

College Bound Program
2014-2015 Report to the TRCS Board of Trustees
Prepared by Ana Falla Riff

Table of Contents

[Introduction](#)

[College Presentations at TRCS and College Fairs](#)

[College Outcomes](#)

[Percentage by Type of College](#)

[Scholarships](#)

[Free Application for Federal Student Aid \(FAFSA\)*](#)

[College Courses 2014-2015](#)

[Standardized Tests](#)

[PSAT/NMSQT](#)

[Score Ranges for the PSAT](#)

[Outcomes](#)

[Class of 2016](#)

[Outcomes](#)

[Class of 2017](#)

[PSAT/NMSQT College and Career Readiness Benchmarks](#)

[College Entrance Exams](#)

[SAT I](#)

[Score Range](#)

[Class of 2015](#)

[Outcomes](#)

[SAT College & Career Benchmark](#)

[Class of 2015](#)

[SAT Summary Report - The College Board*](#)

[Total registration and attendance - Class of 2015 and Class of 2016](#)

[ACT](#)

[ACT Score Ranges](#)

[Average ACT Scores TRCS Class of 2014 and Class of 2015](#)

[ACT College Readiness Benchmarks](#)

[Percent of Students Meeting Benchmarks by Graduating Class](#)

[Fee Waivers](#)

[Individual and Group Meetings with Students](#)

[Alumni Relations](#)

[The Opportunity Network](#)

[Professional Organizations Membership](#)

[Social Justice Day](#)

[Areas of Growth](#)

[2014-15 Board Report on Literacy Skills/College Bound and Senior Seminar - Prepared by Maura Malarcher](#)

[NINTH GRADE:](#)

[TENTH GRADE:](#)

[ELEVENTH GRADE:](#)

Introduction

The College and Career Office (CCO) has undergone significant changes this academic year. Girelle Guzman, our Leadership Program Coordinator and Valedictorian of the class of '03, moved to a position outside TRCS. As a student and as an employee, Girelle embodied our school's mission, one she passionately believed in and imbued in all her work. Her legacy, the TRCS Leadership Program, provides opportunities for our students to pursue their interests and passions and to contribute as responsible citizens. The CCO staff is working with the Management Team to fill the Leadership Coordinator and College Bound Associate position.

This year our team implemented changes in our curricula to reflect a shift in the needs of our student population. Placing post-secondary planning in the context of career planning and preparation allowed us to broaden the scope of our work and, as such, the number of opportunities afforded to our students. We now include more in-depth financial management preparation in our lessons. We also have more effectively engaged students who do not want to go to college. Shifting to a culture in which these students are not perceived as "failures" has allowed them to comfortably discuss their aspirations without fear of being ridiculed. We hope to continue to expand resources that address the needs of students who want to enter the armed forces, a trade, or technical careers.

The college application process continues to be a daunting task for some of our students. New York's public university systems increasingly use standardized testing (SAT, ACT, Regents) as determining factors in admissions decisions. As such, it has become harder for our students to enter four-year public institutions. This is despite the controversy which surrounds the SAT's and the ACT's ability to predict students' ability to succeed in college. In response to the controversy, more private (and some public) institutions are dropping these tests as admissions criteria. A study published in 2014, ["Defining Promise: Optional Standardized Testing Policies in American Testing Policies in American College and University Admissions"](#) examined the academic performance of students who attended test-optional private and public colleges/universities. The researchers found that there was a "negligible" difference in the grade point averages (GPA) of students who submitted test scores and those that did not. The study found that the high school transcript is a better indicator of future success. Generally, students who have performed well in high school have honed the skills (reading, writing, mathematics, time management, organization etc.) that lead to academic and personal success.

The CCO has vigorously advocated with colleges on behalf of our students. We have helped them mount both admissions and financial aid appeals. In the case of one student, we were able to reverse an admissions decision from John Jay College of Criminal Justice. She was denied despite having a GPA above a 3.6, having earned As and Bs in college level courses (including courses at John Jay), and, having met math, reading, and writing proficiency benchmarks for CUNY.

This year both the SUNY and CUNY experienced glitches in their application systems and procedures. As a result, many of our students' applications were not reviewed in a timely manner or students received conflicting admissions results. This added a great deal of stress for our seniors. In some instances they were told no decision would be issued until June 2015. The national response date is May 1. We are advocating at the SUNY

system-wide level to ensure that this does not occur next year. We successfully brought concerns about individual students to Queens College's Admissions Department. These concerns were taken by officials from this department to CUNY Central so it could be resolved for students system-wide.

The College and Career Office team aims to help meet our school's Charter goals. As such, we have worked with partners in and out of TRCS to support our students academically and to help them meet college and career readiness benchmarks. We have collaborated with faculty and staff to provide specialized individual and group instruction to students who need additional help. Interventions in the fall semester included additional ELA Regents preparation for seniors who had not taken, passed or met the college readiness standard (75). The 7-12 Director of Teaching and Learning implemented a review class once a week and on Saturdays. With the assistance of the Director for Data and Accountability and The Learning Center staff, individualized instruction was given to students who needed more focused attention. Additional sessions of tutoring in Mathematics were also offered to seniors who were at risk of not passing the mathematics Regents. Other interventions are detailed below.

College Presentations at TRCS and College Fairs

Meeting representatives from colleges and universities affords our students the opportunity to hone their networking skills. They learn to present themselves in professional settings and to advocate on their own behalf. The representatives our students meet are the individuals who will likely read their college applications. Forming relationships with individuals and institutions increases the likelihood that our students will be recruited and admitted.

College representatives enjoy visiting our school; they always offer praise for our students. They comment on our students' behavior--their politeness, attentiveness, and ability to network. Representatives also comment on our students' insightful and well-researched questions.

The following colleges visited TRCS this year to recruit our students:

- City University of New York - General Representative
- State University of New York - General Representative
- SUNY - University at Albany
- CUNY - John Jay College of Criminal Justice
- Hartwick College
- Johnson and Wales
- College of St. Rose

The seniors attended the National Hispanic College Fair in October of 2014. The juniors attended in March of 2015. Over 100 colleges were in attendance during each session. This fair is extremely well organized, which maximizes our students' experience.

College Outcomes

44 out of 48 seniors applied to college. Of the remaining four, one will enlist in the Marine Corps and two are

working with the Special Education Coordinator on post-secondary planning. The other student has experienced health issues and has not finalized her plans.

Students applied to an average of eight colleges each. 100% of the students who applied were accepted into at least one college.

List of Colleges Students Will Be Attending

CUNY	SUNY	PRIVATE
City College Grove School of Engineering City College John Jay NYC College of Technology Queens York Borough of Manhattan CC Hostos CC LaGuardia CC Queensborough CC	U. at Albany U. at Buffalo Canton Cobleskill Fredonia Oswego	College of St. Rose Lafayette (Posse Scholar) Rochester Institute of Technology Utica Wellesley

Percentage by Type of College

Class	CUNY Senior College	CUNY Junior College	SUNY Senior College	SUNY Junior College	Private	Undecided
2015	18.7%	39.5%	14.5%	0%	10.4%	8.3%
2014	29.5%	29.5%	11.3%	11.3%	15.9%	4.5%
2013	15.7%	35.3%	13.7%	3.9%	19.6%	7.8%

Compared to the Class of 2013, a larger percentage of students from the Class of 2014 chose to attend CUNY schools. Going to state or private schools would have left them with thousands of dollars in debt. The amount of financial aid offered by colleges and universities has decreased since the economic recession of 2007-2009.

College Acceptances

CITY UNIVERSITY OF NEW YORK	STATE UNIVERSITY OF NEW YORK	PRIVATE
Brooklyn City College City College -Grove School of Engineering NYC College of Technology Hostos CC Hunter John Jay Lehman Medgar Evers Queens York Borough of Manhattan CC Bronx CC Kingsborough CC LaGuardia CC Queensborough CC	U. at Albany Brockport U. at Buffalo Buffalo State Canton Cobleskill Fredonia Oswego	College of St. Rose Columbia College of Chicago Lafayette Manhattanville Rochester Institute of Technology U. of Hartford Utica Wellesley

Scholarships

Tabassum Alam, one of our graduating seniors, was awarded the Posse scholarship by Lafayette College in Pennsylvania. The scholarship covers tuition for the four years of college. A “Posse” is a group of 10-12 students. Once accepted, students train on academic and leadership skills before they go off to school. They have an on-campus mentor who meets with the group for the first two years of their college career.

Quashawn Davis, our Valedictorian, was awarded the Billy R. Rice Memorial Scholarship. He will receive a monetary award of \$1500 to contribute to his college financial needs.

Parent Meetings

Parental engagement is one of the cornerstones of the College Bound Program. We believe that as stakeholders, parents have the right to information and the responsibility to be involved in their children's education. Specifically, parents need access to information regarding available post-secondary options and how students can successfully plan for life after high school. Armed with this information, parents can support students in their endeavors.

The College Office holds parent meetings during which high school graduation requirements, post-secondary options, and career planning are discussed. Generally the workshops are offered in English and in Spanish on the same evening. When this is not possible, simultaneous English/Spanish translation is provided. If a parent speaks another language, the student acts as a translator. For the most part, all materials are offered in English and in Spanish. When available, we offer material in other languages such as Mandarin, Bengali, and Urdu.

College Office staff also meet individually with students and their parents/guardians to answer questions and address concerns parents might have. Additionally, when the staff determine that there is a need for parent intervention, a meeting is called. During the meeting the CCO staff's concerns are shared with the parents, a strategy is developed to address the concerns, and a plan of communication is established between the CCO and parents.

October 2014

- Senior Parents. English and Spanish workshops were held simultaneously. The college application procedures, graduation requirements and senior timelines were discussed.
 - In attendance - over 60 students and parents.
- October 2014
 - Financial Aid Workshop - Senior Parents. A representative from the Higher Education Services Corporation (HESC) led the presentation. Simultaneous translation and materials were provided in English and in Spanish.
 - In attendance - Over 50 students and parents.
- February 2015
 - Free Application for Federal Student Aid (FAFSA) Completion Workshop - Senior Parents. A HESC representative assisted families in filling out their FAFSA and NYS Tuition Assistance Program (TAP) applications.
 - In attendance - Over 20 students and parents.
- June 2015
 - Rising Senior Parent Meeting - Stacey Gauthier, Victor Motta, Thandi Guimaraes, and Yaacov Levy, Pierina Arias, and the CCO's staff spoke to students about expectations for senior year and about the supports available to them. English and Spanish workshops were held simultaneously.
 - In attendance - Over 71 students and parents.

Free Application for Federal Student Aid (FAFSA)*

The College Office informs students and parents about options for financing higher education. We encourage and assist our students in applying for federal, state, local, and institutional (college) financial aid. According the Office of Federal Student Aid there is a strong correlation between filing the FAFSA and college

completion. Lack of financial resources is often cited as one of the main reasons students do not complete a college education.

	Number of Students	Percent
Class of 2015 Applications Submitted by June 19, 2015	33	75%
Class of 2014 Applications Submitted by June 19, 2014	38	86.3%
Class of 2013 Applications Submitted by June, 2013	40	78.4%

*Source: <http://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school>

College Courses 2014-2015

TRCS students attend college-level courses through the City University of New York's College Now Program. By taking college courses, students demonstrate the willingness to challenge themselves academically. College courses help them prepare for the exigencies of college and raise their admissions profile.

Our school's main partner in the College Now Program is Queens College (QC). Through this partnership, our students can take courses at QC, at TRCS, or online. In the fall and spring semesters, TRCS successfully participated in a pilot program coordinated by the College Now Central Office. This program allows students to take college-level online courses. TRCS students enrolled in FIN 180- Consumer and Personal Finance. The course is the product of a collaboration between CUNY's School of Professional Studies and the Higher Education Services Corporation (HESC). HESC is New York State's higher education student financial aid agency. The objective is to give students the tools to manage their finances and to make decisions about postsecondary and career choices based on the principles they learn.

Our students' success in this class prompted the Coordinator from College Now Central to visit our school. He wanted to better understand why our students outperformed students in other participating schools. Based on conversations with our partners, we concluded that giving students common time to focus on the class together and consistent follow up from high school staff promote student success. The Coordinator interviewed some of our students and was impressed with the eloquence with which they described what they learned from the

course. They now have some of the tools necessary to have and maintain financial stability. We will offer this course in the fall semester.

QC's College Now Program partnered with Bronx Community College to offer an English class at TRCS. The aim of the class was to prepare juniors and seniors to take the English Language Arts Regents and for seniors to take the CUNY Assessment Test in Writing (CATW). Ten juniors and six seniors were registered for the class. The seniors had not passed or met the ELA standard (score of 75). The juniors were at risk of not passing the ELA Regents or meeting the standard. Students for the class were chosen with the assistance of the English PLC and the Intervention Committees. The course will be taught again in the spring semester of 2016.

The CATW is a standardized writing test that measures a student's readiness to take introductory college courses. If a student does not score 70 or above in reading and a 56 in the writing, she cannot enroll in a four year college. She would have to take developmental (remedial) courses at a community college; she would not receive college credit for these courses. The QC College Now Office arranged for our students to take the test on the QC campus. Four students took it; their reading scores ranged from 83-99 and the writing from 56-62. They will begin to take college-level courses in the fall.

Queens College

Fitness

Language and Communication Disorders

Introduction to Sociology

Urban Studies

John Jay College of Criminal Justice

Psychology

Criminal Justice

Standardized Tests

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and the National Scholarship Program. It measures reading, mathematics, and writing skills. The NYC Department of Education deems this assessment to be so important that it pays for all 10th and 11th grade students in NYC public schools to take it. Students take the PSAT to prepare for the SAT and, in the 11th grade, to qualify for a National Merit Scholarship. Furthermore CUNY colleges require 10th or 11th grade scores to determine if students are eligible to take free college-level courses on their campuses.

On October 15, 2014, the PSAT/NMSQT was administered to 50 Juniors and 52 Sophomores.

Score Ranges for the PSAT

Overall	Reading	Mean Mathematics	Mean Writing
60-240	20-80	20-80	20-80

Outcomes

Class of 2016

October 2014

	Mean Reading	Mean Mathematics	Mean Writing
TRCS	39.8	40.9	37.7
STATE	43.1	45.2	41.3
NATION	46.2	47.9	44.7

Class of 2016 - October 2013

	Mean Reading	Mean Mathematics	Mean Writing
TRCS	39	40.6	35.8
STATE	39.6	41.3	38.1
NATION	41.9	42.8	40.6

Outcomes

Class of 2017

October 2014

	Mean Reading	Mean Mathematics	Mean Writing
TRCS	38.1	39	37.1
STATE	39	41	36.9
NATION	41.6	42.8	39.5

PSAT/NMSQT College and Career Readiness Benchmarks

The Benchmarks are the scores that students should meet or exceed to be considered on track to be college ready. The composite score for juniors is 142. The score for sophomores is 133.

On track to be college and career ready:

YEAR	Class of 2017 2014 Results	Class of 2016 2014 Results	Class of 2016 2013 Results	Class of 2015 2013 Results	Class of 2015 2012 Results
TRCS	13.5%	16%	16.7%	22.2%	19.2%
NATION	37.2%	45.8%	37.7%	46%	38.5%

College Entrance Exams

Colleges consider students' standardized test scores when making admissions decisions. Since the economic downturn, the public university systems (SUNY, CUNY) have given more weight to standardized testing in the admissions process. This is partially due to the increasing numbers of high performing students that are applying to schools in these systems because they can no longer afford private institutions.

Low-income and first generation students generally do not perform as well as their more affluent counterparts on standardized tests. Population shifts in the United States are reflected in the college admissions process. More nonwhite, low income, first-generation students are applying to test-optional schools; those that do not use standardized tests as a for admission. Doing so increases the chances of high-performing students gaining admissions to more competitive colleges.

The College and Career Office encourages our students to take both tests in the spring semester of their junior year. When they receive the results, they can determine which test they will retake in the first semester of senior year. They will have the opportunity to prepare more intensively during the summer. They can then choose which scores to submit to colleges.

CLASS	SAT I	ACT	Both
2015	64.5%	75%	62.5%
2014	91.1%	93.3%	88.8
2013	96%	2%	16%

SAT I

Score Range

Overall	Reading	Mean Mathematics	Mean Writing
600-240	200-800	200-800	200-800

Class of 2015

Outcomes

65 % of the graduating seniors took the SAT I. For TRCS students who took the test multiple times, we superscored the results; the highest score for each section was used to determine the mean score.

	Mean Reading	Mean Mathematics	Mean Writing
TRCS - Class of 2015	455	474	485
TRCS - Class of 2014	480-456	466-457	464-463
STATE - Class of 2014	488	502	478
NATION - Class of 2014	497	513	487

SAT College & Career Benchmark

This Benchmark is designed to measure the college readiness of groups of students. The SAT Benchmark score of 1550 is associated with a 65% probability of obtaining a first year GPA of a B- or higher, which in turn is associated with a high likelihood of college success. The 1550 is calculated using the latest administration of the test a student has taken. Following common practice, the CCO superscores the results. We take a student's highest score in each section from several test administration to derive the composite.

TRCS Class of 2015	29%
TRCS Class of 2014	20%
NATION Class of 2014	42.6%
STATE Class of 2014	39.2%

Class of 2015

Thirteen juniors (23.6% of the class) took the SAT I this year. TRCS has not yet received the score reports. Sixteen (16) students have registered to take the exam on June 7, 2014.

SAT Summary Report - The College Board*

Students who receive free or reduced lunch are eligible to receive a limited number of fee waivers for the SAT, SAT I, ACT, and for college applications. The College Office is responsible for determining eligibility and for distributing the fee waivers.

Total registration and attendance - Class of 2015 and Class Of 2016

2014-2015 Academic Year	Total Test Registrations
Number of Registrations	72
All SAT Registrations (No Waiver)	
SAT Absentees	9
% Absent	13%
SAT Fee Waiver Registrations	56

SAT Fee Waiver Absentees	8
% Absent	14%
All SAT Subject Test Registrations	4
SAT Subject Test Absentees	0
% Absent	0%
SAT Subject Test Fee Waiver Registrations	3
SAT Subject Test Fee Waiver Absentees	0%
% Absent	0%

Absentee Rate National Average: 9% (All Registrations); 6% (Non Fee Waiver Registrations); 21% (Fee Waiver Registrations)

*Note: This roster is published by the College Board and is intended for internal school use only and is not to be disclosed or released to students, parents or any third parties.

ACT

The ACT is a curriculum-based achievement exam. It is a content-based test which measures what students have learned in school, not their aptitude for learning. This exam has become increasingly accepted by colleges nationally.

ACT Score Ranges

Composite *	English	Math	Reading	Science
1-36	1-36	1-36	1-36	1-36

*The Composite Score is the average of the four test scores, rounded to the nearest whole number. Fractions less than one-half are rounded down; fractions one-half or more are rounded up

Average ACT Scores TRCS Class of 2014 and Class of 2015

	Composite	English	Math	Reading	Science
TRCS (2015)	17.5	15.5	18.2	17.8	18
TRCS (2014)	19.4	18.8	19.6	19.2	19.5

STATE (2014)	23.4	22.7	23.8	23.6	23.2
NATION (2014)	21	20.3	20.9	21.3	20.8

ACT College Readiness Benchmarks

ACT benchmarks are scores on the subject tests that represent the achievement level required for students to have a 50% chance of obtaining a B or higher or approximately a 75% chance of obtaining a C or higher in the corresponding credit-bearing college freshman courses.

College Course	ACT Subject Area Test	ACT Benchmark
English Composition	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

Percent of Students Meeting Benchmarks by Graduating Class

	English	Math	Reading	Science
TRCS 2015 Students Meeting Benchmark	47.2%	19.4%	30.5%	11%
TRCS 2014 Students Meeting Benchmark	64.2%	35.7%	33.3%	26.1%
National 2014 Students Meeting Benchmark	64%	44%	43%	37%
NYS 2014 Students Meeting Benchmarks	79%	59%	67%	57%

Fee Waivers

Class	Received Fee Waivers
2015	43

Individual and Group Meetings with Students

College Office staff meet with students individually, in small groups and with their parents. We review individual transcripts, provide counseling and advisement on academics, internships, study/volunteer opportunities abroad, executive function skills, financial aid/planning, College Now, scholarships, and leadership and academic enrichment programs. In addition to working with students who are at risk or failing their classes, we have continued to meet with students whose grades might be slipping but who are not yet failing. We also meet with students and their families and/or their advisors when deemed necessary. We assist students with applications to the aforementioned programs.

Alumni Relations

Our alumni return regularly to update us on their progress and to share their experiences with our current students. They are an invaluable resource for our school. This year, one of the alum, Francois Nicolas ('09), organized a Career Day for our 10-12 graders. On Friday, May 22 the following alumni participated in a panel that discussed career options and trajectories:

Jonathan Garcia (10') – Acting/Theatre
 Roman France (09') - Film/Photography
 Malcolm Hall (09') – High Fashion/Styling
 Kauai Williams (08') – Credited Producer/Singer
 Luvana Chowdry (09') - Clinical/Medical Research
 Christian Thomas (08') - Software Engineering
 Francois Nicolas (09') – Sports Entertainment/Broadcast Media

Our students were able to learn about post-secondary options with/without college degrees. They connected with alumni who can help guide them as they transition out of high school. The event was so successful that we hope to make it a yearly tradition.

Christian Thomas and the College and Career Office plan to organize a networking event for alumni in the spring of 2016.

The Opportunity Network

The Opportunity Network is a selective, six-year career development program for motivated, high-performing high school students. The Fellows Program begins with a mandatory three-week Summer Institute in the summer of sophomore year. In junior and senior year, students attend weekly workshops focused on career readiness and networking. Through the summer opportunities program, juniors and seniors participate in paid internships and local, national or international enrichment opportunities. This year four of our sophomores were accepted into the program.

In May of 2013, OppNet began to recruit rising freshman students for their Oppnet Prep Program. This program is a one-year career development program focusing on providing an early foundation for college and career skills. The Program components include a one-week Summer Bridge, classroom career series, networking training and exposure to additional enrichment opportunities. Five of our freshmen were accepted into the program in the fall of 2014.

Professional Organizations Membership

TRCS is a member of the College Access Consortium of New York (CACNY) and the National Association for College Admissions Counseling (NACAC).

Monthly CACNY meetings are an invaluable source of information, resources, and connections. Public and private colleges and universities, opportunity and leadership programs, financial aid agencies and organizations, scholarship programs, and community based organizations collaborate to expand college access for individuals from traditionally underserved communities. Attending the meetings more frequently continues to be a goal for the College Office staff.

CACNY and its members provide professional development in the area of college admissions, financial aid, opportunity programs, working with special populations (students with special needs, immigrants), and standardized testing. These workshops and information sessions directly relate to the population that we serve.

Membership in the CACNY, NACAC, and NCAA, and other listservs allows us to keep abreast of trends in college admissions, financial aid, standardized testing, and secondary and higher education. The listservs are also a great resource when questions regarding colleges, programs, majors, careers, policies, ethics, or processes arise.

Social Justice Day

The Junior class hosted Social Justice Day on April 2, 2015. They researched and facilitated workshops on topics such as Police Militarization, Women in Prison, and Teen Unemployment. The Juniors prepared and served a fundraising luncheon and organized a talent show featuring student talent. They raised over \$800.00 for their class. The event was coordinated and implemented by the students. Committees created timelines and individual schedules for high schoolers and teachers.

Areas of Growth

- Improving data collection remains a goal.
- To increase knowledge of college and career options for students with disabilities
- Increase participation in networking activities such as monthly College Access Consortium of New York and counselor events hosted by colleges

2014-15 Board Report on Literacy Skills/College Bound and Senior Seminar - Prepared by Maura Malarcher

The following is a report of curriculum initiatives that were implemented in each grade, based on last summer's work and discussions during College Office weekly meetings:

NINTH GRADE:

- Reviewed eight parts of speech and basic parts of a sentence within compound and complex sentences in preparation for more sophisticated writing and editing skills, and as foundation for SAT/ACT test prep. Used online program, Grammaropolis, to provide exercises and assessments about the parts of speech.
- Expanded on homework pages that demonstrated understanding of each part of speech with explanations, original sentences, and picture illustrations.
- Completed entire series of videos from the course "Learning How to Learn" by Barbara Oakley. Students watched videos and completed short writing assignments to demonstrate understanding. Concepts from these videos, such as effective study habits, were reinforced during instruction.
- Reviewed high school graduation requirements and tests for college admissions. All ninth graders took practice tests in PSAT verbal and reading skills.

TENTH GRADE:

- In addition to providing students with standard test prep for the PSAT, gave students homework assignments that involved exploring online resources provided by the College Board, number2.com, and khan academy.
- Reviewed test taking strategies for SAT Reading and Math.
- Provided students with assessment tools from True Colors as an introduction to career exploration. Students were responsible for researching three careers that interested them. We would like to expand on career exploration for this grade next year.
- Tenth graders completed one unit of financial planning (Money Management) using individual workbooks for each student. These workbooks were provided by the High School Financial Planning Program.
- All tenth graders completed resumes that they can continue to add to for senior year. Tenth graders also learned the formatting for cover letters and all students wrote at least one cover letter to a leadership program of their choice.

ELEVENTH GRADE:

- During the first two months of school, we reviewed test taking strategies for the PSAT and SAT tests, specifically in reading and math.
- Since now all eleventh grade students are taking the ACT, there was a significant amount of time in this class devoted to ACT prep because the format and content of this test was new for many students. They

took practice tests to familiarize themselves with each section and we reviewed effective testing strategies in class.

- All eleventh graders created or updated their resumes online, so they will be ready for senior year. All students also learned cover letter format and wrote at least one cover letter to a college of their choice.
- Eleventh graders completed two units of financial planning: Money Management and Borrowing. They completed writing exercises to demonstrate their understanding of each lesson and were given workbooks provided by the High School Financial Planning Program.
- Students completed online test prep for homework, using number2.com.

TWELFTH GRADE:

- In the fall, utilized activities from “Story to College” during the college application essay writing process. We would like to further breakdown instruction next year to provide more differentiation.
- In the spring, continued to build on the ten-page research paper writing unit to give students more direction in the academic writing style that will be expected of them in college. Provided students with examples and exercises and modelled the writing process through the unit. Not all students completed the research papers but those that did showed significant improvement in their writing.

AREAS OF GROWTH FOR NEXT YEAR:

Ninth grade:

- Reintroduce Greek and Latin root instruction.

Tenth grade:

- Expand Financial Planning instruction to include units 1-3 (money management, borrowing, earning potential).
- Use more Khan Academy for test prep (PSAT, SAT).
- Expand on Learning to Learn foundation with test prep strategies based on brain research.
- Expand career exploration to include interviews with alumni and other working professionals.

Eleventh grade:

- Expand Financial Planning instruction to include units 4-6 (investing, financial services, insurance).
- Continue career exploration through interviews with alumni and other working professionals.

Twelfth grade:

- Create more incentives/accountability to encourage students to complete their research papers. Many alumni who did complete this paper said that this experience helped them prepare for college-level writing.

Artifacts

- One example of research paper.