2017-18
State-of-the-District and Future Presentations

September 14, 2017
• Proposed Items and Related-Cost Savings Included in Next Energy Performance Project ($14.5 million in additional upgrades at no additional cost to taxpayers)

September 28, 2017
BOE Goals Development Workshop
• Budget and Finance; Multi-Year Financial Management; Curriculum, Instruction and Assessment Goals (adjusting standards, re-writing curriculum, how we think about homework, social-emotional learning, and more).

October 19, 2017
BOE Recognition Celebration
• BOE Reviews and Formally Adopts Goals
• Current Fiscal Condition of the District, State of Buildings and Grounds Including Short- and Long-Term Plans to Address Repairs and Upgrades

November 9, 2017
• Elementary Curriculum, Instruction, Assessment, and Programming (general education, special education, enrichment, etc.)

December 14, 2017
• Secondary School Curriculum, Instruction, Assessment and Program

January 11, 2018
• Community Engagement and Outreach, Technology and Security, Advocacy Update, Extracurricular Activities, Special Education Services
Board of Education Goals

Curriculum, Instruction, and Assessment

**BOE Goal:** Continue to support a curriculum that is developmentally appropriate to allow for each student to accomplish their individual goals and become prepared with the skills to achieve at their next level of learning.

**Supt. Goal:** Provide the instructional leadership, resources, and structures to support a developmentally-appropriate curriculum that is the focus of ongoing review for efficacy to allow for each student to achieve their next level of learning.

**BOE Goal:** Continue to provide for an education in which all students learn social, emotional, academic, and physical competencies.

**Supt. Goal:** Provide the instructional leadership, resources, and structures to support a developmentally-appropriate curriculum that is the focus of ongoing review for efficacy to allow for each student to achieve their next level of learning.
BOE Goal: Ensure that students have the access and the opportunity to engage in diverse curricular and extracurricular opportunities.

Supt. Goal: Engage students and staff in conversation and review of data regarding curricular and extracurricular opportunities to ensure efficacy and interest.

BOE Goal: Provide for continuous and diverse professional-development opportunities for staff that will translate to enhanced teaching and learning.

Supt. Goal: Engage in a review of professional development to ensure efficacy and translation into enhanced teaching and learning.
A Framework for Student Success and Core Educational Beliefs: Why We Do What We Do

The Commack Public School District aims to develop each student’s academic, civic, social, and emotional competencies by providing an overall, well-rounded program.

“Our aim in Commack is to prepare every student for whatever they want and need to achieve at their next level of learning...”

“...while simultaneously maintaining and enhancing the educational program and academic achievement, as we define it, that Commack is known for and the community expects.”

-Dr. Donald A. James
Secondary Education
The K-12 Educational Program

The Elementary School “Foundation for Success”

Middle School MYP and Project-Based Learning (Enrichment)

Grades 9 & 10 Access, Opportunity, and Enriched Courses

Grades 11 & 12 Access, Opportunity and “Trying-on” College-Level Learning

Prepared to Go and to Stay in College.
The Secondary Education Program: Exceeding State Requirements with a Well-Rounded Educational Program: 
*Self-Directed, Personalized Programs and Courses of Study*

- College-Level Courses with College-Credit Earning Opportunities
- Pre-IB, Pre-AP, and Enriched Courses
- Television & Radio Studio and Programs
- Fine Arts, Music, Business, & Technology
- School-to-Work, Technical and Business Training, and Internships
- Electives (Robotics, Dance, Mysteries of the Universe)
- Science Research
- Wilson Tech Program
- IB, AP, & PLTW
- SEL Programs
- Honor Societies, Athletics, Clubs
Beginning with the End in Mind: Secondary Program Highlights

Secondary School Highlights

- An interdisciplinary approach to project/problem-based learning beyond regular program
- Commack Middle School
  - **Middle Years Program** (Eliot Lewin and Sean Mahoney)
  - **Enrichment** (Creative Connections/Grace Barrett) (Robotics/Shannon Dagastine)
  - **Teaming** (Lindsey Caggiano and Laura Suchopar)
  - **Grade 6 Math** (Peter Jensen, Peter Smith)
- Commack High School
  - **PLTW** (Thomas Shea/Jacob Ashkenas)
  - **Geometry** Regents (Barbara Gerson)
  - **Art/Music** (Allison Razzano/Alexandria Goodman)

**Did you know?**
On average, approximately 98% of Commack graduates intend to go to college or some other form of post-secondary education!
CMS Middle Years Program (MYP): An Overview

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IB programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.
Commack Middle School Middle Years Program (MYP): An Overview

Encourages students to:

- make real-world and interdisciplinary connections among subject areas
- think and communicate critically and to consider multiple perspectives and solutions.

The MYP is inclusive of all students, staff, and other stakeholder groups

IB Five-Year Review is:

- a reflective and systematic process of evaluating, revising and developing curriculum that aligns with the philosophy of the MYP and best practices.
Middle School Enrichment

Framework for Enrichment Design

- Inclusivity
- Real-World Activities and Skills
- Multi-Disciplinary / Interdisciplinary Learning
- Balanced Offerings
- Transience*
- Engagement

Meets BOE Goals 1, 2, 3 & 4
Revisiting the purpose for teaming and the structures and procedures to consistently support this purpose of:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easing the transition from each grade through pre-year and beginning-of-the-year team activities</td>
<td></td>
</tr>
<tr>
<td>Building smaller communities and increasing a sense of belonging, connectedness, and family in a large school</td>
<td></td>
</tr>
<tr>
<td>Cultivating team identities and promoting student recognition</td>
<td></td>
</tr>
<tr>
<td>Planning interdisciplinary lessons, assemblies, and team-based, in-field school trips</td>
<td></td>
</tr>
<tr>
<td>Using common language: IB Learner Profile, academic vocabulary, classroom and behavioral expectations</td>
<td></td>
</tr>
<tr>
<td>Coordinating community-service efforts</td>
<td></td>
</tr>
</tbody>
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Teaming at Commack Middle School!
Effective mathematics environment include students who are:
• actively engaged in doing mathematics,
• sharing their mathematical ideas while working collaboratively,
• provided with a variety of opportunities and use multiple representations to communicate mathematically,
• using manipulatives and other tools, and
• learn math through interdisciplinary connections and examples.

Instructional shifts include:
• allowing students more time to explore and “make meaning” of mathematical concepts,
• instructional activities that are learner centered and emphasize inquiry/problem solving strategies,
• increased use of manipulatives and kinesthetic activities, and
• increased emphasis on cooperative learning strategies and “real life” connections.
QUESTIONS FROM THE BOARD OF EDUCATION?
Project Lead the Way (PLTW): Project/Problem-Based Learning/STEM Education

PLTW Courses Include:

- Project/Problem-Based Learning
- "The Role of the Engineer"
- Inquiry *Action* Reflection
- Broad and Balanced, Conceptual, and Connected Curriculum
- Skills Related to a College or Career Path
  - Collaboration
  - Communication
  - Critical Thinking

Meets BOE Goals 1, 2, 3 & 4
Identify Areas for Review
Collect Data
Analyze Data
Draw Conclusions
Recommendations
Communicate

Review & Monitor

Identified for Review:
Geometry Courses
- Curriculum
- Standards
- Assessments
- Materials/Resources
- Technology Resources

Essential Questions To Guide This Review:
- Do our course offerings allow for all students to succeed? (Communicate)
- Is our Geometry instruction developmentally appropriate and effectively preparing our students for their next level of learning? (Collect Data)
EQ#1 - Do our course offerings allow for all students to succeed in learning geometry?

- Collect and Analyze Data
- Engage Teachers
- Instructional Data
- Student Input
- Conclusions
- An alternative pathway for students is necessary to prepare them for their next level
- Recommendation
- Creation of the project/problem-based learning Geometry Applications course
- Next steps
  - Implemented and Ongoing Monitoring
Focus on Geometry

EQ#2 - Is our geometry instruction developmentally appropriate and effectively preparing our students for their next level of learning?

- Collect and Analyze Data
- Engage Teachers
- Instructional Data
- Student Input
- Findings (At This Time)
- Content vocabulary
- Identified Content Gaps
- Recommendations in Development
- Differentiate the teaching of vocabulary.
- Scaffolding of regents questions
- Increased use of manipulatives and kinesthetic activities
- Professional Development for teachers
- Next steps
- Continue Review Process
The Music Program

Performing Groups
- 9th Grade Band
- 10th Grade Concert Band
- 11/12 Symphonic Band
- Marching Band
- 9th Grade Chorus
- 10th Grade Concert Chorus
- 11/12 Chorale
- 9th Grade Orchestra
- 10th Grade Concert Orchestra
- 11/12 Symphony Orchestra

High School Extracurricular Performing Groups
- ICA Chamber Choir
- ICA Chamber Orchestra
- ICA Jazz Messengers
- ICA Instrumental Jazz Ensemble
- ICA Men’s Choir
- ICA Stage Band
- ICA Vocal Jazz Ensemble
- ICA Wind Ensemble
- ICA Women’s Choir
- Musical Theater
- Pit Orchestra

Other Music Electives and Professional Organization Offered
- Music Theory Honors Program
- IB Music
- TRI-M and FASTA (Future American String Teachers Association)

Local, State, Regional & National Music Educators’ Association Affiliates
- NAfME - National Association for Music Education
  - All-National (1-2 students)
  - All-Eastern Festival (3-5 students)
- NYSSMA - New York State School Music Association
  - Solo and Ensemble Festivals (200)
  - All-State Participation (5-15 students)
- NYSCAME - New York State Council of Administrators in Music Education
  - All-County Festival (15-35 students)
- SCMEA - Suffolk County Music Educators’ Association
  - All-County Festivals (23-40 students)
  - Day of Tuba and Euphonium (1-3 students)
  - All-County Jazz Ensemble (1-3 students)
  - All-County Percussion Ensemble (1-3 students)
- LISFA - Long Island String Festival Association
  - All-County Festival (10-12 students)
## The Art Program

### Art Courses Offered
- Animation and Video Game Production
- Painting and Drawing
- Computer Illustration
- Digital Photography
- Fashion Illustration
- Traditional Photography
- 3D Studio Design
- Drawing
- Oil Painting
- Studio in Art
- Calligraphy
- Advertising
- Mixed Media
- Sculpture
- Ceramics
- IB Visual Art

### Co-curricular Art Opportunities
- National Art Honor Society
- Fashion Club
- Art/Portfolio Club
- Camera Club
- Stagecraft
- Art Display
- Club

### Art Contests and Exhibitions
- Art Walk
- Festival of the Arts
- IB Muse Arts Festival
- Huntington Camera Club HS Photo Competition
- Heckscher Museum High School “Best” Show
- Artrium HS Art Show
- Mill Pond House HS Art Show
- Digital Long Island (Art League)
- Congressional Art Show
- Media Arts Show
- Commack Library Art Show
- Smithtown Library Art Show
- TFCU Photo “Gallery”
- Disney Poster Contest
- SCALA High School Art Scholarship Show
A Sampling of Student Work from Photography, Computer Graphics, Visual Arts, and Drawing Courses
Research notes:
1. Angels depicted in armor or crowning:
   - Iconic figures
   - Heaven/heavenly nature

2. Clouds/sunsets represent heavenly/unnatural
   - Elements of nature

3. Mermaid features:
   - Mermaids present
   - Mermaid features

4. Angels armed with swords, spears, and shields:

5. Beasts, light, objects:
   - Key visual elements

6. Human figures:
   - Central human figure
   - Key human figure

Color concepts:
1.0.0.0

Archangel Archaic:
- Archetype of the archangel
- Key visual figure

Call to student artists:
Nightmare on Main Street
Student Art Exhibit
QUESTIONS FROM THE BOARD OF EDUCATION?
Academic Achievement and Post-Secondary Plans

The Class of 2017
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. Common Core Regents Exams or Graduation Requirements) |

No Class of Students is the Same

No Two School Years are Alike

Classes Can Be Exposed to New or Changing Variables (i.e. Common Core Regents Exams or Graduation Requirements)
Meet the Class of 2017

Class of 2017
Demographic Statistics
576 Students
- 271 Females
- 305 Males
- 493 General Education Students
- 83 Students with Disabilities
- 0 English Language Learners (ELLs)
- 44 Economically-Disadvantaged Students

Data Source: SIRS 201/CHS
565 (98%) Students Graduated*
- 450 (80%) Regents Diplomas with Advanced Designation
- 107 (19%) Regents Diplomas
- 8 (1%) Local Diplomas

“Our aim in Commack is to prepare every student for whatever they want to achieve when they leave our schools.”
- Dr. Donald James

Data Source: SIRS 201/CHS
### Class of 2017: Special Education Graduation Statistics

86% of all SWD at **CHS** Graduated with Either a Regents or Advanced Regents Diploma

Total # of SWD graduating or aging out from **CHS**: 78

<table>
<thead>
<tr>
<th>Credential</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Achievement Commencement Credential (SACC)</td>
<td>1</td>
</tr>
<tr>
<td>Previously IEP Diploma</td>
<td></td>
</tr>
<tr>
<td>Career Development and Occupational Studies Commencement Credential (CDOS)</td>
<td>0</td>
</tr>
<tr>
<td>as a standalone credential</td>
<td></td>
</tr>
<tr>
<td>GED</td>
<td>0</td>
</tr>
<tr>
<td>Local</td>
<td>8</td>
</tr>
<tr>
<td>Regents</td>
<td>47</td>
</tr>
<tr>
<td>Advanced Regents</td>
<td>22</td>
</tr>
</tbody>
</table>
2017 Graduates Earn the NYSED Seal of Biliteracy

The Seal of Biliteracy:

- Encourages the study of languages
- Identifies high school graduates with language and biliteracy skills for employers
- Provides universities with additional information about applicants seeking admission
- Prepare students with twenty-first century skills
- Affirms the value of diversity in a multilingual and global society

NOTE:
The Class of 2017 was the first class eligible to receive the Seal of Biliteracy upon graduation.

Of the Class of 2017, 77 graduates pursued the Seal of Biliteracy and 67 were awarded.
Commack High School: Class of 2017 Report

Regent Passing Rate (65+)

<table>
<thead>
<tr>
<th>Year</th>
<th>Series1</th>
<th>Series2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>2</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>3</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>4</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>5</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Five-Year AVG

Data Source: SIRS-202/CHS
Commack High School: Class of 2017 Report

REGENTS MASTERY RATE (85+)

Data Source: SIRS-202/CHS
Preparing for College-Level Learning: New to Access & Opportunity

In 2017, 77% of 9th grade students and 70% of 10th grade students choose to enroll in English Enriched.

NOTES:
All 9th and 10th graders are invited to enroll!
Students who do not choose to enroll, take English 9R or 10R
Providing Access & Opportunity

**COLLEGE-LEVEL COURSES**

Data Source: Infinite Campus

**Examples of New Courses Over the Years**

<table>
<thead>
<tr>
<th>Series1</th>
<th>Series2</th>
<th>Series3</th>
<th>Series4</th>
<th>Series5</th>
<th>Series6</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>62</td>
<td>71</td>
<td>78</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>81</td>
<td>90</td>
<td>92</td>
<td>94</td>
</tr>
</tbody>
</table>

- IB Chemistry SL: 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 2: PLTW Computer Science
- AP World History: Italian Language and Culture
- PLTW Civil Engineering and Architecture: IB Global Politics SL
- PLTW Computer Integrated Manufacturing: College Geology
- College Anatomy and Physiology I&II
### Student Participation In At Least One College-Level Course by Graduation

<table>
<thead>
<tr>
<th></th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Class of 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in <strong>1 or more</strong> college-level course</td>
<td>84%</td>
<td>90%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>Enrolled in <strong>3 or more</strong> college-level courses</td>
<td>65%</td>
<td>72%</td>
<td>76%</td>
<td>79%</td>
</tr>
<tr>
<td>Enrolled in <strong>5 or more</strong> college-level courses</td>
<td>53%</td>
<td>62%</td>
<td>64%</td>
<td>62%</td>
</tr>
</tbody>
</table>
Commack High School: Class of 2017 Report

The Class of 2017: SAT and ACT Performance
- Outperformed the State SAT AVG of 1057 by 95 pts (Class of 2017 AVG is 1152)
- The Class of 2017 meets the State ACT average of 24.2.

The Class of 2017 Earns Millions of Dollars in Scholarships
- Graduates earn $43,960,733 in scholarships
- Includes: 1 National Merit Scholarship winner, 3 National Merit Scholarship semi-finalist/finalist, 11 National Scholarship Commended students, 15 NYS Merit Scholarships, and more!

The Class of 2017 Attends Various Colleges and Universities
- 134 Attending Most- and Highly-Competitive Schools
- 307 Attending Very/Competitive Competitive Schools
- 88 Attending Less-/Non-Competitive or Specialized/ Foreign Schools

Note: 5 are entering the military, 6 are entering the workforce, and 11 self-report they are undecided.
### Newsday Reports Long Island SAT Scores from 2016

<table>
<thead>
<tr>
<th>District</th>
<th>Test Takers</th>
<th>Sat Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Neck</td>
<td>442</td>
<td>1,796</td>
</tr>
<tr>
<td>Syosset</td>
<td>405</td>
<td>1,771</td>
</tr>
<tr>
<td>Three Village</td>
<td>506</td>
<td>1,680</td>
</tr>
<tr>
<td>Half Hollow Hills</td>
<td>632</td>
<td>1,634</td>
</tr>
<tr>
<td><strong>Commack</strong></td>
<td><strong>545</strong></td>
<td><strong>1,614</strong></td>
</tr>
<tr>
<td>Bellmore-Merrick</td>
<td>751</td>
<td>1,606</td>
</tr>
<tr>
<td>Northport-East Northport</td>
<td>449</td>
<td>1,600</td>
</tr>
<tr>
<td>Smithtown</td>
<td>707</td>
<td>1,591</td>
</tr>
<tr>
<td>East Meadow</td>
<td>478</td>
<td>1,533</td>
</tr>
<tr>
<td>Massapequa</td>
<td>527</td>
<td>1,527</td>
</tr>
<tr>
<td>Levittown</td>
<td>469</td>
<td>1,509</td>
</tr>
<tr>
<td>Connetquot</td>
<td>396</td>
<td>1,506</td>
</tr>
<tr>
<td>Sewanhaka</td>
<td>1,179</td>
<td>1,481</td>
</tr>
<tr>
<td>Sachem</td>
<td>883</td>
<td>1,480</td>
</tr>
<tr>
<td>Longwood</td>
<td>390</td>
<td>1,466</td>
</tr>
<tr>
<td>Lindenhurst</td>
<td>411</td>
<td>1,452</td>
</tr>
<tr>
<td>Middle Country</td>
<td>504</td>
<td>1,443</td>
</tr>
<tr>
<td>Valley Stream Central</td>
<td>667</td>
<td>1,408</td>
</tr>
<tr>
<td>Brentwood</td>
<td>576</td>
<td>1,286</td>
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Of Long Island’s Largest Districts, Commack ranked 5th!

Commack ranked #20 on Long Island!
Context
In 2014, the Suffolk County average for graduates enrolled in colleges or universities within one year of graduating high school was 79.9%
QUESTIONS FROM THE BOARD OF EDUCATION?
Update on Elementary Homework Guidelines

- Commack’s *Best Practices for Homework Guidelines* were distributed to all staff at the end of November.

- The *Guidelines* were posted and distributed to parents and community-at-large on the District website.

- A Parent Workshop was held on November 28.

- Elementary school principals have been meeting regularly with the Superintendent to ensure a level of consistency in implementation through monitoring and leadership:
  - Principals are meeting with teachers at grade-level meetings and faculty meetings.
    - Essential questions have been identified to ensure classroom alignment with the guidelines:
      - How does the homework assignment benefit the student?
      - How is this homework assignment informing instruction?
      - Are the directions clear for the student and family?

- A new ‘button’ on the website provides parents with quick-and-easy access to parent resources.

- Commack’s *The Practices and Effects of Homework in the Commack Elementary Schools: A Case Study Analysis* is intended to be submitted for publication to peer-reviewed and professional journals.
Update on Mental Health Committees

- Guiding Principles:
  - Respond vs. React
  - Planning, Implementation, and Monitoring

- Members (K-12)
  - Mental Health Staff
  - Teachers
  - Administrators

- Current Work
  - Review current trends among the student population to promote student health and safety

- Desired Results
  - Development of school-level supports regarding social and emotional health
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