



August 13 Education Committee



Agenda

**ACT/AP/Dual
Credit/Running Start
Data**

**SIP Plan Presentations
Calendar Discussion**



ACT Data

	Harlem Performance		ACT/SAT Concordance Scores	
	SAT Spring 2024(as reported by state, not SAT)	ACT Spring 2025	ACT	SAT
ELA Avg Score	463.7 (out of 800)	33.4 (out of 72)	34	480
ELA % Meet/Exceed	20.5%	31%	33	470
Math Avg Score	434.1 (out of 800)	16.9 (out of 36)	17	470
Math % Meet/Exceed	13.3%	15%	16	430

AP Data

Subject Score Roster Comparison						
AP Course	# of Students	HHS	IL	Global	% Passing HHS	% Passing IL
2-D Art and Design	9	3.78	3.2	3.33	100%	77%
Biology	27	2.52	3.28	3.23	37%	71%
Calculus AB	19	3.63	3.14	3.21	84.20%	65%
Calculus BC	4	4.25	4.01	3.83	100%	85
Chemistry	13	2.15	3.32	3.36	31%	77
English Language and Composition	79	2.82	3.26	3.19	67%	76.6
English Literature and Composition	43	2.84	3.24	3.24	70%	75
Environmental Science	9	2.33	3.11	3.06	33%	71%
Human Geography	106	2.59	3.23	3.14	49%	68%
Microeconomics	20	2.5	3.23	3.24	40%	70%
Music Theory	7	2.86	2.93	3	86%	58%
Precalculus	30	3	3.48	3.54	67%	79%
Psychology	26	2.08	3.33	3.21	26%	74%
Spanish Language and Culture	8	2.88	3.47	3.55	63%	83%
Statistics	24	2.75	3.09	2.92	58%	65.9
US Government and Politics	40	2.77	3.45	3.34	65%	75%
US History	70	3.1	3.33	3.3	70%	74%
World History: Modern	15	2.8	3.25	3.16	53%	68%

AP Data

Subject Score Breakdown	1's	2's	3's	4's	5's
2-D Art and Design	0	0	2	7	0
Biology	1	16	5	5	0
Calculus AB	0	3	5	7	4
Calculus BC	0	0	1	1	2
Chemistry	4	5	3	0	1
English Language and Composition	8	18	36	14	3
English Literature and Composition	3	10	22	7	1
Environmental Science	1	5	2	1	0
Human Geography	12	41	33	14	5
Microeconomics	3	9	3	5	0
Music Theory	0	3	2	2	0
Precalculus	2	8	11	6	3
Psychology	9	10	4	2	1
Spanish Language and Culture	0	3	3	2	0
Statistics	3	7	9	3	2
US Government and Politics	2	12	19	7	0
US History	3	17	20	26	3

HARLEM HIGH SCHOOL

2024/2025 EARLY COLLEGE CREDIT DATA

**AP Data- Students who earn a 3 or higher earn college credit	2020/21	2021/22	2022/23	2023/24	2024/2025
Total AP Students	269	245	299	341	347
Number of Exams	468	375	423	504	547
AP Students with Scores 3+ (Earned College Credit)	114	107	139	174	198
% of Total AP Students with Scores 3+ (Earned College Credit)	42.37%	43.67%	46.49%	51%	57%
# of students who earned a 5 (highest score possible)	31-7%	16- 4%	36 - 9%	37 - 7%	27- 5%
College Credit earned Via the CLEP Exam at RVC for College English	70%	85%	81%	58%	

AP Data

Who's Taking AP EXams?

347 Students took one or more AP exams this year.

9th- 105

10th- 55

11th 99

12th 88

AP Scholars-

37 AP Scholars- students who receive scores of 3 or higher on three or more AP EXams

13 AP Scholars with Honors students who receive an average score of at least 3.25 on all AP EXams taken, and scores of 3 or higher on four or more of these exams.

16 AP Scholars with Distinction students who receive an average score of at least 3.5 on all AP EXams taken, and scores of 3 or higher on five or more of these exams.



Dual Credit Data

	2021	2022	2023	2024	2025
College Credit earned Via the CLEP Exam at RVC for College English & College Bio	70%	85%	81%	52%	
Dual Credit earned through RVC	114	115	172	21	257/283
Introduction to Education & Internship (EDU 224)				19	24/24
Computer Art - Photoshop (GAT 110)				39	34/35
Computer Art - Illustrator (GAT 115)				53	30/30
Medical Terminology (HLT 110)				69	68/74
Principles of Management (MGT 270)				7	6/9
Principles of Marketing (Mkt 260)				6	6/9
Web Design				10	12/12
Dual Credit Computer courses				57	76/87

Running Start Data

Class of 2025

- 16 students in the cohort
 - 15 earned their Associates degree this year.
 - The one student who returned for senior year

Demographics

- 80% White
- 13% Asian
- 6% 2 or more races
- 66% free/reduced

Running Start Data

Class of 2026/27

- 35 Juniors & Seniors at RVC this fall
 - 16 Seniors
 - 18 Juniors

Demographics

- 65% White
- 11% Hispanic
- 2% 2 or more races
- 2% Indian/Alaskan Native
- 31% free/reduced



SIP

School Improvement
Plans

Harlem High School

Priority 1

- *By June 2026, 85% of the Class of 2029 will meet Freshman On Track metrics through targeted interventions, early identification, and consistent progress monitoring. * May adjust percentage after we receive the 2025 FOT Data**
 - *Personalized support for 9th grade students*
 - *9th Grade Only 1st day*
 - *Zello personalized tracking of academic progress*

Priority 2

- *By June 2026, student and staff sense of belonging and engagement will continue to improve through consistent recognition practices, feedback systems, and social-emotional supports.*
 - *Collect and act on stakeholder feedback on school climate and wellness*
 - *Continue to recognize and celebrate positive contributions from students and staff*

Harlem High School

Priority 3

- *By June 2026, 100% of teachers will incorporate at least one student-centered or culturally responsive engagement strategy into instructional practice, verified through classroom walkthroughs and self reporting during department and faculty meetings.*
 - *PD focused on culturally responsive and engaging instructional strategies*
 - *reinforce building-wide expectations and policies that support focused learning environments*

Priority 4

- *By June 2026, increase student participation in early college credit and pathway programs by 15%, and expand CCPE options through new partnerships and course offerings.*
 - *Expand opportunities for early college credit and pathway-aligned coursework*
 - *Continue to build strong partnerships with local industries and colleges*

Machesney

Priority 1

- Machesney Elementary will increase proficiency in reading
 - Implementing the new reading curriculum (Into Reading), then teachers will develop their knowledge of the program and students will have increased academic performance in reading.
 - Focus on specific strategies for school wide vocabulary use, then students will have increased academic performance in reading.

Priority 2

- Machesney Elementary will increase proficiency in math
 - -Focus on implementing strategies for incorporating fact fluency into the daily routine, then students will have increased academic performance in math
 - Focus on specific strategies for school wide vocabulary use, then students will have increased academic performance in math
 - -If we focus on implementing problem solving techniques, then students will have increased performance in math.

Machesney

Priority 3

- Machesney Elementary will build school community
 - Provide opportunities to build positive student relationships, then the school will have notable success.
 - Ensure that all student groups are actively included in activities, then we will foster a more inclusive and equitable environment
 - Provide team-building activities and foster open communication among staff members, then we will strengthen our staff community and enhance collaboration and morale throughout the school.



Maple

Priority 1

- Maple will increase the percentage of students meeting their iReady Reading stretch goal to 39%
 - Building Wide Word of the Week
 - Ongoing PD
 - Teacher/Student Goal Meetings
 - Targeted Interventions 5x/week

Priority 2

- Maple will increase the percentage of students meeting their iReady Math stretch goal to 37%
 - Daily Fact Fluency
 - Ongoing PD
 - Teacher/Student Goal Meetings
 - Targeted Interventions 5x/week



Maple

Priority 3

- Maple will decrease our chronic absenteeism rate to 21% by the end of 2025-2026 school year.
 - Positive Attendance Incentives
 - Targeted Attendance Groups
 - Daily Attendance Catch-Up Room
 - Increased Family Communication & Supports

Maple

Priority 4

- Maple will provide opportunities for social-emotional learning and supports through school wide lessons as well as consistent Tier 2 MTSS behavior supports.
 - Monthly Building Wide Lessons
 - Monthly Social Worker/Teacher Meetings
 - Regular Data Review

Marquette

Priority 1

- Marquette will improve proficiency in math
 - Strategy 1: Increase focus on math fact fluency
 - Strategy 2: Focus on teaching word problem strategies
 - Strategy 3: Improve the MTSS data-driven decision making process

Priority 2

- Marquette will improve proficiency in reading.
 - Strategy 1: Implement the new ELA curriculum, Into Reading, with consistency and care
 - Strategy 2: Prioritize assessment data to be responsive to readers' needs
 - Strategy 3: Improve the MTSS data-driven decision making process

Marquette

Priority 3

- Marquette will improve stakeholder engagement and develop a PTO.
 - Strategy 1 : Form a PTO so that students and their families will have an increased sense of belonging
 - Strategy 2: Increase opportunities for students and families to be involved in order to improve student engagement and attendance

Priority 4

- Marquette will improve management of problem behaviors.
 - Strategy 1 : Collaborate regarding student behaviors utilizing a Behavior Support Team
 - Strategy 2: Focus on consistent PBIS strategies and incentives in Tier 1, 2, and 3



Olson Park

Priority 1

- Olson Park will improve student proficiency in math
 - word problem strategies
 - Fidelity of intervention services through MTSS
 - Increase focus on fact fluency

Priority 2

- Olson Park will improve student proficiency in ELA.
 - Implement the new Into Reading curriculum with consistency and care
 - Improve the fidelity of intervention services through MTSS



Olson Park

Priority 3

- Olson Park will increase opportunities for student to student and student to teacher engagement.
 - Teachers will provide opportunities for student to student engagement and collaboration
 - Teachers will incorporate engagement strategies into daily lessons for students



Priority 4

- Olson Park will improve teacher collaboration and staff belonging.
 - Teachers will be provided time to collaborate.
 - Staff will feel valued and respected by their peers.

Parker Center

Priority 1

- Parker Center will Increase stakeholder engagement and involvement.
 - Strategy 1: Offer multiple opportunities and ways for stakeholders to participate in classroom activities. (i.e. classroom celebrations, material prep at home, classroom volunteer)
 - Strategy 2: Family engagement team to increase involvement in school-wide activities

Priority 2

- Parker Center will Improve vertical alignment between building programs and all grade levels, encompassing academics and social-emotional standards.
 - Strategy 1: Peer observations
 - Strategy 2: Curriculum and program review at staff meetings & develop common language

Parker Center

Priority 3

- Parker Center will Increase student proficiency in Reading and Math.
 - Strategy 1: Implementation of new reading program, regular check-ins with teachers and PD at staff meetings.
 - Strategy 2: Intervention strategies
 - Strategy 3: Math talks, and supplement teen numbers throughout the math curriculum

Priority 4

- Parker Center will Enhance students' and staff's feelings of belonging by further developing social-emotional skills.
 - Strategy 1: Diversity in materials
 - Strategy 2: SEL lessons, morning meeting

Ralston

Priority 1 - Reading

- Ralston will prioritize learning the new reading curriculum this year by providing PD support for all teachers.
 - Provide targeted Professional development based on teacher need
 - Collect and analyze data to gain insight into our readers strengths and needs in order to differentiate instruction

Priority 2 - Equity

- Ralston will create and implement inclusive learning experiences that honor students' diverse backgrounds and those of others through cultural identities and experiences.
 - Provide experiences that foster a more inclusive school climate
 - Implement and sustain practices that promote equity and inclusion
 - Increase staff cultural competency

Ralston

Priority 3 - Math

- Ralston will increase the percentage of students who are on or above grade level on iReady math (from their fall baseline scores).
 - Fact fluency practice intentionally embedded into daily math instruction
 - Teachers will incorporate a variety of problem types into daily instruction

Priority 4 -Staff

- Ralston will continue to strengthen our staff collaboration and community, and prioritize the well being of all adults.
 - Provide collaboration time
 - E-Day planning
 - Opportunities to build community with one another
 - PLC's

Rock Cut

Students on Grade Level - Math

- RC will increase the number of students on grade level by the end of the year by 5%
 - 50% of students were on grade level at the end of 24/25 SY
 - Focus on Problem types and fact fluency
 - Additional intervention time
 - Developing assessment literacy

Students on Grade Level - ELA

- RC will increase the number of students on grade level by the end of the year by 5%
 - 48% of students were on grade level at the end of 24/25 SY
 - Into Reading adoption
 - Additional intervention time
 - Developing assessment literacy

Rock Cut

Decrease Discipline Referrals

- RC will decrease discipline referrals by 10%
 - 319 referrals for 24/25 SY
 - Morning Meetings and restorative circles in all classes
 - Smart Classroom Management way schoolwide
 - Behavior Support Team

Improve Culture and Climate

- According to SEssentials Data, we were weak in one area - Supportive Environment
 - Clear vision and values - Rangers will go FAR
 - Explicitly communicating what services we provide to students

Windsor

Priority 1

- Increase all students' academic performance in math.
 - If we provide and implement professional development on problem solving strategies and student perseverance, then students will increase their accountability, independence and confidence leading to growth.
 - If teachers implement fact fluency daily for 10 minutes then students will increase efficiency and accuracy recall to achieve improved math fact fluency:

Priority 2

- Increase all students' academic performance in reading.
 - If we focus on implementing the new reading curriculum (Into Reading), then teachers will develop their knowledge of the program and students will have increased academic performance in reading.
 - If we prioritize assessment, then teachers become more responsive to their readers' needs, and that will lead to improved academic performance in reading for students.

Windsor

Priority 3

- Provide all students with appropriate, explicitly taught social/emotional learning tools.
 - If we continue to implement Restorative practices, then staff will seek to understand the underlying cause for behavior, and students will feel more connected and heard which results in fewer discipline problems.
 - If we supplement our SEL curriculum, then staff will be able to reinforce strategies on how to calm down and problem solve conflicts with peers, and students will have greater ability to maintain their positive relationships.

Priority 4

- Create and maintain an explicit, positive and safe learning environment for staff and students.
 - If the Windsor staff implements strategies from Explicit Instruction, then student engagement will increase, and improve student academic performance
 - If the Windsor community continues work in equity based practices, then we will foster an environment of acceptance, safety, and belonging for our students, staff, and families.
 - If the Windsor community implements the Standard Response Protocol, then we will maintain a safe environment for our students and staff.

Calendar Discussion

