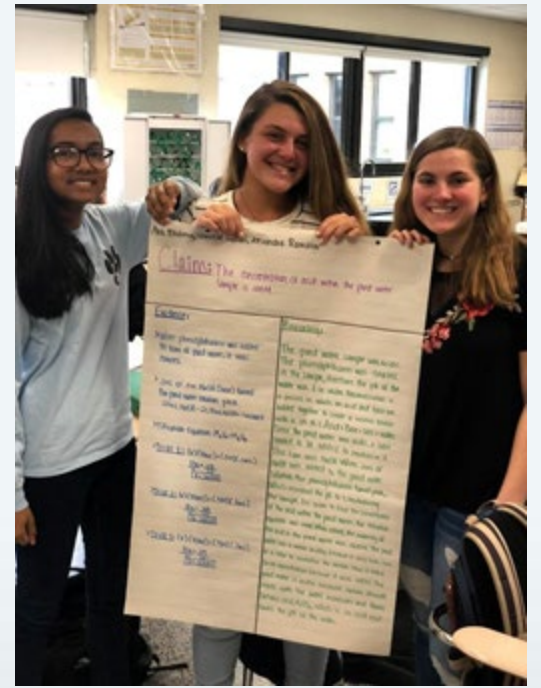
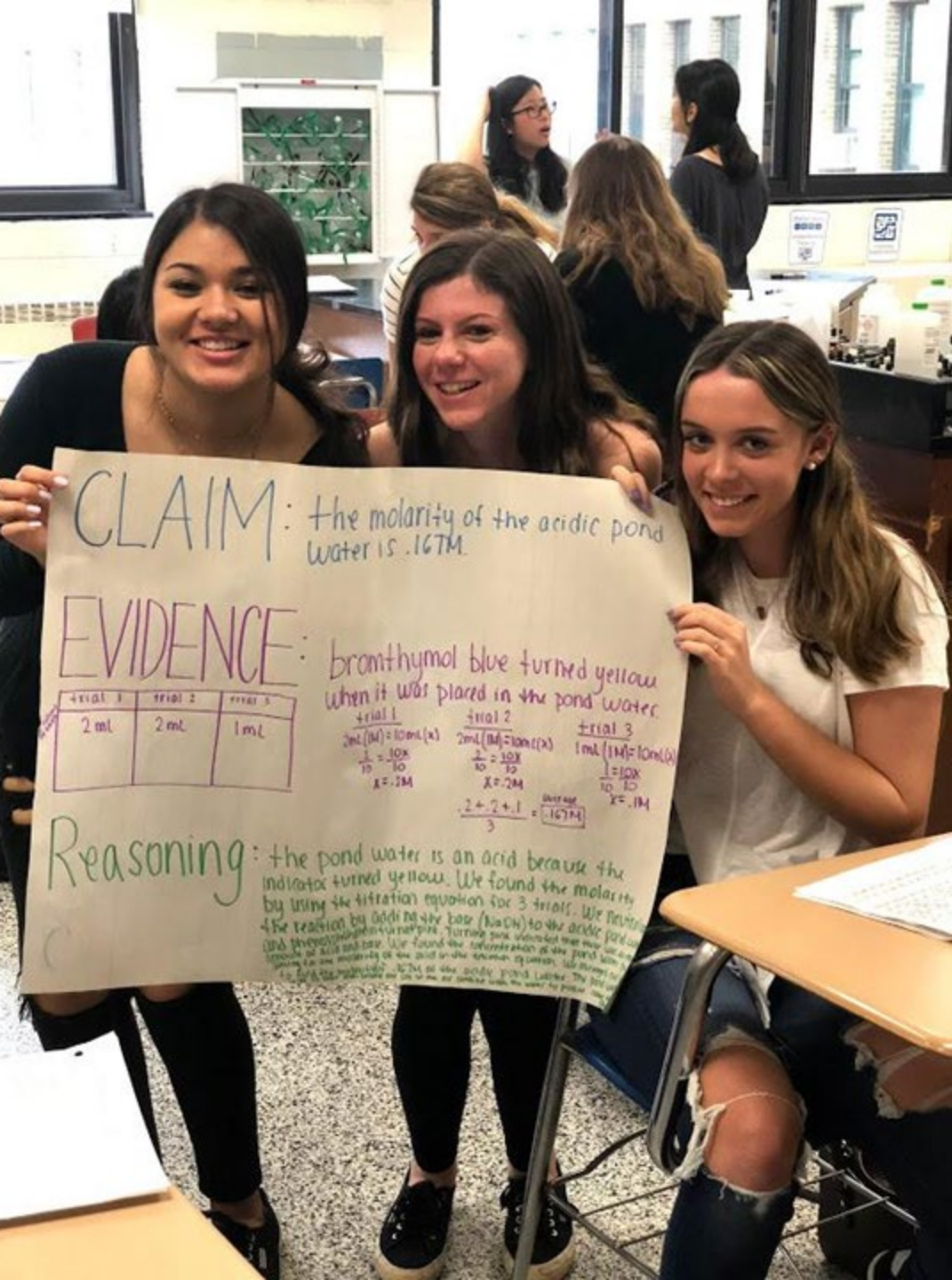


pH 10.0



Titrate our pond water





PROJECT BASED LEARNING IN MATH AT COMMACK HIGH SCHOOL

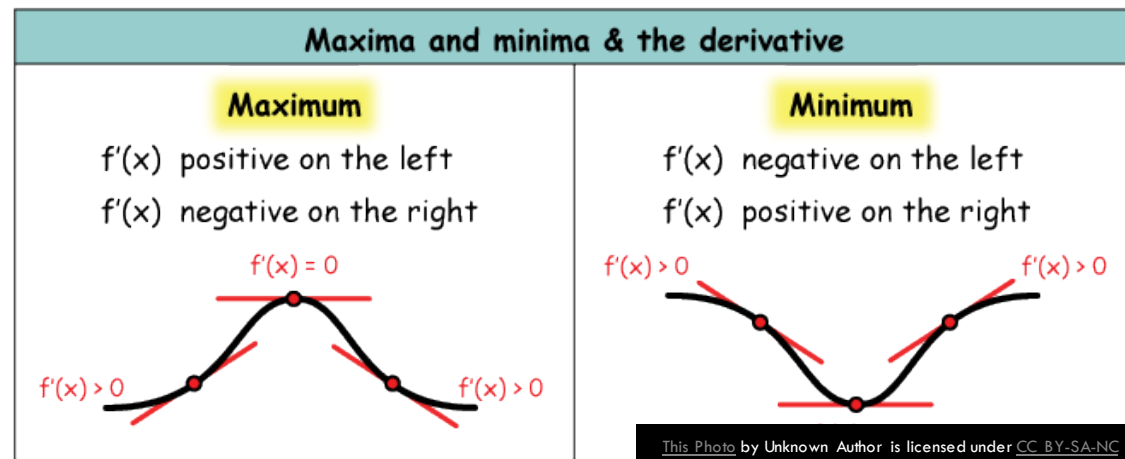
MRS. CHRISTINA PAWLOWSKI

LOUIS VIGLIETTA

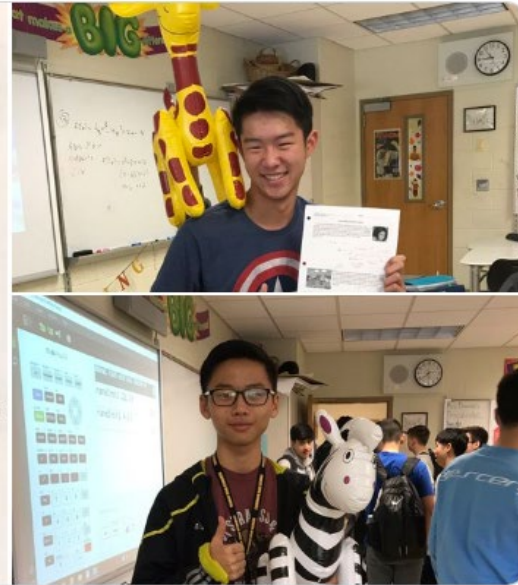
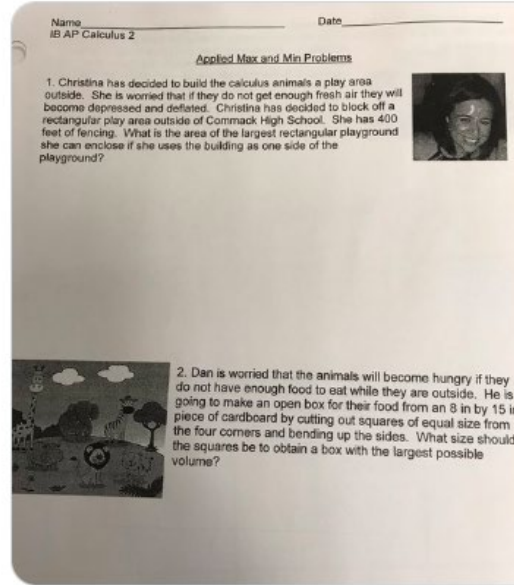


CALCULUS – APPLICATIONS OF OPTIMIZATION

- One of the major topics in calculus is differentiation, taking a derivative.
- Students learn the applications of derivative, such as: curve sketching, particle motion, related rates of change, optimization, etc.
- Optimization is a useful application: objects or situations that can be modeled by an equation can undergo differentiation to find an absolute maximum or minimum for that equation.



These two optimized the area so that their new animal friends were no longer deflated! #plowpics



HONING OUR SKILLS IN THE CLASSROOM

PROJECT BASED LEARNING – OPTIMIZING PACKAGING



Students investigate product packaging on the market today.



They choose two types of packaging: a rectangular prism and a cylinder.



Students find the measurements of both packages to see if the packages use the least amount of material (have the least surface area) needed to hold the volume that of each item that they calculate.



To find out what factors (cost of materials, environmental concerns, as well as storage space) manufacturers consider when packaging is designed students write a letter to the company and share their mathematical findings.

STUDENT WORK – PRINGLES

Initial Measurements

Cylinder- Pringles

Dimensions:

We used a ruler and a measuring tape and measured the dimensions of the cylinder and obtained the results below. This allows us to calculate the volume.

r: 1.500 in

h: 9.125 in

We then calculated the volume of the Pringles container.

$$V = \pi r^2 h$$

$$V = \pi (1.500 \text{ in})^2 (9.125 \text{ in})$$

$$V = 64.501 \text{ in}^3$$

This is the actual volume of the Pringles container. Our research purpose is now to find the dimensions that minimize the surface area, and therefore, reduce the material used to make the can.

$x > 0$

We then let $r = x$ and $h = \frac{64.501}{\pi x^2}$. We can make h this because we know the other dimension is x and we know the volume. Simply substituting these values into the volume formula gives us h in terms of x .



Findings

The dimensions of a radius of 2.173 inches and a height of 4.348 inches would yield an absolute minimum. $x \approx 2.173$ is the only critical value in the domain of the continuous, differentiable function. Therefore, the dimensions of the cylinder that will minimize the surface area of the cylinder are a radius of 2.173 inches and a height of 4.348 inches.

Conclusion

These findings do not match the actual surface area of the container, and therefore, the standard Pringle container does not use the minimum amount of material possible. However, the company probably did this to accommodate for the shape of the pringles. There should not be too much or too little room in the container. It makes sense that the can has that radius of 1.500 in, as this is what fits a Pringle. If the radius of the can was bigger (which is what we predicted the radius to be), the chips to be hit the sides of the container and break as the container is tossed around. However, the height is still much larger than what the height actually needs to be. Who knows, maybe Pringles is doing this for marketing purposes, and they want to keep their reputation of having really tall containers!



Christina Pawlowski
@MsCPawlowski

Thank you @KelloggsUS for taking the time to reply to my calculus students! #optimisation #reemack #mackmath #plowpics



← Tweet



Alexander Savin
@alexsavinme

Why Amazon delivers small things in huge boxes occasionally

Amazon uses a complicated software system to determine the box size that should be used based on what else is going in the same truck and the exact size of the cargo bay.

It is playing automated Tetris with the packages.

Sometimes it will select a larger box because there is nothing else that needs to go out on that specific truck, and by making it bigger, it is using up the remaining space so items don't slide around and break.

This actually minimizes waste and is on the whole a greener system. Even if for some individual item it looks weird.

It's optimizing for the whole, not the individual.

MANUFACTURERS RESPONSES

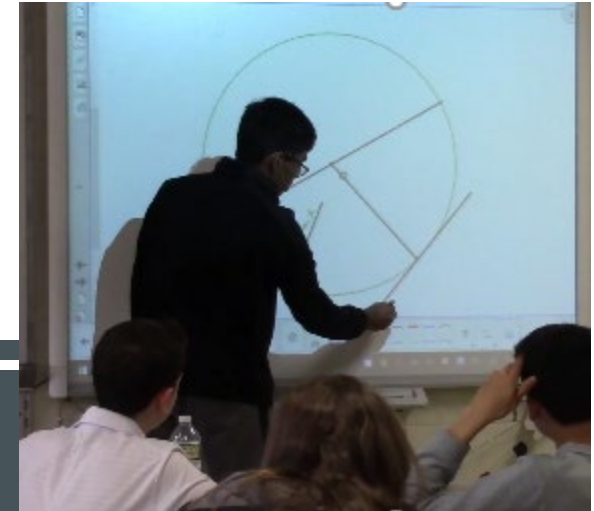
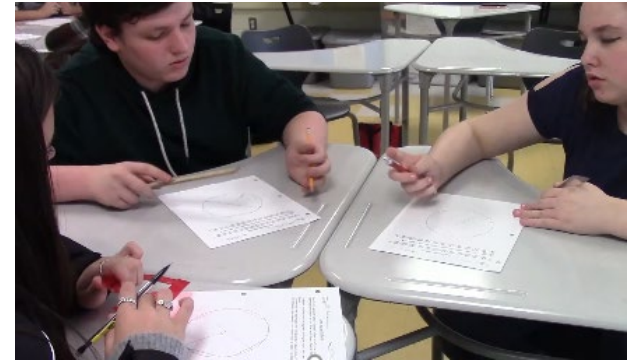
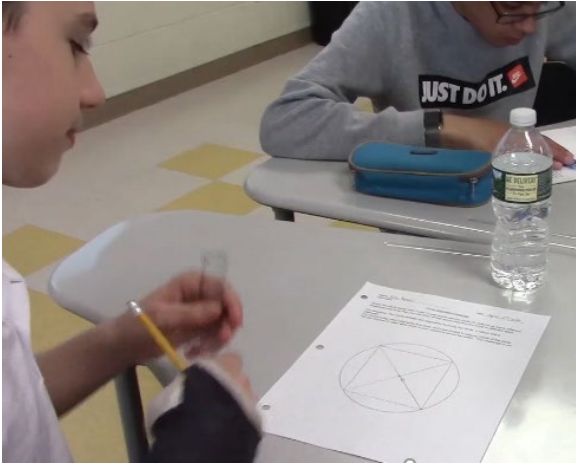
Circle Segment Challenge

Given the circle below with center O (we would call this circle O), draw in as many different segments and lines that you can think of that would intersect the circle in different ways.

For example: You know already two segments involving the circle: a radius and a diameter.

Try constructing other segments and lines, don't feel limited to staying inside of the circle. We will discuss in class what each of your creations would be called. The challenge is on!

CREATING THE NEED FOR VOCABULARY – PROJECT BASED LEARNING

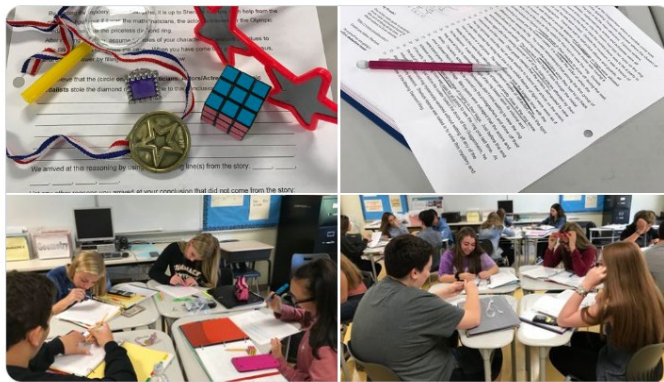


CREATING THE NEED FOR VOCABULARY

Up and about and getting resourceful to figure out equidistance! #mackpics #plowpics #interactivegeometry



Navigating our way through proofs, Sherlock Holmes style! 🕵️🕵️ #plowpics #mackpics



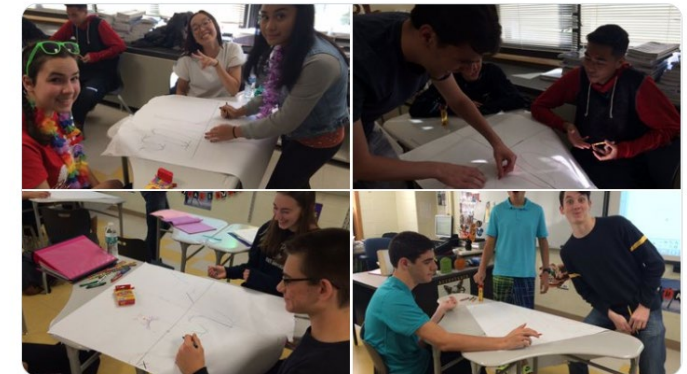
Another successful calculus project! #plowpics



Silent conversation/Write Around literacy center to figure out the connection between calculus and curve sketching #plowpics #mathpics

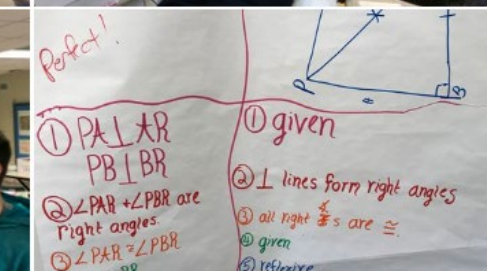
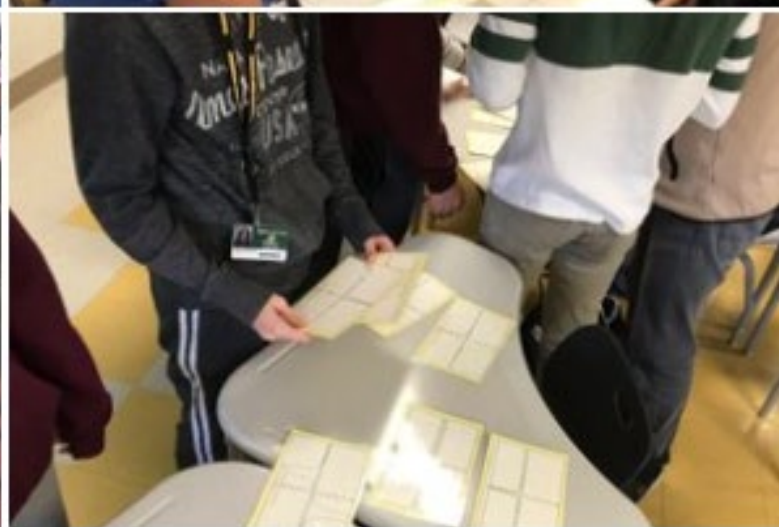


What is the relationship between calc & the graphs of continuous functions? Ask these BC Calc students! #mackpics #plowpics #calcandcrayons



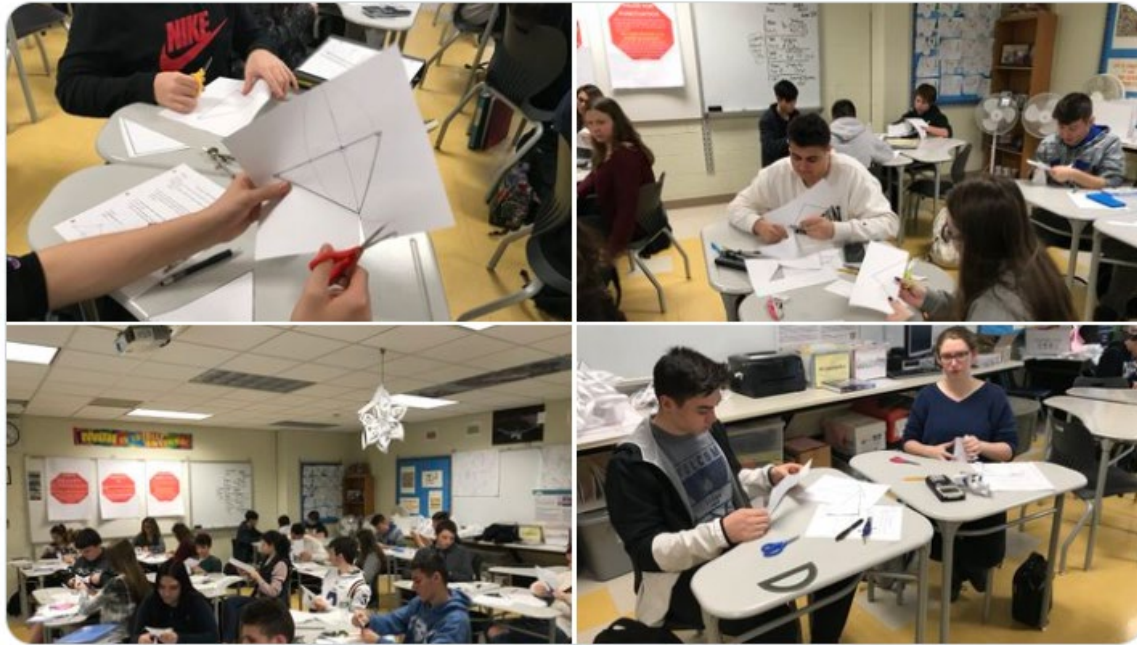
Calculus card matching activity. These calculus students can finally understand the connection between $f(x)$, $f'(x)$, and $f''(x)$! #plowpics

How fast can an entire AP Calculus BC/IB Higher Level math class pass along a beach ball? The limit does exist! Taking it to the halls for the limit challenge! #plowpics



Checking over our classmates congruent triangle proof. #plowpics #geometry #workingtogether

Understanding right triangle proportions using constructions and scissors! #gettinginvolved #plowpics #mackmath



Students engaged the last period of the day before Thanksgiving break doing double triangle congruence proofs. One of the many things I'm thankful for! #plowpics



Questions from the Board of Education





Primary & Intermediate Level Data 2019 - 2020

Primary Level Data

	Indian Hollow	North Ridge	Rolling Hills	Wood Park
Enrollment	270	363	214	318
Average Class Size Kindergarten	16	21	20	18
Average Class Size Grade 1	19	18	23	21
Average Class Size Grade 2	23	20	21	22
Free & Reduced Lunch	7.5%	8.5%	14.9%	8.1%
Mental Health Staff	1.2	2.5	1.2	2.5
Arts In Education	\$23,000 (Based on Enrollment)	\$30,000 (Based on Enrollment)	\$21,000 (Based on Enrollment)	\$25,000 (Based on Enrollment)
Field Trips	8	8	8	6
Special Education	8%	20%	8%	23%
English Language Learners	0%	0%	14%	0%
Student Support Services	21%	20%	20%	21%

Intermediate Level Data

	Burr Intermediate	Sawmill Intermediate
Enrollment	677	545
Average Class Size Grade 3	23	23
Average Class Size Grade 4	25	24
Average Class Size Grade 5	26	26
Free & Reduced Lunch	9.5%	9.5%
Mental Health Staff	3.0 FTE	3.4 FTE
Arts In Education	\$43,000 (Based on Enrollment)	\$35,000 (Based on Enrollment)
Field Trips	9	10
Clubs	32 Scale Points (8)	32 Scale Points (7)
Special Education	15%	20%
English Language Learners	2.4% (16 total)	2.4% (13 total)
Student Support Services	30%	36%



Commack Middle School Snapshot 2019 - 2020

Commack Middle School

By the Numbers

Total Enrollment	1384
Grade 6	438
Grade 7	422
Grade 8	524

Free & Reduced Lunch Program
9.5%

English Language Learners/Multi-Language Learners	
<i>Students are identified for services based on the New York State Identification Test for English Language Learners (NYSITELL).</i>	
TOTAL IDENTIFIED STUDENTS:	2%

Special Education Programs and Services	
<i>Students are identified for Special Education services and/or programs through the Committee on Special Education (CSE).</i>	
TOTAL CLASSIFIED STUDENTS:	18%



Commack Middle School

By the Numbers

Department	Class AVG 2019-20 (CHS)	Contractual Max/Caseload
Grade 6	27	29
Art	26	29
English	25	29
Family and Consumer Science	26	29
Health	26	29
Math	25	29
Physical Education	30	40
Science	25	29
Social Studies	25	29
Technology	19	22
World Language	24	29

Staff	Amount
Classroom Teachers	123.4
Teaching Assistants	18
Aides and Monitors	36.7
Nurse	3
School Media Specialist	3.48
Support Staff Teachers <i>Reading/Math Support, Resource Room, Speech, C&D/Enrichment, ENL</i>	10.2
Mental Health	5.5
School Counselors	8
Administrators <i>Principal, Assistant Principals</i>	4
Security <i>Coverage from 7:00 AM – 8:00 PM Monday - Friday</i>	6 Guards
Clerical	12
Custodial (Three Shifts)	12

Commack Middle School

Curriculum and Instruction

7th and 8th Grade Enrichment

The CMS Enrichment Program is designed to provide students in grades 7 and 8 with an opportunity to explore their own subject areas of interest. The guiding principles of the Enrichment Program include, but are not limited to, inclusivity, real-world connectedness (research, use of technology, transfer skills), interdisciplinary teaching and learning, and balance.

Course (Name of enrichment course)	# of students served
Building and Beyond	101
Creative Connections	18
Digital Media	179
Gaming and Coding	42
Leaders of Tomorrow	82
Math and Science Research	11
Newsroom	40
Objective Detectives: Forensics	73
Robotics	66
S.T.E.M (Science, Technology, engineering & Math)	39
Theatre	51
The Writers Studio	28
World Activists	14

Commack Middle School

Student Life

Social/Emotional Supports

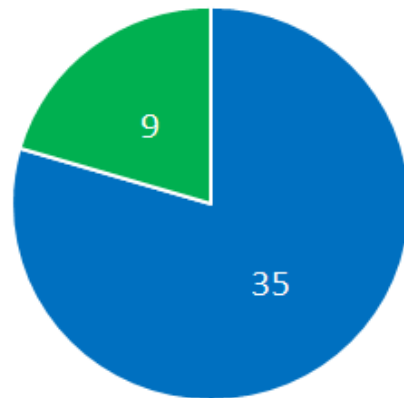
Mental Health Staff	3.5 Psychologists 2 Social Workers
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Mental Health Programs and Services

Program Type	# of Programs	Students Participating
After School Programs	5	120
School Day Programs	16	> 200
Group and Individual Counseling	25	140

Field Trips

Field trips are an integral part of the approved course of study. They afford students a first-hand educational experience not available in the classroom.



■ Non-Competition ■ Competitions

Arts In Education Programs

Arts in Education programs are aligned with grade-level curriculum and intended to enhance the classroom learning experiences of our students K-12. These programs provide students with rich opportunities to practice the skill set they will need to become successful, well-rounded critical thinkers and problem solvers in the 21st Century.

Grade 6	<ul style="list-style-type: none"> Disabilities awareness; the life of Helen Keller. Overcoming obstacles, tolerance, perseverance Internet Safety; Officer John Groshans. Appropriate use of technology and cyber safety Yoga; Donna Cogan (all PE classes)
Grade 7	<ul style="list-style-type: none"> Disabilities awareness; Dennis Oehler. Paralympic athlete. Overcoming obstacles, tolerance, perseverance Mindfulness; Donna Coogan. Students learn stress reduction techniques Internet Safety; Officer John Groshans. Appropriate use of technology and cyber safety Yoga; Donna Cogan (all PE classes)
Grade 8	<ul style="list-style-type: none"> Disabilities awareness; Rohan Murphy. Penn State Wrestler (double amputee). Overcoming obstacles, tolerance, perseverance Internet Safety; Officer John Groshans. Appropriate use of technology and cyber safety Yoga; Donna Cogan (all PE classes) From the Fires; Holocaust and the dangers of intolerance

Commack Middle School

Student Life (cont.)

Clubs		Intramurals		Athletic Teams	
# of Clubs	# of Participants	# of Intramurals	# of Participants	# of Teams	# of Participants
45	1,280	130 Hours	4,550	23	1300-1500
Art Club, Best of Buddies, Leaders' Club, Math Olympiad, Science Olympiad, Student Government, Jazz Band, Lego Club, First Lego League Robotics, Mock-Trial and Political Activist Club, Nature Explorers and Earth Protectors		Fitness Room, Badminton, Basketball, Football, Hockey, Indoor Soccer, Kickball <i>On average, 30 to 40 students participate in each hour of intramurals offered.</i>		Cheerleading, Cross Country, Field Hockey, Football, Kickline, Soccer, Tennis, Basketball, Volleyball, Wrestling, Baseball, Gymnastics, Lacrosse, Softball, Tennis, Track	



Commack Middle School

Student Life (cont.)

School Partnerships & Community Service

General

- Adopt a Family; annually Teams (academic), clubs, or individual staff members “adopt” a family in need during the holiday season. The adopted family is provided with gifts or other requested items to support their holiday season(s).
- CMS Career Café: Members of our community are invited to CMS to participate in our annual career café. Grade 8 students visit with community members representing a variety of professions to learn more about each occupation.
- Soles4Souls: The organizations mission is to create sustainable jobs, distribute shoes and clothing around the world, and to disrupt the cycle poverty. Our students collect new and gently used shoes to support the cause.

Tri-M

- Students visit the Kings Park United Cerebral Palsy Children’s center each February and present their music in an assembly

PBIS

- At our annual Kick-Off event, students create letters to Veterans, the elderly, and the afflicted. The letters are delivered during holiday events to Troops stationed overseas, local nursing homes, and hospitals.

National Junior Honor Society:

- Thanksgiving tradition baskets
- Adopt a Family (December)
- Read across America- students create lesson related to Dr. Seuss books and share them with Rolling Hills students.
- Individual Service requirements; e.g. work at religious centers, volunteer at dance studios, Veteran Organizations, etc.
- Charitable donations (Staff Gold & White Night)

Leaders Club

- Halloween costume drive for the Family Service League
- Toys for Tots (December)
- Soup kitchen volunteer work
- Charitable donations through Leaders Club (PBIS Kick-Off)

Student Government

- Food drive, annually, students in all homeroom classes donate food items to support donations to Island Harvest (Thanksgiving food drive).
- Gift wrapping in concert with Barnes and Nobles
- Candy collection and donations following Halloween

Veterans

- Veterans Fundraiser, money donated to Service Animals/ Operation Gratitude



Commack High School Snapshot 2019 - 2020

Commack High School

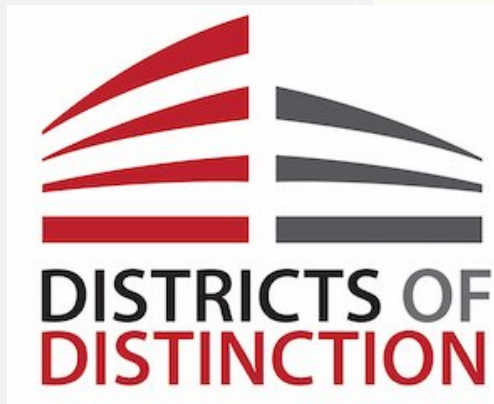
By the Numbers

Total Enrollment	2,116
Grade 9	477
Grade 10	518
Grade 11	546
Grade 12	575

Free & Reduced Lunch Program
9.5%

English Language Learners/Multi-Language Learners	
<i>Students are identified for services based on the New York State Identification Test for English Language Learners (NYSITELL).</i>	
TOTAL IDENTIFIED STUDENTS:	2%

Special Education Programs and Services	
<i>Students are identified for Special Education services and/or programs through the Committee on Special Education (CSE).</i>	
TOTAL CLASSIFIED STUDENTS:	19%



Commack High School

By the Numbers

DEPARTMENT	Class AVG 2019-20 (CHS)	Contractual Max/Caseload
Art	24.6	29
English	24.3	29
Family and Consumer Science	28	29
Health	24.5	29
Math	23.2	29
Physical Education	30.2	40
Science	23.2	29
Social Studies	24.7	29
Technology	16.8	22
World Language	23.5	29

Staff	Amount
Classroom Teachers	182.2
Teaching Assistants	25
Aides and Monitors	32
Nurse	4
School Media Specialist	2
Support Staff Teachers <i>Reading/Math Support, Resource Room, Speech, C&D/Enrichment, ENL</i>	7.6
Mental Health	6.5
School Counselors	10
Administrators <i>Principal, Assistant Principals</i>	4
Security <i>Coverage from 6:30 AM – 8:30 PM Monday - Friday</i>	15 Guards
Clerical	15
Custodial (Three Shifts)	13

Commack High School

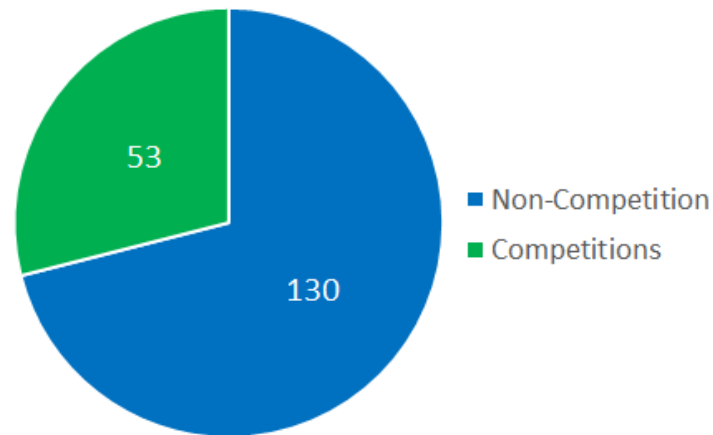
Student Life

Social/Emotional Supports	
Mental Health Staff	4.5 Psychologists 2 Social Workers

Mental Health Programs and Services		
Program Type	# of Programs	Students Participating
After School Programs	9	>285
School Day Programs	20	> 400
Group and Individual Counseling	48	100

Field Trips

Field trips are an integral part of the approved course of study. They afford students a first-hand educational experience not available in the classroom.



Arts In Education Programs	
Arts in Education programs are aligned with grade-level curriculum and intended to enhance the classroom learning experiences of our students K-12. These programs provide students with rich opportunities to practice the skill set they will need to become successful, well-rounded critical thinkers and problem solvers in the 21 st Century.	
Grade 9	<ul style="list-style-type: none"> • Internet Safety Assembly
Grade 10	<ul style="list-style-type: none"> • Holocaust Survivor and Dangers of Intolerance • Yoga • Mindfulness and Meditation
Mixed Grades	<ul style="list-style-type: none"> • Introduction to Lecoq Mask Technique Workshop • Adobe Photoshop Intermediate/Advanced Techniques • Modernism early 20th century art • Museum careers • Painting on fabric: history and technology workshop • Felt history and technology workshop • Guest Artist for District Jazz Night • Twelve Artists Workshops

Commack High School

Student Life (cont.)

Clubs		Intramurals		Athletic Teams	
# of Clubs	# of Participants	# of Intramurals	# of Participants	# of Teams	# of Participants
85	2,800	220 hours	7,700	32	1800-2000
Art Club, Best of Buds, The Courant, Future Health Professionals, Garden Club, Pay it Forward		Fitness Room, Badminton, Basketball, Football, Hockey, Indoor Soccer, Kickball <i>On average, 30 to 40 students participate in each hour of intramurals offered.</i>		Cross Country, Cheerleading, Field Hockey, Football, Golf, Gymnastics, Soccer, Tennis, Volleyball, Basketball, Bowling, Fencing, Track, Wrestling, Baseball, Lacrosse, Softball, Badminton, Kickline	

School Partnerships & Community Service
School and community partnerships are an integral component of our students' learning experience.
PTA, SEPTA, SBMT, Continuing Education, Horizons of Smithtown, Outreach Project, Legislative Advocacy, Anti-Vaping Task Force
Examples of Community Service: <ul style="list-style-type: none"> • Pulsera: Bracelets to raise money for Central American countries to build schools • FOMPTA: From One Mother to Another: supporting mothers in need • Socks for Schools Projects: fundraiser to purchase braces for limbs and support the education of needy students across the globe

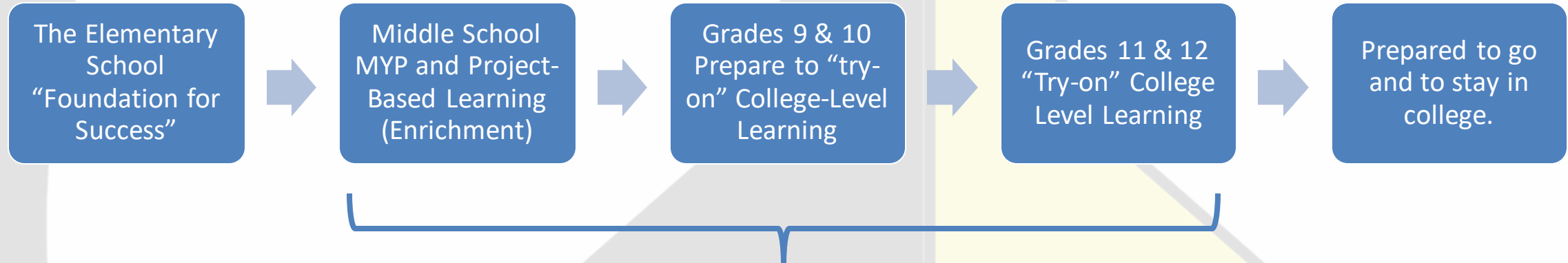


Commack High School *Curriculum and Instruction*

Academic Achievement and Post-Secondary Plans: The Class of 2019



THE EDUCATIONAL PROGRAM CONTINUUM



The Secondary School Program:

A **Balanced** Educational Program that provides each student with **access and opportunity**. At the core of the success of this program is **Project-Based Learning**.

Students learning through **PBL retain content longer and have a deeper understanding** of what they are learning.
(Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993)

In specific content areas, **PBL has been shown to be more effective than traditional methods** for teaching math, economics, language, science, and other disciplines.
(Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006)

Commack High School *Curriculum and Instruction*

REPORTING BY CLASS

Why Report by Class		
No Class of Students is the Same	No Two School Years are Alike	Classes Can be Exposed to New or Changing Variables (I.e. New State Standards or Graduation Requirements)

Data Analysis looks for:

- Patterns
- Trends
- Reasonableness/
Statistical Insignificance
(e.g. 0% to +/- 5% change)
- "Red Flags"
(e.g. Greater than +/- 5% change)

CONGRATULATIONS TO THE CLASS OF 2019



Commack High School *Curriculum and Instruction*

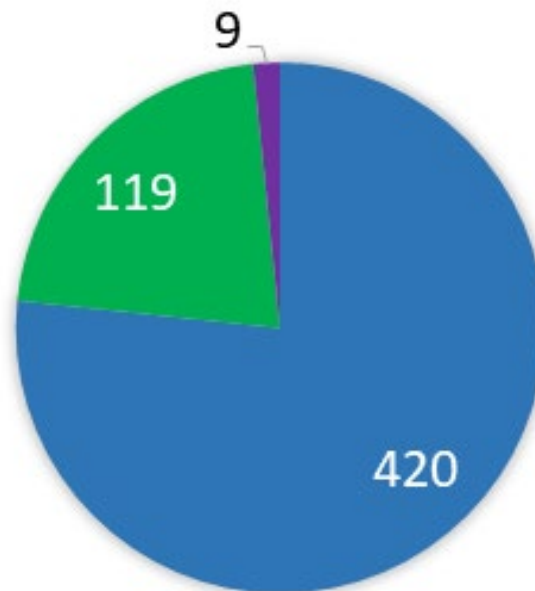
CLASS OF 2019: GRADUATION STATISTICS AND DIPLOMA ACHIEVEMENT

Class of 2019 **Graduation Statistics**

548 (99%) Students Graduated

- 420 (77%) Regents Diplomas with Advanced Designation
- 119 (22%) Regents Diplomas
- 9 (1%) Local Diplomas
- Others
 - 6 Still Enrolled
 - 2 Dropped Out

Diploma Achievement: **Class of 2019**



"Our aim in Commack is to prepare every student for whatever they want to achieve when they leave our schools."

-Dr. Donald James

Commack High School

Curriculum and Instruction

CLASS OF 2019: SPECIAL EDUCATION GRADUATION STATISTICS

In 2019, **87%** of Students with Disabilities (SWD) earned either a Regents Diploma or Advanced Regents Diploma.

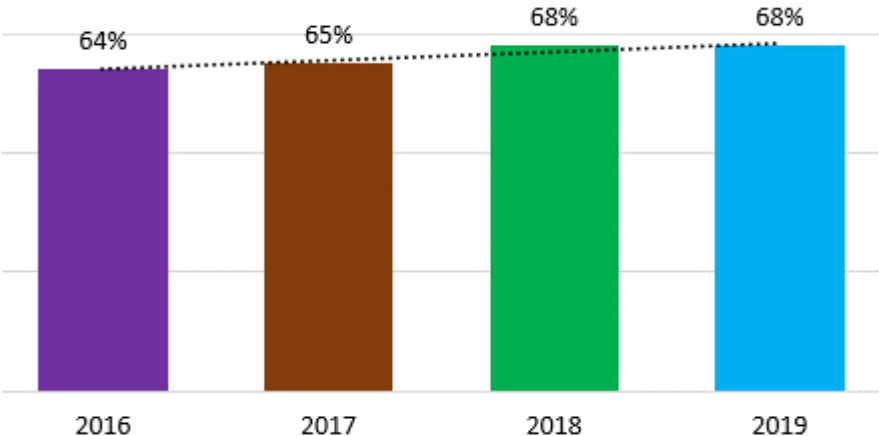
Credential	# of Students
Skills and Achievement Commencement Credential (SACC) Previously IEP Diploma	1
Career Development and Occupational Studies Commencement Credential (CDOS) as a standalone credential	0
Local	9
Regents	63
Advanced Regents	18

Commack High School

Curriculum and Instruction

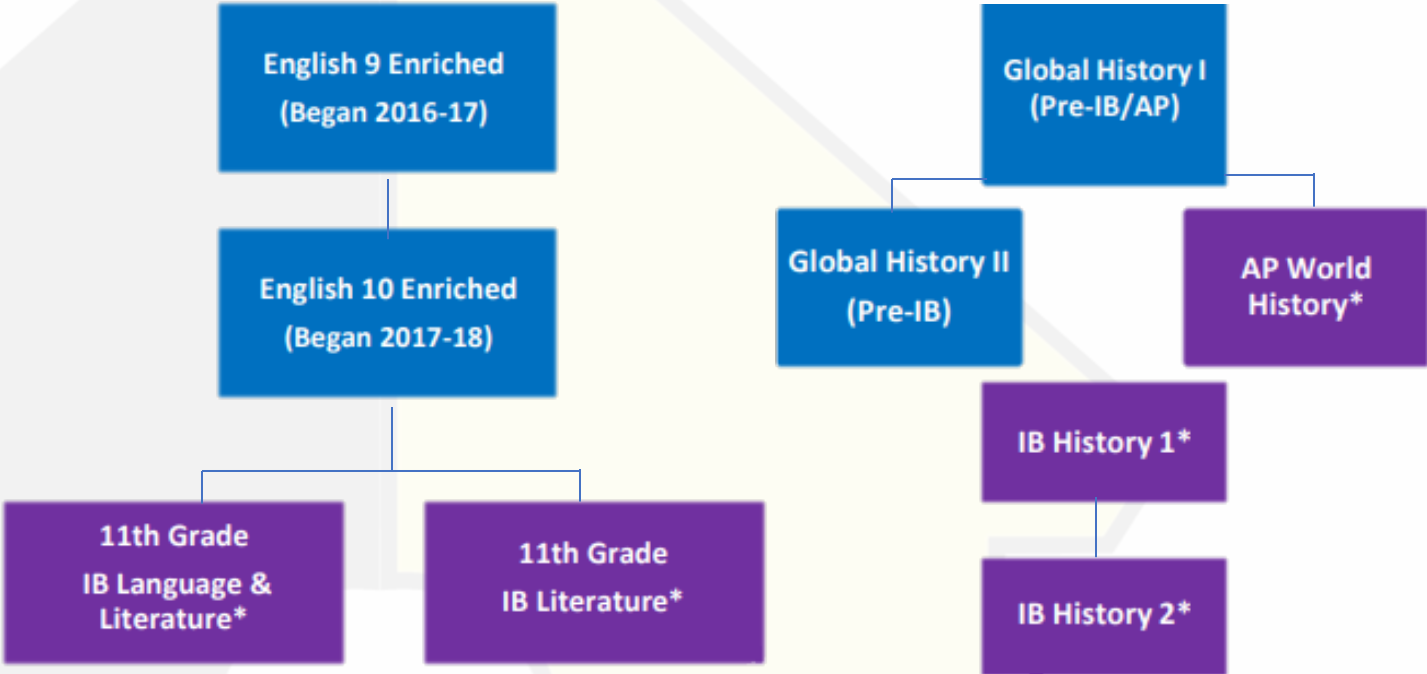
Preparing for College-Level Learning

Cohort Enrollment in Pre-IB, Pre-AP, or "Enriched" Courses



Notes:
All 9th and 10th graders are invited to enroll in Pre-College Level Learning

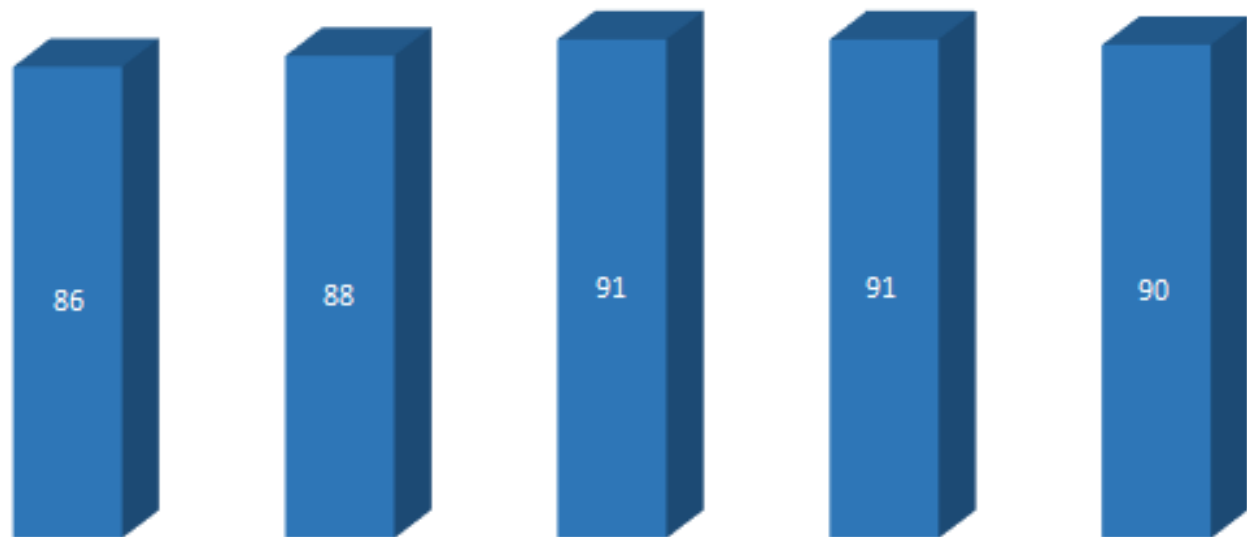
Pathways to College Level Learning



As of 2019, all students are in English 9 Enriched.
As of 2020, all students will be enrolled in English 10 Enriched.

Commack High School Curriculum and Instruction Class of 2019 Report

Student Participation In At Least One College-Level Course by Graduation



Examples of New Courses Over the Years	
Introduction to Health Professions	Business and Personal Law
Adv. Studio Production	AP Human Geography
TV Studio Production	IB Language and Literature
Pre-Calculus	Intro to Dance
College Marine Bio	PLTW DDP
Spanish Language and Culture	PLTW Computer Science
AP World History	Italian Language and Culture
PLTW Civil Engineering and Architecture	IB Global Politics
PLTW Computer Integrated Manufacturing	College Geology
PLTW Principles of Engineering	College Sociology
College Anatomy and Physiology I&II	IB Chemistry SL
CISCO INTRO TO NETWORKS	

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Enrolled in 1 or more college-level course	86%	88%	91%	91%	90%
Enrolled in 3 or more college-level course	70%	73%	74%	78%	77%
Enrolled in 5 or more college-level course	59%	62%	59%	64%	65%

Commack High School

Curriculum and Instruction

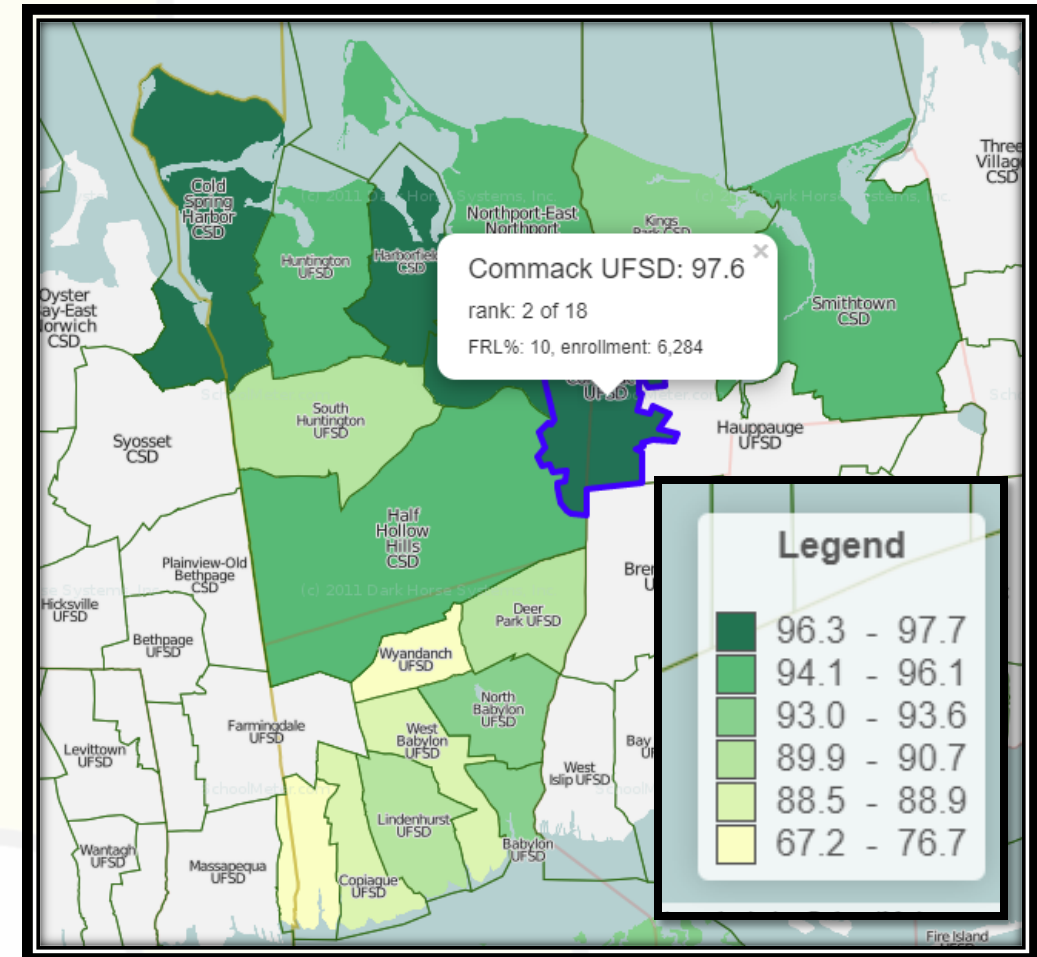
Where are our 2019 Graduates Now?

Post-Secondary Plans	Total	Percentage
Attending 4-Year Colleges	453	82.66
Attending 2-Year Colleges	70	12.77
Total Attending College	523	95.43

Entering the Work Force	11	2.01
Entering the Military	6	1.09
Attending Business/Vocational School	4	0.73
Attending 1-Year Educational Gap Year Program or Professional Athletic Program	3	0.55
Undecided	1	0.18
Total Number	25	4.57

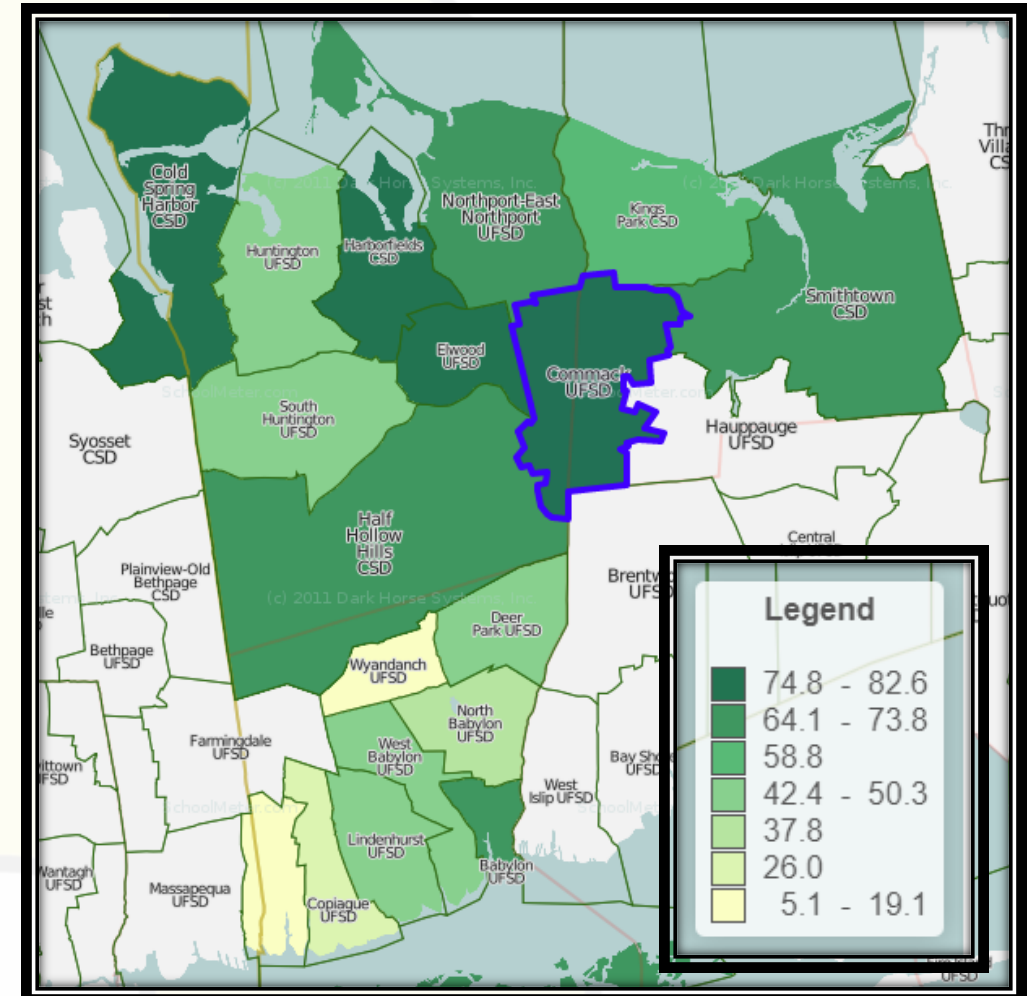
GRADUATION RATE COMPARISON

WSBOCES Districts (18 total)	2018 Graduation Rate for All Students	Rank
Harborfields CSD	97.7	1
Commack UFSD	97.6	2
Elwood UFSD	96.9	3
Cold Spring Harbor CSD	96.3	4
Northport-East		
Northport UFSD	96.1	5
Smithtown CSD	94.8	6
Half Hollow Hills CSD	94.6	7
Huntington UFSD	94.1	8
Babylon UFSD	93.6	9
Kings Park CSD	93.5	10
North Babylon UFSD	93	11
South Huntington UFSD	90.7	12
Lindenhurst UFSD	90.1	13
Deer Park UFSD	89.9	14
Coplaque UFSD	88.9	15
West Babylon UFSD	88.5	16
Amityville UFSD	76.7	17
Wyandanch UFSD	67.2	18



ADVANCED REGENTS DIPLOMA RATE COMPARISON

WSBOCES Districts (18 total)	2018 Advanced Regents Diploma Rate for All Students	Rank
Cold Spring Harbor CSD	82.6	1
Commack UFSD	75.6	2
Elwood UFSD	75.4	3
Harborfields CSD	74.8	4
Northport-East Northport UFSD	73.8	5
Half Hollow Hills CSD	72.2	6
Smithtown CSD	67.6	7
Babylon UFSD	64.1	8
Kings Park CSD	58.8	9
Lindenhurst UFSD	50.3	10
West Babylon UFSD	48.3	11
Huntington UFSD	46.1	12
Deer Park UFSD	45.4	13
South Huntington UFSD	42.4	14
North Babylon UFSD	37.8	15
Copique UFSD	26	16
Amityville UFSD	19.1	17
Wyandanch UFSD	5.1	18



Where are they Now? College Persistence

District	2012 Clearinghouse Data	2013	2014	2015	2016
Harborfields Central School District	91%				
Commack Union Free School District	90%	89%	86%	89%	88%
Smithtown Central School District	88%				
Half Hollow Hills Central School District	87%				
Babylon Union Free School District	86%				
Elwood Union Free School District	86%				
Kings Park Central School District	86%				
Northport-East Northport Union Free School District	84%				
South Huntington Union Free School District	80%				
Cold Spring Harbor Central School District	79%				
North Babylon Union Free School District	79%				
Deer Park Union Free School District	78%				
West Babylon Union Free School District	78%				
Lindenhurst Union Free Scho+A14:E27ol District	77%				
Huntington Union Free School District	75%				
Copiague Union Free School District	66%				
Amityville Union Free School District	65%				
Wyandanch Union Free School District	41%				



Committee Reports

Legislative Advocacy Committee Updates

The Legislative Advocacy Committee prepared to attend the Suffolk County Health Committee meeting on Thursday, November 21, to advocate in favor of Resolution 1944-2019, a local law limiting the flavor of liquid nicotine and e-cigarettes sold in Suffolk County. Unfortunately, the resolution was withdrawn before the meeting. The Legislative Advocacy Committee is following our local legislation closely for any additional anti-vaping resolutions proposed.

Upcoming Actions:

Next Meeting: Thursday, December 12, 2019





Strategic Planning Commission and Anti-Vaping Task Force

Update: Next meetings are to be determined