

North Shore Central School District

Report on Student Achievement

January 9th, 2020

Humanities – English Language Arts, Social Studies and World Languages



Ms. Ana Aguiar – Director of World Languages and ENL

Mr. Albert Cousins – Principal, North Shore High School

Mr. Robert Dennis – Principal, North Shore Middle School

Ms. Bridget Finder – Principal, Glenwood Landing School

Mr. Seth Gordon – Director of Secondary Social Studies

Ms. Julie Ritter – Director of Secondary English

Dr. Peter Rufa – Principal, Glen Head School

Ms. Devra Small – Director of Elementary Humanities

Dr. Kerri Titone – Teacher Leader for AP and IB

Ms. Jeanette Wojcik – Principal, Sea Cliff School

Dr. Christopher Zublionis – Assistant Superintendent for Instruction

North Shore Central School District

Report on Student Achievement

Humanities – Literacy, Social Studies and World Languages

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Performance and Growth Over Time

New York State English Language Arts Assessment – Grades 3 to 8

Cohorts of students are indicated by a common color. Cohorts perform at a level similar to or higher than the previous year as proficiency and mastery rates in English Language Arts rise for each cohort of students as they move from grade 3 to grade 8.

		2013	2014	2015	2016	2017	2018	2019
Proficiency Rates %								
ELA 3		66	64	61	78	81	85	86
ELA 4		61	63	69	83	75	86	87
ELA 5		61	62	56	69	70	70	79
ELA 6		61	52	57	52	67	91	80
ELA 7		65	60	58	69	77	73	74
ELA 8		58	69	60	63	92	87	86
Mastery Rates %								
ELA 3		12	11	9	19	16	22	13
ELA 4		25	30	33	46	44	50	52
ELA 5		27	32	22	22	44	43	46
ELA 6		36	32	31	26	46	71	58
ELA 7		27	21	16	32	27	36	34
ELA 8		25	29	29	23	51	51	54

Regents Examinations – High School English Language Arts (Common Core)

	2014	2015	2016	2017	2018	2019
Proficiency Rates %						
English Language Arts	99	99	100	99	96	99
Mastery Rates %						
English Language Arts	90	94	97	97	92	90

Regents Examinations – High School Social Studies

While proficiency rates in Social Studies examinations has remained near 100% or moved towards that level, there is still room for growth in the area of mastery. Nevertheless, mastery rates have grown moderately higher from 2014 to 2019.

	2014	2015	2016	2017	2018	2019
Proficiency Rates %						
Global History	95	97	97	95	95	98
United States History and Government	100	99	98	99	99	98
Mastery Rates %						
Global History	65	70	68	72	75	74
United States History and Government	80	86	87	90	81	85

World Languages FLACS/CAWNY Data

EXAM	2014 % passing	2014 % mastery	2015 % passing	2015 % mastery	2016 % passing	2016 % mastery	2017 % passing	2017 % mastery	2018 % passing	2018 % mastery	2019 % passing	2019 % mastery
HIGH SCHOOL FLACS A & B/ CAWNY A & B												
LATIN CAWNY A (Level 1)	--	--	100%	42%	--	--	91%	36%	--	--	--	--
SPANISH FLACS A (Level 1)	--	--	100%	90%	--	--	95%	43%	--	--	77%	31%
ITALIAN FLACS A (Level 1)	--	--	--	--	--	--	--	--	100%	56%	--	--
<i>***course is offered every other year and only runs when sufficient enrollment</i>												
LATIN CAWNY B (Level 3)	100%	69%	88%	12%	95%	50%	95%	47%	100%	50%	100%	58%
FRENCH FLACS B	100%	95%	100%	71%	100%	73%	100%	81%	100%	82%	100%	74%
ITALIAN FLACS B	99%	51%	98%	63%	99%	67%	100%	78%	94%	79%	100%	77%
SPANISH FLACS B	100%	70%	99%	71%	99%	73%	98%	61%	99%	79%	98%	77%
MANDARIN FLACS A (First group of students taking FLACS A who did NOT start Mandarin (NOT since K) - FLACS A GIVEN TO THE LEVEL 2 STUDENTS)	--	--	--	--	--	--	--	--	100%	74%	--	--

MIDDLE SCHOOL FLACS A / CAWNY A												
	2014 % passing	2014 % mastery	2015 % passing	2015 % mastery	2016 % passing	2016 % mastery	2017 % passing	2017 % mastery	2018 % passing	2018 % mastery	2019 % passing	2019 % mastery
LATIN CAWNY A	100%	96%	100%	96%	100%	87%	100%	83%	100%	73%	100%	43%
FRENCH FLACS A	100%	93%	100%	96%	100%	69%	100%	71%	100%	67%	100%	76%
ITALIAN FLACS A	100%	96%	100%	94%	100%	94%	100%	79%	100%	79%	95%	76%
SPANISH FLACS A 8 th Grade	97%	74%	99%	78%	95%	78%	96%	54%	95%	71%	97%	79%
SPANISH FLACS A 7 th Grade <i>First Cohort of students that started studies in 3rd grade to take the exam a year earlier</i>	--	--	--	--	--	--	--	--	--	--	97%	73%
MANDARIN FLACS A	--	--	--	--	--	--	--	--	95%	75%	100%	87%

Grades 4-8 New York State ELA Standardized Test Achievement [Click For Table of Contents](#) Student Growth Over Time

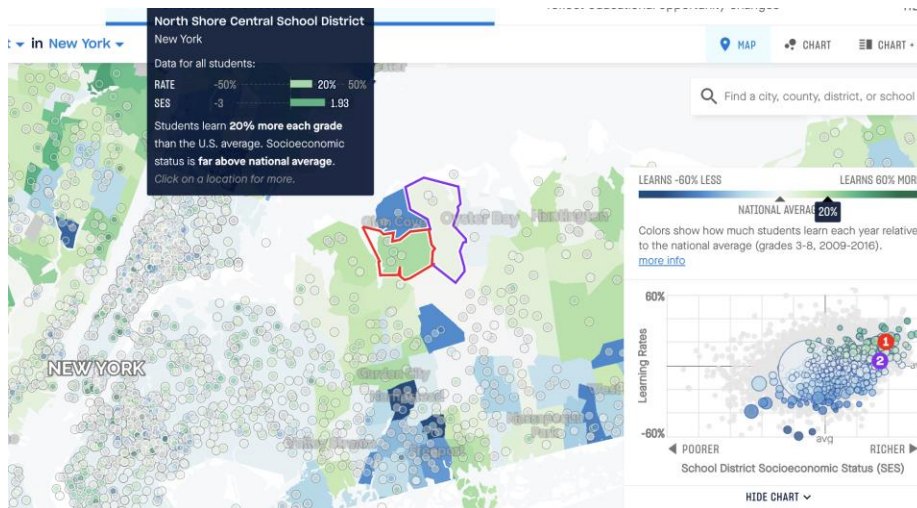
Students Who Showed Stronger Performance Compared to the Prior Year on NYS ELA Assessment

	From 2016 to 2017	From 2017 to 2018	From 2018 to 2019
Grade 4	51.8%	69.1%	52%
Grade 5	69.8 %	24.1 %	22.7%
Grade 6	46.1%	25.5%	40.4%
Grade 7	18%	16%	5.9%
Grade 8	55.1%	53.1%	43.5%

The chart above demonstrates that with consistency, students not only demonstrate proficiency on more challenging content compared to a previous school year, but they actually perform at a higher level with more complex content. Rates of increase actually are lower in 2018 to 2019 because more students on average are already performing at a higher level.

North Shore has the highest “learning rate” in Nassau County.

North Shore CSD demonstrates the highest year to year learning growth in Nassau County (along with Garden City). Our learning rate of 20% as documented by the nationwide Stanford Education Opportunity project (<https://edopportunity.org>), is also higher than any of our comparison districts, some of which measure higher in overall wealth. The learning rate is based on changes in average test scores from each year and grade to the next year and grade (e.g. changes from 2015 3rd-grade scores to 2016 4th-grade scores). The learning rates are calculated using standardized math and English Language Arts (ELA) tests taken by public school students in grades 3 through 8 between 2009 and 2016.



K-12 New York State Standardized Test Achievement

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Comparison to Similar Districts

New York State Assessments

Elementary English Language Arts

	North Shore	New York State	Garden City	Manhasset	Jericho	Syosset	Great Neck	Port Washington	Roslyn	East Williston	Oyster Bay	Locust Valley	Rockville Centre	District Rank Out Of Comparison Districts
Proficiency Rates %														
ELA 3	86	52	85	82	83	76	85	65	77	79	69	78	90	2
ELA 4	87	48	76	80	88	78	82	66	80	85	67	79	75	2
ELA 5	78	38	57	67	82	70	73	60	71	70	57	63	69	2
Mastery Rates %														
ELA 3	13	7	24	19	22	9	31	4	18	27	9	5	27	7
ELA 4	52	16	38	45	63	36	47	24	34	43	39	29	31	2
ELA 5	47	16	29	38	51	38	46	25	30	43	26	15	41	2

Middle School English Language Arts

	North Shore	New York State	Garden City	Manhasset	Jericho	Syosset	Great Neck	Port Washington	Roslyn	East Williston	Oyster Bay	Locust Valley	Rockville Centre	District Rank Out Of Comparison Districts
Proficiency Rates %														
ELA 6	80	47	76	85	86	69	79	61	73	87	65	67	65	3
ELA 7	74	40	70	76	85	65	80	55	67	80	66	49	68	4
ELA 8	86	48	76	82	87	68	83	70	78	77	51	72	70	2
Mastery Rates %														
ELA 6	58	29	54	64	69	51	63	38	50	65	48	53	45	4
ELA 7	34	15	28	41	53	28	50	18	29	43	29	8	28	1
ELA 8	54	20	38	59	69	34	57	28	54	48	12	42	42	3

K-12 New York State Standardized Test Achievement

Comparison to Similar Districts

English Language Arts Regents Examinations

English Language Arts Regents

	North Shore	New York State	Garden City	Manhasset	Jericho	Syosset	Great Neck	Port Washington	Roslyn	East Williston	Oyster Bay	Locust Valley	Rockville Centre	District Rank Out Of Comparison Districts
Proficiency Rates %														
ELA Regents	99	84	99	99	99	98	95	94	99	99	94	92	98	1
Mastery Rates %														
ELA Regents	90	59	96	96	93	91	83	81	91	88	83	74	88	4

Social Studies Regents Examinations

Global History

	North Shore	New York State	Garden City	Manhasset	Jericho*	Syosset*	Great Neck*	Port Washington	Roslyn	East Williston	Oyster Bay*	Locust Valley	Rockville Centre	District Rank Out Of Comparison Districts
Proficiency Rates %														
Global History	98	62	100	98	N/A	N/A	N/A	90	97	90	N/A	84	92	2
Mastery Rates %														
Global History	74	28	81	89	N/A	N/A	N/A	73	81	57	N/A	43	61	4

*Schools had the option of administering the revised Global History Regents exam in 2019. Scores for this exam were not provided on school report cards. North Shore will administer this exam in June 2020 for the first time.

United States History and Government

	North Shore	New York State	Garden City	Manhasset	Jericho	Syosset	Great Neck	Port Washington	Roslyn	East Williston	Oyster Bay	Locust Valley	Rockville Centre	District Rank Out Of Comparison Districts
Proficiency Rates %														
US History & Government	98	77	100	98	98	98	96	96	96	94	90	85	96	2
Mastery Rates %														
US History & Government	84	44	85	91	85	84	82	82	85	71	66	54	75	5

World Language Examinations

FLACS exams are offered and given to Districts throughout New York State who request to participate in the FLACS consortium. The analysis they provide reflects only the districts who submitted data.

Exam Language	FLACS A Passing (65-100)	North Shore Passing (65-100)	FLACS Achieving Mastery (85-100)	North Shore Achieving Mastery (85-100)
Chinese	88.97%	100%	65.61%	87%
French	98.74%	100%	68.66%	76%
Italian	94.36%	95%	67.39%	76%
Spanish				
<ul style="list-style-type: none"> 7th Grade 	93.67%	97%	62.23%	73%
<ul style="list-style-type: none"> 8th Grade <i>**other districts administer ONLY in 8th grade, not 7th</i> 	93.67%	97%	62.23%	79%
	FLACS B Passing (65-100)	North Shore Passing (65-100)	FLACS B Achieving Mastery (85-100)	North Shore Achieving Mastery (85-100)
French	91%	100%	63.78%	74%
Italian	97.54%	100%	65.08%	77%
Spanish	95.95%	98%	49.38%	77%

Advanced Placement and International Baccalaureate Performance [Click For Table of Contents](#)

Advanced Placement Performance

North Shore students perform earn more scores of 3,4 and 5 than students in other schools within our region. This pattern has grown from 2013 to 2019.

Score	2013		2014		2015		2018		2019	
	School#	Region	School#	Region	School#	Region	School#	Region	School#	Region
1	34	57.6	42	58.7	46	69.3	22	66.6	28	67.6
2	118	129.6	115	132.0	114	150.5	79	177.6	92	180.2
3	196	198.7	210	205.9	197	217.9	130	243.5	168	246.1
4	136	169.2	157	163.1	171	173.2	141	198.9	126	193.6
5	69	111.5	85	104.4	109	107.7	50	135.8	76	131.4
# Schools Surveyed	53		54		55		53		55	
Total Tests Taken*	553		609		637		422		490	
Participation Index (Enrollment Tested**)	2.54	2.31	2.71	2.32	2.75	2.52	1.99	2.79	2.25	2.84
Total Scoring 3,4,5	401	479.4	452	473.4	477	498.8	321	578.2	370	571.1
Quality Index (% Test Takers 3,4,5)	72.5%	71.9%	74.2%	71.3%	74.9%	69.4%	76.1%	70.3%	75.5%	69.7%
Quality / Participation (Enrollment 3,4,5**)	1.84	1.66	2.01	1.66	2.06	1.75	1.51	1.96	1.70	1.98

English Language Arts

AP – Mean Score

	2015	2016	2017	2018	2019
English Language & Composition	3.40	3.67	3.26	3.50	3.10 NYS Average (2.78)
English Literature & Composition	3.35	3.63	2.67	2.41	2.38 NYS Average (2.52)

IB – Mean Score

	2017	2018	2019
English A: Lang and Literature HL	5.25 World Average (4.96)	5.51 World Average (4.98)	5.75 World Average (4.97)

Individual English Language Arts Exam Data

May 2019 AP Exam Result Summary

EXAM: English Language & Composition- exam not required, students in this session were enrolled in an IB English Language and Literature HL I and opted to take this exam

DATE: May 2019

Total number of students taking the exam: 5

Total number at level 3,4,5: 7 Percent at level 3,4,5: 70%

Total number at level 4,5: 4 Percent at level 4,5: 40%

Level	Number of students	% (Percent)
1	0	
2	3	30.00%
3	3	30.00%
4	4	40.00%
5	0	

NSHS Mean: 3.1

NYS Mean: 2.78

May 2019 AP Exam Result Summary

EXAM: English Literature & Composition- exam required with enrollment in AP English Literature & Composition

DATE: May 2019

Total number of students taking the exam: 43

Total number at level 3,4,5: 18 Percent at level 3,4,5: 42.86%

Total number at level 4,5: 2 Percent at level 4,5: 4.76%

Level	Number of students	% (Percent)
1	4	9.52%
2	20	47.62%
3	16	38.10%
4	2	4.76%
5	0	0.00%

NSHS Mean: 2.38

NYS Mean: 2.52

May 2019 IB Exam Result Summary

EXAM: English Language & Literature HL

DATE: May 2019

Total number of students taking the exam: 53

Total number at level 4,5,6,7: 53

Percent at level 4,5,6,7: 100%

Total number at level 6,7: 31

Percent at level 6,7: 58.49%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	3	5.66%
5	19	35.85%
6	20	37.74%
7	11	20.75%

NSHS Mean: 5.74

Global Mean: 4.96

English Language Arts AP and IB Exams Summary

North Shore student performance on AP examinations in English Language Arts continues to near the state average and increase over time on most examinations. Students who also opted to take the AP Language and Composition exam performed above the state average. The national and state average on the AP English Literature and Composition has decreased over time as the assessment is designed with multiple choice questions. Performance on the IB Language and Literature HL exam has grown even stronger since 2017 as has performance compared to the international average. In the May 2019 session, 58.5% of our students scored in the highest range possible, compared to 31.2% globally. As is the pattern with Regents examinations, a goal is to increase the percentage of students who attain mastery levels on these examinations.

Social Studies

AP – Mean Score

	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>
<i>Psychology</i>	3.34	2.41	2.37	2.67	3.15 <i>NYS Average (3.00)</i>
<i>US Government & Politics</i>	<i>N/A</i>	3.00	2.51	2.58	2.62 <i>NYS Average (2.82)</i>
<i>US History</i>	2.9	3.26	2.89	3.44	3.48 <i>NYS Average (2.81)</i>

IB – Mean Score

	<i>2017</i>	<i>2018</i>	<i>2019</i>
<i>History of the Americas</i>	4.56 <i>World Average (4.18)</i>	4.29 <i>World Average (4.08)</i>	4.14 <i>World Average (4.11)</i>
<i>Social Cultural Anthropology</i>	4.30 <i>World Average (4.67)</i>	5.07 <i>World Average (4.55)</i>	5.57 <i>World Average (4.48)</i>

Individual Social Studies Exam Data

May 2019 AP Exam Result Summary

EXAM: Psychology- exam required with enrollment in AP Psychology
DATE: May 2019

Total number of students taking the exam: 20

Total number at level 3,4,5: 15 Percent at level 3,4,5: 75%

Total number at level 4,5: 9 Percent at level 4,5: 45%

Level	Number of students	% (Percent)
1	3	15.00%
2	2	10.00%
3	6	30.00%
4	7	35.00%
5	2	10.00%

NSHS Mean: 3.15

NYS Mean: 3.1

May 2019 AP Exam Result Summary

EXAM: US Government & Politics- exam required with enrollment in AP US Government and Politics
DATE: May 2019

Total number of students taking the exam: 53

Total number at level 3,4,5: 30 Percent at level 3,4,5: 56.6%

Total number at level 4,5: 9 Percent at level 4,5: 16.98%

Level	Number of students	% (Percent)
1	8	15.09%
2	15	28.30%
3	21	39.62%
4	7	13.21%
5	2	3.77%

NSHS Mean: 2.62

NYS Mean: 2.82

May 2019 AP Exam Result Summary

EXAM: US History- exam not required, students in this session were enrolled in IB History of the Americas HL I and opted to take this exam

DATE: May 2019

Total number of students taking the exam: 27

Total number at level 3,4,5: 22 Percent at level 3,4,5: 81.48%

Total number at level 4,5: 11 Percent at level 4,5: 40.74%

Level	Number of students	% (Percent)
1	0	0.00%
2	5	18.52%
3	11	40.74%
4	4	14.81%
5	7	25.93%

NSHS Mean: 3.48

NYS Mean: 2.81

May 2019 AP Exam Result Summary

EXAM: World History- exam required with enrollment in AP World History
DATE: May 2019

Total number of students taking the exam: 97

Total number at level 3,4,5: 85 Percent at level 3,4,5: 87.63%

Total number at level 4,5: 52 Percent at level 4,5: 53.61%

Level	Number of students	% (Percent)
1	0	0.00%
2	12	12.37%
3	33	34.02%
4	34	35.05%
5	18	18.56%

NSHS Mean: 3.60

NYS Mean: 2.99

May 2019 IB Exam Result Summary

EXAM: Social & Cultural Anthropology **DATE:** May 2019

Total number of students taking the exam: 7

Total number at level 4,5,6,7: 7 Percent at level 4,5,6,7: 100%

Total number at level 6,7: 5 Percent at level 6,7: 71.43%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	1	14.29%
5	1	14.29%
6	5	71.43%
7	0	0.00%

NSHS Mean: 5.57

Global Mean: 4.47

May 2019 IB Exam Result Summary

EXAM: History HL **DATE:** May 2019
Total number of students taking the exam: 69

Total number at level 4,5,6,7: 63 Percent at level 4,5,6,7: 91.3%
Total number at level 6,7: 0 Percent at level 6,7: 0%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	6	8.70%
4	47	68.12%
5	16	23.19%
6	0	0.00%
7	0	0.00%

NSHS Mean: 4.14

Global Mean: 4.11

Social Studies AP and IB Exams Summary

Examination results in AP and IB Social Studies offerings are higher than the state average (AP) and world average (IB) in almost every instance. Curriculum adjustments and the redistribution of time have been made in IB History in order to better support students. There has also been significant improvement and growth in AP Psychology results. One exception is the AP US Government and Politics exam in which is just below the state average. 43% of students enrolled take this course and exam as their first Social Studies Advanced Placement experience and success should also be measured by performance in the North Shore course as well as having a college level course on a student's transcript.

World Languages

IB – Mean Score

	<i>2017</i>	<i>2018</i>	<i>2019</i>
<i>French B SL</i>	4.50 <i>World Average (4.97)</i>	5.14 <i>World Average (5.02)</i>	5.00 <i>World Average (5.03)</i>
<i>Italian SL</i>	3.29 <i>World Average (4.74)</i>	3.88 <i>World Average (4.69)</i>	3.44 <i>World Average (4.80)</i>
<i>Latin SL</i>	4.00 <i>World Average (3.96)</i>	4.13 <i>World Average (3.92)</i>	4.29 <i>World Average (3.91)</i>
<i>Spanish HL</i>	5.33 <i>World Average (5.38)</i>	5.00 <i>World Average (5.39)</i>	6.00 <i>World Average (5.32)</i>
<i>Spanish SL</i>	5.12 <i>World Average (5.07)</i>	5.31 <i>World Average (5.08)</i>	5.81 <i>World Average (5.03)</i>

Individual World Languages Exam Data

May 2019 IB Exam Result Summary

EXAM: French HL **DATE:** May 2019

Total number of students taking the exam: 1

Total number at level 4,5,6,7: 0 Percent at level 4,5,6,7: 0%

Total number at level 6,7: 0 Percent at level 6,7: 0%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	1	100.00%
4	0	0.00%
5	0	0.00%
6	0	0.00%
7	0	0.00%

NSHS Mean: 3.00

Global Mean: 5.14

May 2019 IB Exam Result Summary

EXAM: French SL

DATE: May 2019

Total number of students taking the exam: 6

Total number at level 4,5,6,7: 6 Percent at level 4,5,6,7: 100%

Total number at level 6,7: 1 Percent at level 6,7: 16.67%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	1	16.67%
5	4	66.67%
6	1	16.67%
7	0	0.00%

NSHS Mean: 5.00

Global Mean: 5.03

May 2019 IB Exam Result Summary

EXAM: Italian **DATE:** May 2019

Total number of students taking the exam: 9

Total number at level 4,5,6,7: 4 Percent at level 4,5,6,7: 44.44%

Total number at level 6,7: 0 Percent at level 6,7: 0%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	5	55.56%
4	4	44.44%
5	0	0.00%
6	0	0.00%
7	0	0.00%

NSHS Mean: 3.44

Global Mean: 4.80

May 2019 IB Exam Result Summary

EXAM: Latin **DATE:** May 2019

Total number of students taking the exam: 7

Total number at level 4,5,6,7: 7 Percent at level 4,5,6,7: 100%

Total number at level 6,7: 0 Percent at level 6,7: 0%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	5	71.43%
5	2	28.57%
6	0	0.00%
7	0	0.00%

NSHS Mean: 4.29

Global Mean: 3.91

May 2019 IB Exam Result Summary

EXAM: Spanish HL **DATE:** May 2019

Total number of students taking the exam: 1

Total number at level 4,5,6,7: 1 Percent at level 4,5,6,7: 100%

Total number at level 6,7: 1 Percent at level 6,7: 100%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	0	0.00%
6	1	100%
7	0	0.00%

NSHS Mean: 6.00

Global Mean: 5.32

May 2019 IB Exam Result Summary

EXAM: Spanish SL **DATE:** May 2019

Total number of students taking the exam: 26

Total number at level 4,5,6,7: 26 Percent at level 4,5,6,7: 100%

Total number at level 6,7: 19 Percent at level 6,7: 73.08%

Level	Number of students	% (Percent)
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	1	3.85%
5	6	23.08%
6	16	61.54%
7	3	11.54%

NSHS Mean: 5.81

Global Mean: 5.03

World Languages IB Exams Summary

North Shore student performance on IB exams in World Languages has consistently improved over the last three years and North Shore students outperform global peers on most examinations. In Italian, we have made focused efforts and are working to incorporate direct commentary from IB to improve student outcomes. Across subject areas, we strive for proficiency and implement feedback from examiners.

Standardized Test Participation and Equity Analysis [Click For Table of Contents](#)

Opt-Out Percentages/Participation Rates – 2019 Snapshot

Participation rates in all assessments, including elementary English Language Arts Assessments that some students “opt out” of taking, have increased since 2013. Students who do not participate represent a typical distribution of students (in terms of academic performance at North Shore) and therefore we do not believe that 100% participation in elementary assessments would lead to drastically lower proficiency rates. Common assessments and the new universal screening tools such as the Renaissance STAR assessments will help us to provide a more quantitative comparison of this assertion in the future.

Assessment/Examination	Participation Number
Grade 3 ELA	144/210
Grade 4 ELA	141/197
Grade 5 ELA	120/182
Grade 6 ELA	115/197
Grade 7 ELA	96/199
Grade 8 ELA	94/215
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Gap Closing – Elementary Benchmark Assessments 2018 to 2019

The following table illustrates the closing of reading level gaps (fluency, comprehension, thinking) over last school year at the elementary school. The percentages represent the number of students below benchmark and demonstrate the consistent growth within and between school years.

Students Below Reading Benchmark – Fall 2018 vs. Spring 2019

Grade	% of Students Below Grade Level (Fall)	% of Students Below Grade Level (Spring)
K	N/A	35.0%
1	39.97%	31.07%
2	30.7%	29.4%
3	21.57%	21.77%
4	18.9%	16.6%
5	13.63 %	9.65%

Students with Disabilities – Standardized Assessment – Significant Gaps

While the small number of participants makes the data difficult to generalize, there are some key patterns of standards where students with disabilities did not perform as well as the North Shore Average. In addition, students with disabilities received less credit for constructed response items that involve writing about reading. As we revise our Response to Intervention plan, writing about reading will be a key component of focus.

Grade 3 ELA Assessment - 2019

Question & Standard	Grade 3 (Students With Disabilities) % Correct	Grade 3 (Overall Average) % Correct
Multiple Choice #6 – Standard 3.2 RL - Recounting Stories for Central Theme	35%	72%
Multiple Choice #8 – Standard 3.2 RI – Determining the Main Idea of a Text	35%	51.4 %
Constructed Response #26 – Standard 3.2 RI – Determining the Main Idea of a Text	39%	51%

Grade 8 ELA Assessment - 2019

Question & Standard	Grade 8 (Students With Disabilities) % Correct	Grade 8 (Overall Average) % Correct
Multiple Choice #7 – Standard 8.2 RL – Determine Theme or Central Idea of a Text	11%	66% %
Multiple Choice #25 – Standard 8.3 RL – Analyze how particular lines of dialogue propel action.	28%	79 %
Multiple Choice #34 – Standard 8.3 RI – Analyze How a Text Makes Connections	0%	49%

Grade 11 Common Core ELA Regents Examination – June 2019

Question & Standard	Grade 11 (Students With Disabilities) % Correct	Grade 11 (Overall Average) % Correct
Multiple Choice #6 – Standard 11.2 RL – Determine Two or More Themes or Central Ideas and Analyze their Development	64%	81%
Multiple Choice #3 – Standard 11.5 RL – Analyze An Author’s Choices	48%	64 %

Gender and Performance - Longitudinal View: 2017 to 2019

The data in the three - year analysis below shows no pattern in differential performance between male and female students.

Grade 3 ELA

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	83	90	9	18
2018	77	94	17	29
2017	77	87	10	24

Grade 4 ELA

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	82	93	43	61
2018	83	89	43	60
2017	68	81	35	51

Grade 5 ELA

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	74	85	35	65
2018	65	75	35	49
2017	61	79	29	58

Grade 6 ELA

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	75	84	60.7	63
2018	88	94	60	79
2017	64	72	40	52

Grade 7 ELA

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	59	89	20	49
2018	65	81	28	43
2017	77	78	23	31

Grade 8 ELA

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	82	91	45	64
2018	84	91	39	65
2017	87	97	40	62

ELA Regents

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	98	100	70	87
2018	99	98	83	82
2017	98	99	77	92

Global History Regents

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	98	100	97	72
2018	93	96	70	79
2017	96	94	74	70

United States History and Government Regents

	Male Proficiency%	Female Proficiency%	Male Mastery%	Female Mastery%
2019	99	96	83	86
2018	99	99	83	77
2017	98	100	89	91

Disability Status – Longitudinal View: 2017 to 2019

The data in the three - year analysis below shows that in almost all cases, proficiency and mastery rates for students with disabilities increased from 2017 to 2019. This is still an area where continued progress is necessary and will be attended to through supervision, professional development and curriculum writing.

Grade 3 ELA

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	90	50	18	0
2018	86	82	24	9
2017	88	33	18	7

Grade 4 ELA

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	89	70	53	40
2018	89	63	55	19
2017	80	18	48	0

Grade 5 ELA

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	83	53	50	24
2018	76	8	47	0
2017	75	31	48	15

Grade 6 ELA

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	86	25	65	0
2018	96	57	77	21
2017	75	8	50	8

Grade 7 ELA

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	81	25	39	0
2018	79	18	38	18
2017	84	27	30	0

Grade 8 ELA

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	90	43	55	43
2018	95	47	61	0
2017	93	80	52	20

ELA Regents

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	99	97	85	50
2018	100	92	98	65
2017	99	96	90	44

Global History Regents

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	99	89	80	43
2018	98	83	82	45
2017	98	83	78	43

United States History and Government Regents

	Non-Disabled Proficiency%	Disabled Proficiency%	Non-Disabled Mastery%	Disabled Mastery %
2019	98	94	90	57
2018	100	95	87	46
2017	100	92	93	67

Race, Ethnicity and Socio-Economic Status – 2019 Snapshot Detail

An analysis of the 2019 New York State assessments and Regents examinations shows some patterns of difference in performance proficiency and mastery for ELL eligible students and students who are categorized as coming from a low-income family. This pattern warrants further investigation as to why these differences exist. The performance of ELL eligible students is benefitting within North Shore internal assessments and examinations because of the strong ELL co-teaching and support program that has been established by our administrative team in consultation with Ana Aguiar.

Grade 3 ELA 2019

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	L3 + L4	% at L3 + L4
Asian	13	9.0%	607.8	1	7.7%	2	15.4%	9	69.2%	1	7.7%	10	76.9%
Hispanic or Latino	21	14.6%	610.6	0	0.0%	4	19.0%	15	71.4%	2	9.5%	17	81.0%
Multiracial	8	5.6%	611.1	0	0.0%	1	12.5%	7	87.5%	0	0.0%	7	87.5%
White	102	70.8%	612.5	4	3.9%	8	7.8%	75	73.5%	15	14.7%	90	88.2%
Not Low Income	131	91.0%	612.0	5	3.8%	13	9.9%	95	72.5%	18	13.7%	113	86.3%
Poverty - From Low Income Family	13	9.0%	608.5	0	0.0%	2	15.4%	11	84.6%	0	0.0%	11	84.6%
ELL Eligible	1	0.7%	612.0	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Not ELL Eligible	143	99.3%	611.7	5	3.5%	15	10.5%	105	73.4%	18	12.6%	123	86.0%
Total	144	100.0%	611.7	5	3.5%	15	10.4%	106	73.6%	18	12.5%	124	86.1%

Grade 4 ELA 2019

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	L3 + L4	% at L3 + L4
Asian	5	3.5%	622.4	0	0.0%	0	0.0%	2	40.0%	3	60.0%	5	100.0%
Hispanic or Latino	21	14.9%	611.5	0	0.0%	5	23.8%	10	47.6%	6	28.6%	16	76.2%
Multiracial	3	2.1%	634.7	0	0.0%	0	0.0%	0	0.0%	3	100.0%	3	100.0%
White	112	79.4%	619.3	0	0.0%	13	11.6%	38	33.9%	61	54.5%	99	88.4%
Not Low Income	127	90.1%	619.6	0	0.0%	13	10.2%	44	34.6%	70	55.1%	114	89.8%
Poverty - From Low Income Family	14	9.9%	609.4	0	0.0%	5	35.7%	6	42.9%	3	21.4%	9	64.3%
ELL Eligible	6	4.3%	598.3	0	0.0%	4	66.7%	2	33.3%	0	0.0%	2	33.3%
Not ELL Eligible	135	95.7%	619.5	0	0.0%	14	10.4%	48	35.6%	73	54.1%	121	89.6%
Total	141	100.0%	618.6	0	0.0%	18	12.8%	50	35.5%	73	51.8%	123	87.2%

Grade 5 ELA 2019

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	L3 + L4	% at L3 + L4
Asian	11	9.1%	620.9	1	9.1%	2	18.2%	2	18.2%	6	54.5%	8	72.7%
Hispanic or Latino	10	8.3%	610.0	1	10.0%	4	40.0%	2	20.0%	3	30.0%	5	50.0%
Multiracial	6	5.0%	621.7	0	0.0%	0	0.0%	2	33.3%	4	66.7%	6	100.0%
White	94	77.7%	619.0	7	7.4%	11	11.7%	33	35.1%	43	45.7%	76	80.9%
Not Low Income	111	91.7%	618.4	9	8.1%	15	13.5%	37	33.3%	50	45.0%	87	78.4%
Poverty - From Low Income Family	10	8.3%	620.7	0	0.0%	2	20.0%	2	20.0%	6	60.0%	8	80.0%
ELL Eligible	1	0.8%	603.0	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Not ELL Eligible	120	99.2%	618.7	9	7.5%	16	13.3%	39	32.5%	56	46.7%	95	79.2%
Total	121	100.0%	618.5	9	7.4%	17	14.0%	39	32.2%	56	46.3%	95	78.5%

Grade 6 ELA 2019

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	L3 + L4	% at L3 + L4
Asian	8	7.0%	620.0	0	0.0%	1	12.5%	1	12.5%	6	75.0%	7	87.5%
Black or African American	1	0.9%	618.0	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
Hispanic or Latino	18	15.7%	614.0	2	11.1%	3	16.7%	5	27.8%	8	44.4%	13	72.2%
Multiracial	5	4.3%	615.2	0	0.0%	2	40.0%	0	0.0%	3	60.0%	3	60.0%
White	83	72.2%	613.4	7	8.4%	8	9.6%	19	22.9%	49	59.0%	68	81.9%
Not Low Income	100	87.0%	615.2	8	8.0%	9	9.0%	21	21.0%	62	62.0%	83	83.0%
Poverty - From Low Income Family	15	13.0%	606.6	1	6.7%	5	33.3%	4	26.7%	5	33.3%	9	60.0%
Not ELL Eligible	115	100.0%	614.1	9	7.8%	14	12.2%	25	21.7%	67	58.3%	92	80.0%
Total	115	100.0%	614.1	9	7.8%	14	12.2%	25	21.7%	67	58.3%	92	80.0%

Grade 7 ELA 2019

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	L3 + L4	% at L3 + L4
Asian	8	8.3%	622.1	0	0.0%	1	12.5%	2	25.0%	5	62.5%	7	87.5%
Hispanic or Latino	8	8.3%	607.5	0	0.0%	3	37.5%	5	62.5%	0	0.0%	5	62.5%
Multiracial	4	4.2%	625.5	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
White	76	79.2%	613.9	4	5.3%	17	22.4%	31	40.8%	24	31.6%	55	72.4%
Not Low Income	88	91.7%	614.8	4	4.5%	19	21.6%	33	37.5%	32	36.4%	65	73.9%
Poverty - From Low Income Family	8	8.3%	611.6	0	0.0%	2	25.0%	5	62.5%	1	12.5%	6	75.0%
Not ELL Eligible	96	100.0%	614.5	4	4.2%	21	21.9%	38	39.6%	33	34.4%	71	74.0%
Total	96	100.0%	614.5	4	4.2%	21	21.9%	38	39.6%	33	34.4%	71	74.0%

Grade 8 ELA 2019

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	L3 + L4	% at L3 + L4
American Indian or Alaska Native	1	1.1%	624.0	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
Asian	7	7.4%	624.7	0	0.0%	0	0.0%	0	0.0%	7	100.0%	7	100.0%
Black or African American	2	2.1%	612.0	0	0.0%	0	0.0%	1	50.0%	1	50.0%	2	100.0%
Hispanic or Latino	8	8.5%	606.5	1	12.5%	2	25.0%	1	12.5%	4	50.0%	5	62.5%
Multiracial	5	5.3%	612.0	0	0.0%	1	20.0%	2	40.0%	2	40.0%	4	80.0%
Native Hawaiian/Other Pacific Islander	1	1.1%	597.0	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
White	70	74.5%	615.4	1	1.4%	7	10.0%	26	37.1%	36	51.4%	62	88.6%
Not Low Income	85	90.4%	616.0	1	1.2%	10	11.8%	25	29.4%	49	57.6%	74	87.1%
Poverty - From Low Income Family	9	9.6%	605.8	1	11.1%	1	11.1%	5	55.6%	2	22.2%	7	77.8%
ELL Eligible	1	1.1%	576.0	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not ELL Eligible	93	98.9%	615.4	1	1.1%	11	11.8%	30	32.3%	51	54.8%	81	87.1%
Total	94	100.0%	615.0	2	2.1%	11	11.7%	30	31.9%	51	54.3%	81	86.2%

English Language Arts Regents Exam

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	Level 5 Count	% at Level 5	L3 + L4 + L5	% at L3 + L4 + L5
Asian	13	6.3%	89.6	0	0.0%	0	0.0%	1	7.7%	1	7.7%	11	84.6%	13	100.0%
Black or African American	1	0.5%	82.0	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Hispanic or Latino	25	12.2%	87.9	0	0.0%	0	0.0%	5	20.0%	5	20.0%	15	60.0%	25	100.0%
Multiracial	2	1.0%	92.5	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
White	164	80.0%	92.0	0	0.0%	1	0.6%	14	8.5%	13	7.9%	136	82.9%	163	99.4%
Not Low Income	180	87.8%	92.1	0	0.0%	0	0.0%	14	7.8%	15	8.3%	151	83.9%	180	100.0%
Poverty - From Low Income Family	25	12.2%	85.1	0	0.0%	1	4.0%	6	24.0%	5	20.0%	13	52.0%	24	96.0%
ELL Eligible	1	0.5%	72.0	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Not ELL Eligible	204	99.5%	91.4	0	0.0%	1	0.5%	19	9.3%	20	9.8%	164	80.4%	203	99.5%
Total	205	100.0%	91.3	0	0.0%	1	0.5%	20	9.8%	20	9.8%	164	80.0%	204	99.5%

Global History Regents Exam

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	L3 + L4	% at L3 + L4
American Indian or Alaska Native	2	0.8%	79.5	0	0.0%	0	0.0%	1	50.0%	1	50.0%	2	100.0%
Asian	7	3.0%	90.3	0	0.0%	0	0.0%	1	14.3%	6	85.7%	7	100.0%
Black or African American	3	1.3%	82.3	0	0.0%	0	0.0%	2	66.7%	1	33.3%	3	100.0%
Hispanic or Latino	18	7.6%	88.9	0	0.0%	1	5.6%	4	22.2%	13	72.2%	17	94.4%
Multiracial	5	2.1%	91.6	0	0.0%	0	0.0%	1	20.0%	4	80.0%	5	100.0%
White	201	85.2%	90.3	0	0.0%	3	1.5%	46	22.9%	152	75.6%	198	98.5%
Not Low Income	215	91.1%	90.2	0	0.0%	4	1.9%	49	22.8%	162	75.3%	211	98.1%
Poverty - From Low Income Family	21	8.9%	88.7	0	0.0%	0	0.0%	6	28.6%	15	71.4%	21	100.0%
Not ELL Eligible	236	100.0%	90.1	0	0.0%	4	1.7%	55	23.3%	177	75.0%	232	98.3%
Total	236	100.0%	90.1	0	0.0%	4	1.7%	55	23.3%	177	75.0%	232	98.3%

United States History and Regents Exam

	Total Students	% of Total	Final Numeric Score	Level 1 Count	% at Level 1	Level 2 Count	% at Level 2	Level 3 Count	% at Level 3	Level 4 Count	% at Level 4	L3 + L4	% at L3 + L4
Asian	12	5.6%	94.7	0	0.0%	0	0.0%	0	0.0%	12	100.0%	12	100.0%
Black or African American	1	0.5%	90.0	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
Hispanic or Latino	29	13.5%	85.5	2	6.9%	0	0.0%	6	20.7%	21	72.4%	27	93.1%
Multiracial	2	0.9%	97.5	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
White	171	79.5%	92.1	0	0.0%	2	1.2%	23	13.5%	146	85.4%	169	98.8%
Not Low Income	187	87.0%	92.2	2	1.1%	2	1.1%	20	10.7%	163	87.2%	183	97.9%
Poverty - From Low Income Family	28	13.0%	86.4	0	0.0%	0	0.0%	9	32.1%	19	67.9%	28	100.0%
Not ELL Eligible	215	100.0%	91.4	2	0.9%	2	0.9%	29	13.5%	182	84.7%	211	98.1%
Total	215	100.0%	91.4	2	0.9%	2	0.9%	29	13.5%	182	84.7%	211	98.1%

Elementary English Language Arts and Social Studies: Program Strengths and Needs

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Elementary ELA and Social Studies: Program Strengths

- I. Classroom observations confirm several instructional strengths at North Shore.
 - a. Our students are enthusiastic readers and writers.
 - b. Teachers express a consistent philosophy of the importance of developing lifelong readers and writers who take pleasure in these activities.
 - c. There is consistency among classrooms in terms of implementing the reading and writing workshop model with fidelity, including consistent use of small groups to support students,
 - d. Reading and writing volume is strong, which is important according to research.
 - e. Teachers are using Teachers College progressions and checklists to involve students in self-assessment and peer assessment.
 - f. Literacy coaches provide support for teachers in implementing best practices for reading and writing instruction.
 - g. Auditor Mia Hood’s analysis of student writing samples shows evidence that the students are applying what they learned through our curriculum.
 - h. Regularly held data days support a review of student progress and the identification of students in need of additional support, which is then provided with an action plan.
- II. North shore students’ New York State ELA achievement remains strong in comparison to the rest of Nassau County. Across three grades districtwide, we had only four questions where we performed under the county and with most questions, we surpassed the county.
- III. The Elementary Humanities curriculum consistently creates opportunities for interdisciplinary study with reading, writing, grammar, vocabulary, social studies and the Shared Valued Outcomes.

Elementary ELA and Social Studies - Program Needs

I. Promote student growth by helping teachers to assess student work relative to intended outcomes and to help students attain these outcomes.

Data Supporting This Goal

1. Literacy auditor Mia Hood noted many teachers' comments during the interviews that suggest they are confusing common inputs and common assessments with common outcomes. She concluded, "If a teacher equates a common input (i.e., the act of teaching the mini-lesson to the whole class) with a common outcome (i.e., student mastery of that mini-lesson's targeted skill), they risk leaving that skill behind once they've taught it and missing opportunities to monitor students' progress toward mastery and to support them with that skill across the unit."
2. One outcome goal of our reading work in grades 3-5 is that students will be able to identify a main idea (or theme) and supporting details. Literacy auditor Mia Hood noted that, based on student work samples, "Higher performing students are better able to synthesize meaning from nonfiction texts and articulate main ideas that apply to the whole text. Lower performing students recall accurate information but often grab for discrete bits of information from the text... without synthesis."
3. Dr. Hood also noted that student work samples reveal difficulty with grammar and mechanics among lower performing students. Furthermore, Mia noted that there were 15 teacher statements during interviews about how time is tight, sometimes related to the statement that instruction in grammar/ mechanics is sometimes short-changed when there are multiple instructional outcome goals.
4. On the New York State ELA tests from Spring 2019, three out of the only four questions where there was a negative gap for the district, in comparison to the county, involved finding a main idea and two supporting details.
5. The Fountas and Pinnell end-of-year benchmark assessments indicate that many but not all of our students were reading at benchmark. For those who did not attain benchmark, some but not all demonstrated gap-closing progress from the start of the year.
6. Teacher end-of-year surveys reveal that 82% of teacher respondents identified a need for help in planning instruction to implement the grammar and mechanics curriculum to help students attain the existing outcome goals for grammar and mechanics.

Steps to Be Taken Toward the Goal

1. Outcome goal clarity: Academic outcome goals are listed in the curriculum. This summer's goal was to add/improve explicit SVO teaching and outcome goals to the curriculum. At the first Humanities meeting of the year (9/23), the importance of assessing for outcomes and of referring to the curriculum maps for these outcome goals was emphasized.
2. We will use several coaches' meetings, Teachers College in-house PD sessions, and Monday meetings to look at student work together and to assess it relative to desired outcomes.
3. We will also use a Monday meeting (10/28) to demonstrate how a teacher might integrate grammar/mechanics instructional goals with other writing goals within a lesson.
4. Work with coaches to support teachers in:
 - a) focusing on main ideas and supporting details, and
 - b) working grammar and mechanics lessons into daily instruction and ensuring that students are applying their new skills in their writing during Writing Workshop, and
 - c) reviewing student work samples for evidence of attainment of outcomes, and planning follow-up instruction when desired outcomes are not fully met.
5. We will discuss the assessment of learning outcomes and student growth with teachers during post-observation conferences.
6. The district will implement STAR 360 as a universal screener.
7. The RtI (Response to Intervention) Task Force will examine our RtI processes to improve procedures including progress monitoring and matching of students to interventions.

II. Promote student ownership of their learning by encouraging teachers to focus on student voice and choice within the classroom.



Data That Supports the Choice of the Goal

1. Based on her classroom observations, auditor Mia Hood noted that, “Students are given the opportunity to collaborate meaningfully on the writing process 38.4% of the time it would be instructionally sound to do so.”
2. Based on her interviews with teachers and students, Dr. Hood noted that students and teachers have an inconsistent vision of what a student goal is and what appropriate goal-setting looks like. In addition, student interview data reveals that some but not all students are able to articulate specific strategies for when they encounter difficulty reading (some used vaguely worded strategies such as “Reread” or “Try again” or “Ask for help.”).
3. Based on her interviews with teachers and students, Dr. Hood also noted that some teachers spoke more of the implicit embedding of the Shared Valued Outcomes than of explicit instruction in them, as well as that some teachers expressed an interest in developing them more explicitly.
4. Classroom observations, discussions with teachers, and discussion of our district’s strategic plan and shared valued outcomes support the importance of this goal.

Steps to Be Taken Toward the Goal

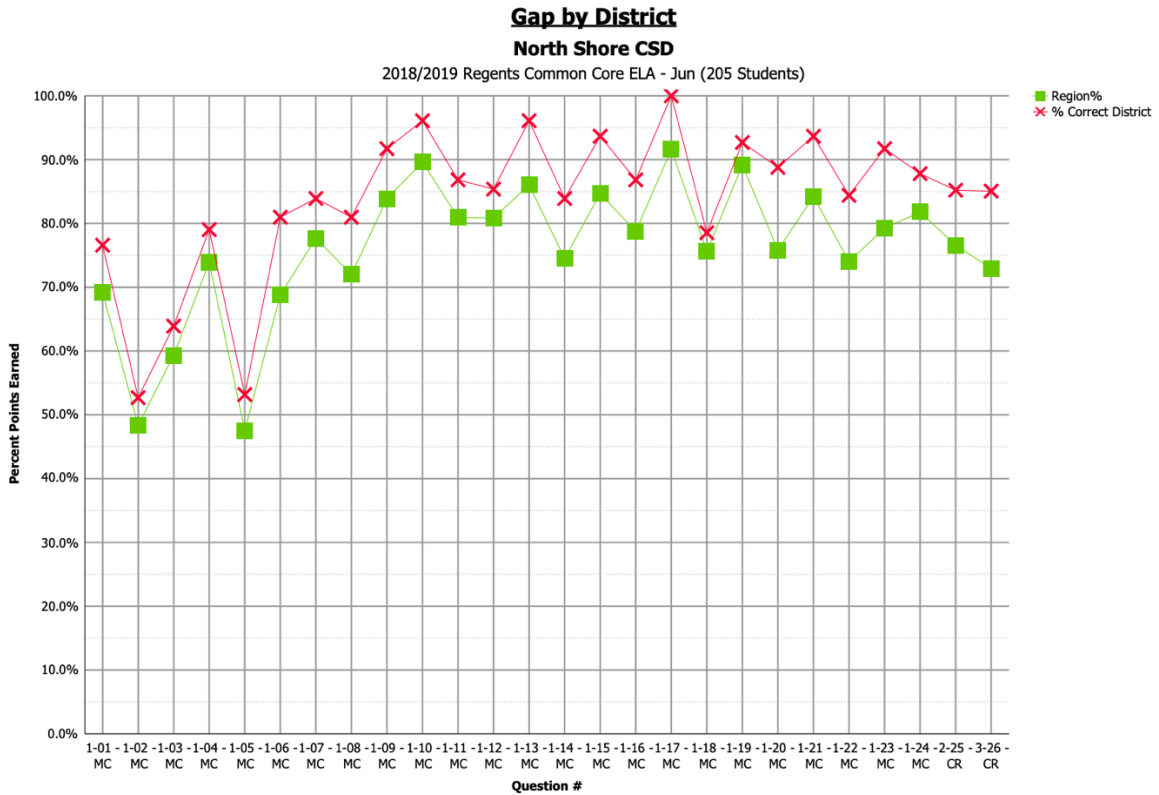
1. We will implement the plan for the Superintendent’s Teaching and Learning Advisory Council, a vehicle to promote voice among teachers, parents/ community, and students.
2. Through meetings across district, on grade level, and one-to-one, we will promote student voice and choice. The goal was communicated at the 9/23 Monday meeting.
3. We will implement the Grade 2 Capstone project.

4. We will write curriculum that supports explicit instruction toward desired outcomes in the Shared Valued Outcomes and Socioemotional Learning, and includes a Stage Two with possible evidence that each student has met these outcomes (step completed in summer 2019). Have curriculum writers share this work with classroom teachers, allowing teachers the opportunity to share implementation ideas (step completed at 9/23 Monday meeting).
5. We will help teachers to follow SVO work throughout the year, evaluating student work samples, student self-reflections, and other teacher assessment tools, for SVO outcomes. We will also make it clear that how the Shared Valued Outcomes support and empower student voice and choice.
6. We will offer professional development for teachers in developing students' conversational skills, handling discussion of challenging controversial issues.
7. We will help teachers to continue to foster an environment in which all students are comfortable sharing their voices. Devra Small purchased thousands of dollars of books for classroom libraries to increase representation of characters and authors of diverse backgrounds, so that students will find their experiences mirrored in the curriculum as well as gaining windows into the experiences of others who are like them in some ways yet different in other ways. Curriculum units include suggestions for where to use some of these texts as read-alouds and mentor texts.
8. We will help the librarians and classroom teachers to work together to empower student choice of inquiry topics and of books.
9. We will support teachers with scheduling so that the student voice and choice are not 'squeezed out' of the schedule. Working with principals and other administrators, track some students for a day. Note and plan for what challenges become evident: are there subjects/components in which students need more time, and are there ways we can use scheduling to support more student choice?
10. We will discuss student voice and choice with teachers during post-observation conferences.



Secondary ELA: Program Strengths

I. Consistently high passing/mastery rates on NYS Regents and 6-8 ELA Assessments.



- II. Reading and writing experiences routinely expose students to culturally sensitive, socially relevant and politically pertinent ideas while honoring different perspectives; students understand authentic purposes of reading and writing and describe themselves as personally enriched by the activities in the ELA classes.
- III. SVOs are embedded richly (albeit often implicitly) in ELA experiences.
- IV. The creation of peer to peer coaching opportunities through the expansion of the high school writing center.
- V. The Middle School Writing Enrichment Program - Supports Strategic Planning Goal: *Create relevant, purposeful and challenging opportunities for students to take ownership of their learning by exploring their passions, maximizing their individual growth, and demonstrate their learning of authentic audiences.*

- A. Self-selection and opt-in for individual participation opportunities.
- B. Writing for authentic audiences via writing communities, contests and scholarships
- C. Pull out from English class with parent's permission and/or electronic help via Google Classroom

VI. Middle School Research

A major accomplishment this year was re-invigorating the research process in the MS by shifting the genre from information to argument. This summer, MS teachers created uniform argument research process metrics to be used in all ELA classes grades 6-8.

Aims:

- To align our grades 6-8 approach to the Research Process in order to capitalize on students' familiarity with uniform language, framework and tools as they practice their research skills from grade to grade
- To incorporate Backpack digital portfolios to help students track their progress and form individual goals
- To harness student metacognition and reflection as a means of clarifying their individual struggles and successes and to use that knowledge to plan a course of action, advance their own learning, and improve their own writing
- To leverage technology in the form of Noodle-Tools electronic research platform

Results:

- Constructed a uniform Middle School research process by creating teaching and learning metrics for each stage of the research process
- Designed a SY1920 approach to implementing Backpack electronic portfolio within the confines of the established building-wide organizational method - arranged by SVO
- Created midpoint and ending reflections that will be video/audio recordings of reflective conversations/dialogues using past work to guide the student discussions.

VII. Middle School Reading and AIS Support

The Secondary English Department is making strides in gathering multiple measures to engineering instruction informed by data. This year's push is to add interval standardized assessments such as the Star assessment, an adaptive computerized assessment, to our repertoire, and to update our use of the Fountas & Pinnell Benchmark Assessment System (BAS). The BAS System is administered to students one-to-one using precisely leveled fiction and nonfiction books to formulate a standardized running record of each student's phonemic awareness, fluency, reading comprehension, and vocabulary. The running records are used to identify a students'

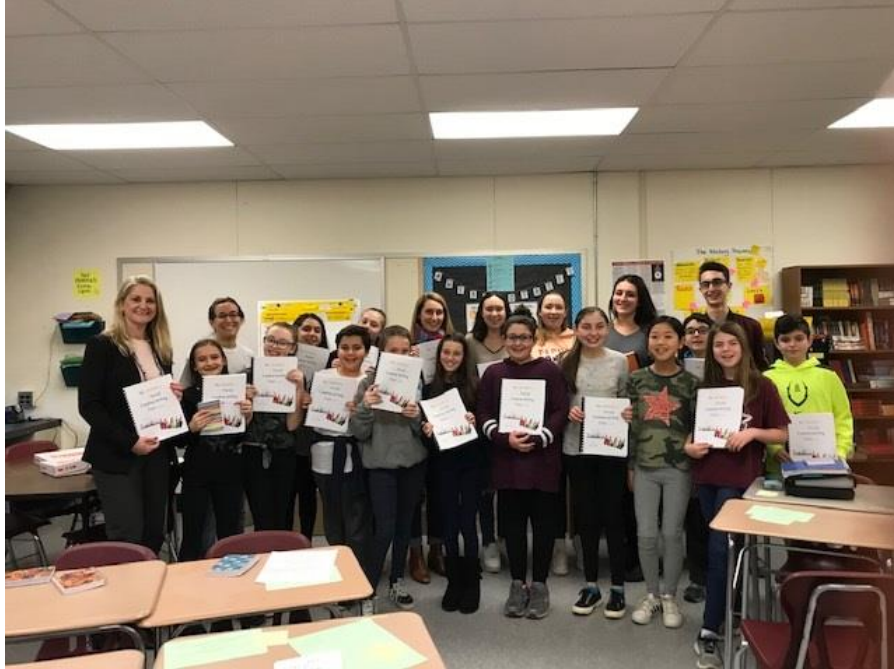
current reading level and progress along text levels over time in order to activate the responsive teaching that meets students where they are and brings them forward with intention and precision. This year, AIS and Reading teachers were trained in the Third Edition of the BAS to support this endeavor. Running Records were administered to all 6th graders and 7th graders below X,Y,Z as in aid in making AIS recommendations for next year and in differentiating instruction. In addition, we increased Reading/AIS articulation in grades 5-9.

VIII. High School Curricular Enhancements

Our upcoming dual-enrollment course Introduction to Film (Stony Brook University EGL 194) will address that need to expand the definition of text to include visual analysis and promote the authentic experiences associated with media literacy. It will also provide the opportunity for students to earn college credit while honing those vital civic skills. This course will increase the range, depth, balance, and currency of our high school's curricular offering. In addition, 10th grade teachers are joining their 11th grade colleagues in creating Book Clubs aligned with the Next Generation Standards' *Lifelong Practices of Readers and Writer's* shift to endorsing reading for multiple purposes, including for learning and for pleasure, and self-selecting texts by interest. The 10th grade teachers will be positioned to support their students' engagement by offering them choice and facilitating collaboration in a new Book Club unit exploring the horror genre.

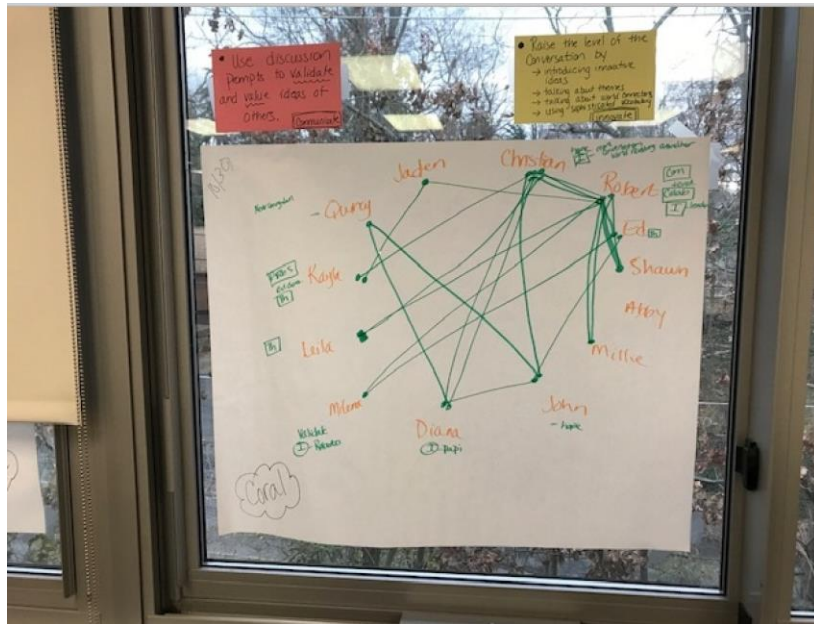
IX. Middle School Writing Enrichment Program

Another initiative that fosters engagement is our new self-selection middle school Writing Enrichment program. Our program inspires students to experiment with language, enrich their vocabulary, and share their unique voices with others by participating in local/national writing contests and initiatives. In addition to the intrinsic and extrinsic rewards of earning recognition, writing for authentic audiences provides students with the ability to express their individual perspectives and to display their skill at creative critical thinking. When students see their purpose for writing as being culturally relevant, they are more invested in refining their craft as a means of sharing information and/or stimulating social action.



X. Middle School and High School Library Collection Diverse Literature Augmentation

Emily Style, Founding Co-Director of the National SEED (Seeking Educational Equity and Diversity) Project, coined the terms *mirrors* and *windows* to describe literature. *Mirrors* are texts in which children can find themselves, their families, their culture, and their communities reflected and valued. When students read about characters like themselves, who struggle with similar conflicts as they do, they become emotionally connected and engaged. *Windows* are texts that offer students a view into other people's perspectives, building cultural sensitivity. The Secondary English Language Arts Department is committed to supporting a culture of unity through diverse texts. By integrating curriculum that celebrates different perspectives and lifestyles, we are endorsing the universality of fundamental human experiences. To that end, we are expanding the middle school and high school classroom and library collections beyond the literary canon. Broadening our text types will enhance students' opportunities to engage with issues and ideas that reside in global contexts. Multicultural, LGBTQ, and female-empowering texts facilitate our students' ability to engage with reading, to empathize with others, and to demand dignity for all. Budgeting for augmenting our reading collections supports the Next Generation ELA Learning Standards' focus on Lifelong Practices of Readers and Writers - *to encourage students to read often and widely from a range of global and diverse texts*. In addition to providing more diverse literature options for students, embedding internationally-oriented research deepens our students' global competence. Globally competent students are autonomous critical thinkers who can understand that world events and global issues are complex and interdependent.



XI. College Admission Preparation

- Spring College Essay Presentation and Workshop for juniors - The freedom of the summer months allows students the luxury of seeking out inspiring spaces and stress-free time to write from their hearts. Students who write college essays over the summer often achieve the most authentic and intimate results. Our Spring College Essay Presentation and Workshop armed juniors with information and inspiration to view this task as an opportunity for self-expression rather than anxiety. Claire Fitzgibbon, Director of Undergraduate Admissions at Hofstra returned to present an insider's guide, allay any fear about who is receiving/reading the essays, and deconstruct the Common App prompts. Then, Writing Center teachers facilitated a stationed brainstorming session so students left with several flash drafts on which to work last summer.
- Fall workshop for seniors: Time Out! Preparing for life after HS - All 12th graders spent a half-day with college admissions reps, alumni interviewers, and High School teachers & counselors, carved-out time to focus on college and career preparation. The students worked on English Language Arts skills including interviews, resumes, cover letters, college essays and completing their Common Applications on Naviance.

XII. HS Summer Reading

Every course-level in grades 9-12 now includes Self-Development titles. Among the new selections are: *Hardwiring Happiness: The New Brain Science of Contentment, Calm, and Confidence* by Rick Hanson, *Emotional Intelligence 2.0* by Travis

Bradberry, Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, and Lead by Brené Brown, *Where You Go is Not Who You'll Be: An Antidote to the College Admissions Mania* by Frank Bruni, and *Make Your Bed* by William H. McRaven. Including SEL Personal Development books is a potent way of arming our students with the tools to help them make responsible, empathetic, and aspirational choices. Doing so is a requisite for our students' ability to navigate their emotional, social, and academic landscapes.

XIII. Middle School and High School Additional Opportunities for Creative Expression

- 6th Grade TED Talks: The project includes opportunities for students to research SEL (Social Emotional Learning) topics such as screen time, as well as other topics related to the Equity pillar, like gender equality, and current issues such as climate change. The students used the TED Talks to convey their mindfulness of the skills/dispositions of Thinkers and Communicators (using research to formulate an open-minded opinion, recognizing the perspectives of others, leveraging visual and language presentation strategies to move audience).
- HS WC and Library Shakespeare's Birthday and National Poetry Month celebration - Period costumes, emcees, teacher parodies, songs/musical performances empowered the students with active engagement as performers and challenged them with recitation.
- 8th Grade Poetry Café – read original or published verse. Students decorated classroom with café tables, tablecloths, candles and Xmas lights. Played jazz.
- North Shore School Shakespeare Festival – This year, North Shore will send teams of students to Long Island University to join Roslyn, Jericho, Manhasset, Glen Cove and Syosset performing scenes from Shakespeare's plays to a panel of judges.



XIV. The High School Writing Center

The flexibility of the High School Writing Center schedule has facilitated the ability for teachers to engage in cross-departmental support and innovation. The Writing Center staff continued their collaboration with the Earth Science weather brochures, the IB HOTA comparative history project, Noodle-Tools electronic research platform, College Essay preparation, IB Business IAs, and English research papers. This year, we are also working with the Chinese and Spanish heritage classes. In addition, we expanded our reach to support English Language Learners. Of particular pride was our ability to have a former ELL as one of our student Writing Fellows last year. This students’ experiences overcoming her challenges was a potent tool to help her as she worked with students in similar situations. We also provided one-on-one peer tutoring to two ELLs to help them acquire the skills that they needed to meet the demands of the English Regents. Due to our Writing Center intervention, both ELLs passed the English Regents, an impressive feat, indeed. Another formidable addition was the collaboration between the MS and the HS Writing Centers. HS Writing Fellows traveled to the middle school to assist in workshop conferences in ELA classes and in the Creative Writing and Viking Voice electives. Furthermore, the Writing Fellows sponsored a MS Creative Writing contest. The relationships that developed between the MS and HS grade students was facilitated by and honored by the art of composition.

# of Individual Conferences	# of Different Students Participating in Individual Conferences	% of HS Student Population Participating in Individual Conferences	% of Individual Conferences by Students’ Class	# of Classroom Visit Push-Ins	% of Writing Center Services by Discipline
548	220	26%	9 th - 24% 10 th - 15% 11 th - 20% 12 th - 41%	122	Research 33% English – 26% Social Studies - 13% College Admissions - 16% STEM – 12%

*The North Shore High School Writing Center SY1819 Data

Secondary ELA: Program Needs and Goals

- I. Increase student autonomy, agency, and independence (**Goal-Setting and Feedback**)
- II. Facilitate student acquisition and retention of transferable 21st Century skills (**SVO and IB Learner Profile Explicit Instruction**)
- III. Design more informed and deliberate instruction by using an **LASW (Looking at Student Work) Protocol**
- IV. **Additional goals**
 - Increase capacity to use multiple measures of data (including more clarity in articulation) to place students in MS Reading and AIS, for progress monitoring, and for instruction.
 - Continue to align HS curriculum and instruction with the Next Generation Learning Standards *Lifelong Practices of Readers and Writers*.
- V. Teachers will spend the 2019-2020 school year secondary English department meetings engaging in a research→ plan→ experiment→ feedback loop with the topics bolded above. This will connect specific goals to the collegial and collaborative development of new pedagogical approaches that will be used throughout the school year.

Secondary Social Studies: Program Strengths

I. Research in Middle School

National History Day- Last year we expanded History Day to include all 8th grade students culminating in a North Shore History Day celebration of research. The expansion of History Day is part of a broader mission to develop students as independent researchers, writers and historical thinkers.



Accomplishments:

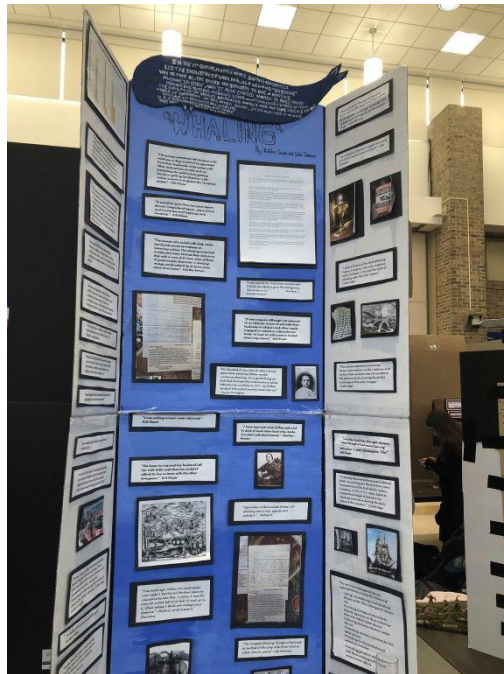
- North Shore History Day: New for the 2018-2019 school year we changed our 8th grade social studies [curriculum](#) to provide 10 weeks of historical research for ALL 8th grade students.
- Local, State and National Competition for high performing students: While all students participated in the school-wide competition and high performing 6th, 7th and 8th grade students competed at Long Island History Day at Hofstra University. This year we were proud to send one of our group exhibits to the State and National competition. ([Article](#))
- *Promoting History Day to local districts:* We are proud to help to support the growth of History Day beyond the North Shore School District. Internally, we have grown from 16 to 32 to 220 participants over the last few years. I invited local districts to visit North Shore History Day and had over 10 districts come see our students' work. We also met with local teachers and leaders to share the work we did to prepare students for History Day. I have continued to communicate and help other districts including Great Neck, Island Trees, Oyster Bay, Malverne, Long Beach to create their own History Day experiences. (See [NHD promotion](#)) The numbers at Long Island History Day are up to record levels.

- Current ninth grade students had a 7th and 8th grade research paper under their belts and several students participated in History Day as both a 7th and 8th grade student. These students have developed more research skills than past students entering high school.

II. Expansion of research

History Day Goals for 2019-2020

- We want all 8th grade students to have this experience and we seek to make this project work accessible for a new group of ILC students this year.
- Our History Day teachers hope to improve the quality of research lessons while also refining the amount of time it takes to do both History Day and the 8th grade curriculum well. We moved the in-house competition up from January 30th to December 13th.
- We added a background paper to enhance student knowledge of their topics and their ability to write historical papers. This also aims to help students better understand the importance of *historical context*. (Rubric)
- Improve the middle school library collection and databases to make research more accessible and better support rich research experiences.
- Measuring success: We will use NHD coordinator and 8th grade team meetings to look at student work while also reviewing our timeline. We will assess databases and student work on Noodle-Tools.



Building on strengths: Goals for 2019-2020 & 2021

- Expand History Day opportunities into the High School catalogue next year by making it an elective option for students in Semester 1.
 - Recruit teachers to take on this challenge
 - Develop curriculum and articulate between MS and HS.
- Realign the IA into Junior year so that more students will complete a college level research paper as part of their study of history. Currently only 30 students are completing an IA for history but starting this year we will have 100 students complete a draft by May 2020.
- Make the History IA the high water mark of social studies learning. Since the IA represents both research, writing and independence this will give us better 6-12 alignment to more rigorous and challenging course work.
- Develop a common research platform for students in the MS and HS. Starting this year we are using Noodle-Tools for research in NHD as well as Donna Rice using it in the HS.
- Measuring success: We have developed check-ins with teachers to ensure progress on the IA and articulation meetings to discuss issues. We will collaboratively review students drafts of IA Junior Year.
- We will examine the use of Databases and Noodle-Tools in grade level meetings.

II. Regents Assessment Performance

Global Regents Exam

Our students are performing well on the [Global Exam](#). The number of students in level 1 and level 2 category declined while the percentage of 3's and 4's increased. As a whole, the region dropped from 86.3 to 83.9% in levels 3's and 4's while we increased performance levels slightly. The main reason I could find for Regional changes was that while the test had the same number of part I, part II, part IIA and essay question points, the cut score on the State Conversion chart was lowered by an average of 2-3 points. A mastery score of 85 on the June 2018 exam would be an 83 or 84 on the June 2019 exam. The modest gains in this report would look different if the state kept the same cut scores as we had 13 students score an 83 or 84 on the Transition Exam in 2019.

	Total Students	Level 1		Level 2		Level 3		Level 4		L3 + L4 Count	L3 + L4 %	L3 + L4 % Region	
		#	%	#	%	#	%	#	%				
Regents Global History Transition - Jun	17-18	218	5	2.8%	5	2.3%	44	20.2%	163	74.8%	207	95.0%	86.3%
	18-19	237			4	1.7%	55	23.2%	178	75.1%	233	98.3%	83.9%

US Regents Exam

Our students continue to perform at high levels on the [US History Exam](#). The passing rate has remained high in the 98-99% range. Our decrease of 1%, which equaled 2 students, was matched by a 1% decrease in the region. This year, our mastery rate increased from 81% to

85% while the region had a 1% decrease in mastery. We added in proactive AIS support to students that we noticed struggling in the US course. We used multiple measures of test performance along with teacher input to create a list of students in jeopardy of failing. I then created sections of AIS support to help those students prepare for the June Regents Exam. Several of these students passed the US exam even though they failed the Global Exam the previous year. A few of these “at-risk” students even reached mastery on the US exam. Overall, we are excited by the progress we made supporting struggling students.

June 2019 Snapshot data:

Regents US History&Gov't - Jun	2	2	29	182	N/A	215	211	1%	1%	13%	85%	N/A	98%	91%	7%
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June 2018 Snapshot data:

Regents US History&Gov't - Jun	0	2	39	170	N/A	211	209	0%	1%	18%	81%	N/A	99%	92%	7%
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Secondary Social Studies: Program Needs and Goals

I. Shifting to the New Assessment Framework

One area of focus comes from external pressure to adopt the new NYS social studies assessments in June of 2020. The [new exams](#) introduce an enduring issue essay and stimulus based multiple choice and constructed response questions based on the new framework. These changes create a ripple effect on social studies assessments from grades 6-11. To meet the challenges of these new assessments, we are learning about the new assessment model and articulating 6-10 to first focus on changes to the New Global Regents Exam.

Progress from 2018-2019

- We created a timeline to adopt the new assessments in June 2020 for Global Exam and June 2021 for the US History exam. ([State timeline](#))
- We trained teachers 6-10 on the [new assessment model](#) while giving them workshop time to create new writing assessments to address these changes.
- We articulated the changes to the Global assessment noting increased emphasis on reading and began to change assessments to match the New Framework.
- We had an [articulation meeting](#) between 9th and 10th grade teachers to make agreements to support each other with new skill based assessments.

On-going Goals for 2019-2020

- *Develop a better understanding of new assessments based on released exams and [State prototypes](#).* The State has only administered a June and August Regents in the new format. As a department we are going on little information from the State so we are

digging deep into the released materials to best prepare for expected changes to social studies.

- We hired National Teacher of the Year [Greg Ahlquist](#) as a consultant to deconstruct the New Framework Global Exam in the summer and created a 2-day workshop for grades 6-10 social studies teachers to learn about the assessment and make changes to instructional and assessment practices.
 - We plan to bring Greg Ahlquist back in the summer of 2020 to do a (possible) follow-up training in Global History and a new training in US History.
- *Our goal is to maintain high performance with reduced time.* We reduced Global History and AP World contact time with students by 33% when we eliminated 10th grade lab periods in AP World and Global II. To support this change we planned summer curriculum work to occur after Greg Ahlquist's workshop. Teachers in 10th grade courses were given collaborative time to change pacing calendars, develop common assessments and revise curriculum to prepare for changes in the 2019-2020 school year.
 - We will implement AIS support for struggling Global 10 students similar to AIS implemented in US History during 2018-2019
 - We will also collect multiple pieces of data to target our most needy students
 - Summer curriculum discussions and curriculum writing has been and will be focused on all related goals.
 - We will structure meetings with Global History team to adjust to changes.
 - Common planning time will be provided for the Global 10 team
 - We will measure success and review writing assessments as a Global 10 team and review midterm data to see how students are performing on the new assessment

II. Increase Teacher Reflection

- This year, we are seeking to use data meetings to reflect on our strengths and weaknesses in each program area. In collaboration with Dr. Titone and social studies teachers, we are breaking down test data and other data points to make informed decisions about teaching and learning.
 - Focal Points:
 - IB WATCH - We are looking to improve test performance by adjusting our curriculum and planning to further support student skills in the historical investigation.
 - AP PSYCH- We have greatly increased enrollment to students. (20 to 65). We plan to review data to support student success since students take this as a first AP course.

- AP Government - We have increased enrollment and revised curriculum and assessments to better meet changes.
- Supporting Co-Taught students - We need to articulate how best to support our most struggling students. At the same time, we need to better support the instructional needs of teacher teams.
- Another area of focus is fostering reflection in post-observation conferences. We hope to encourage teachers to see areas of growth that they need beyond by own recommendations.

K-12 World Lanugagues: Program Strengths

I. Overall Program Developments

The world languages department continues to build a modern K-12 framework based on the most advanced and current approaches. There is an explicit focus on the three forms of communication as outlined by ACTFL (American Council on Teaching of Foreign Language): Interpretive Communication, Interpersonal Communication and Presentational Communication.



This framework was the basis of a K-12 world language “Global Can Do Benchmarks” document which clearly outlines expectations in the three modes at each level. These “Can Do Benchmarks” are also specified for students in language that they can understand in the form of a checklist.

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

Our **global can do** statements would be equivalent to this part. A more **general** view of the student's proficiency

I can have a simple conversation on a number of everyday topics.

- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can _____

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____

I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- I can _____

The **Bold** statements are the main indicators for the level and the mode

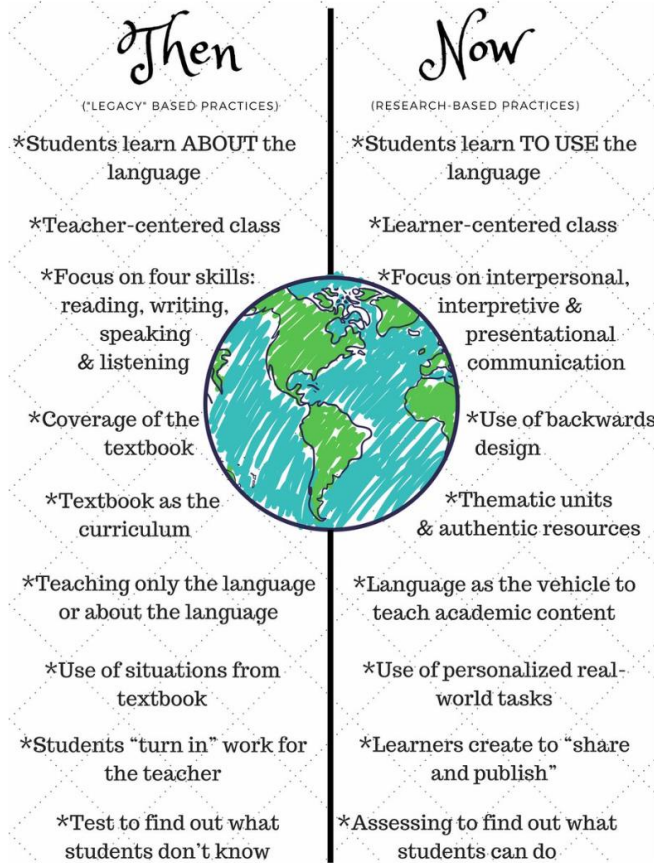
Target statements (Checklist)
 Provide instructional focus
 Create class evidence
 Should emphasize "re-spiraling"

In addition, faculty in the World Language department have engaged in transformative professional development such as Organic World Language (OWL). This research-based approach consists of six main goals and has had a positive impact on world language learning at North Shore.

- *To build relationships and community*
- *To foster intrinsic motivation and student ownership*
- *To take risks and break down the filter (make mistakes!)*
- *To create an immersive environment, 100% in the target language*
- *To be fearless in an immersive environment*
- *To be able to infer and circumlocute, negotiate meaning*

Faculty are also collaborating in teacher centered, action research groups, in which they are applying innovative approaches around a common theme based on their professional development plan.

In addition, several teachers have presented at the Long Island Language Teachers (LILT) Conference.



II. Strengths by Level

Modern Languages -Checkpoint A:

- Strengths: interpersonal mode of communication, interpretive listening, and presentational writing. We have increased the opportunities for students to engage in spontaneous unrehearsed situations and increased the exclusive use of the target language in the classroom. Students are able to communicate their thoughts in writing, brainstorming the topic and completing their ideas with substantial text.

Modern Languages -Checkpoint B:

- Strengths: interpersonal mode of communication and interpretive listening. We have increased the opportunities for students to engage in spontaneous unrehearsed situations. Focusing on designing tasks that demonstrate what students can DO with the language. The students were able to extend their conversations by asking questions and using circumlocution. They elaborated using details. Students were able to explain and support their opinions

Latin Checkpoint A

- Strength: Students are able to interact with and interpret the text. They can recognize vocabulary in the context of reading comprehension passages and in multiple choice questions.

Latin Checkpoint B

- Strength: understanding of etymology and derivation , Latin expressions and abbreviations used in English, culture and history, reading comprehension (answering prompts in English based on a Latin passage).

III. Student Awards and Program Recognition



- A. *North Shore Schools FLES program* is the recipient of The **Sally G. Hahn Outstanding NYS FLES Program Award** named after a long-time member of NYSAFLT and teacher of foreign languages who strongly believed in the importance of beginning language instruction at as early an age as possible and in stressing conversational fluency. (see letter attached)
- B. Rob Chlebicki, retired Assistant Superintendent, in the year 2018-2019 was awarded the **NYSAWLA Award for Assistant Superintendents and Superintendents** recognizing his contributions and support of our K-12 World language program.

C. 87 Students were inducted into the **North Shore Schools World Languages Honor Society:**

French: 15
Italian: 24
Latin: 9
Spanish: 39



D. 49 Seniors were awarded the **New York State Seal of Biliteracy:**

<http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>

E. **2019 NYU Rock That Movie Night Mandarin Movie Contest.** Rock That Movie Night is a Mandarin Movie contest held by New York University. It has been attracting participants from schools in New York and other states in the United States. In 2019, over 270 students from 52 team participated.

Middle School: Silver Price (Second Place)

F. **LILT (Long Island Language Teachers) Student Language Competition**

Glenwood Landing:

First Place in the Dance Category to Fourth Graders: Zahrah Chin, Lana Gasparri, Tess Pinto, Cecilia Reilly, Alexa Scaffa

First Place in the Song Category to Fourth Graders: Jack Arena, Asa Bergman, Vincenzo DiGiuseppe, Samuel Galowski, Peter Frangopoulos, Olivia Kenny

First Place in the Tongue Twister Category to Third Grader: Tristan Lopez

Second Place in the Poetry Category to Fifth Grader: Alejandra Silva

G. NYS AFLT FLES Student Awards (participation in the 2019 *New York State Foreign Languages Video Contest* where over 75 entries were submitted)

Sea Cliff:

- **1st Place for Poem Recitation Category** awarded to 5th Grade Spanish Students: Anthony Conway, Sofia Conway
- **1st Place for Song Category** awarded to 5th Grade Spanish Students: Olivia Nolan, Heike Moses, Joanna Kenney, Nicoletta Kenny, Delilah McLaughlin, Cameron Miller, Logan Bennett-Dollard, Diana Rodriguez
- **2nd Place for the Song Category** awarded to 3rd Grade Mandarin students: Raffaella Mango, Anne Kelly, Cody Borom, Bronson Leigh, Christopher Caliendo, Faith Virgilio, Mikey Winchester (Dui Bu Qi)
- **3rd Place for the Dance Category** awarded to 2nd Grade Mandarin students: Thea Tipton, Sebastian Atlas, Ryan Marco, Lucas Marco, Amalia Carpenter, Miyabi Galzina, Sinead Regan
- **2nd Place for Tongue Twister Category** awarded to 4th Grade Spanish Students: Mahiya Vira, Luke Pourakis

Glenwood Landing

- **1st place and best in the elementary level for the Language Advocacy Category** to 5th grade Mandarin students: Ava Maffei, Chloe Connolly, Catherine Perciballi, Paul Hart, Brendan Freund, Nicole Tom, and Jaime Moynihan (***ALSO: Elementary School Division Winner***)
- **1st place for the Authentic Speaking Category** to 5th grade Spanish Students: Amos Wright, Camila D'Amato, and Giuliana Zaccagnino
- **1st Place for the Dance Category** to 4th grade Mandarin students: Tess Pinto, Zahrah Chin, Alexa Scaffa, Cecilia Reilly, and Lana Gasparri
- **1st Place for the Song Category** to 3rd grade Spanish students: Olivia Silvestrini, Isabella Silvestrini, Kashvi Bhogadi, Sophia Roumas, Benjamin Leonard, Lorein Parvina, and Annelise Skamagas
- **1st Place for the Tongue Twister category** to 3rd Grade Spanish Student: Tristan Lopez
- **2nd place in the Tongue Twister category** to 3rd grade Mandarin students: Christian Brand I, Savannah Plosky, and Janet Cho

- **2nd Place for the Authentic Speaking Category** to 5th grade Mandarin students: Finn Gallagher, Jacob Ludmar
- **2nd place for the dance category** to 2nd grade Mandarin students: Levi Blum, Griffin Brancoto, Thomas Brown, Jacklyn Monte, Natalie Ford, Ava Kim, Ian Strong
- **3rd Place in the Poetry Recitation Category** to 5th grade Mandarin student: GiuLiana Ferrari
- **3rd place in the Song Category** to 4th grade Mandarin Students: Asa Bergman, Peter Frangopoulos, Samuel Galowski, Olivia Kenny, Jack Arena, and Vincenzo DiGiuseppe

Glen Head

- **1st Place for the Song Category** to 4th grade Spanish students: Eva Dominguez, Haley Nuget, Olivia Makin
- **1st Place for the Tongue Twister Category** to 5th grade Spanish student: Alex Ickowicz
- **2nd Place for the Poem Recitation Category** to 3rd grade Spanish student: Mila Misk
- **3rd Place for the Dance Category** to 4th grade Spanish student: Samantha Guy
- **3rd place for the Authentic Speaking Category** to 5th grade Spanish students: Leila Peraica, Panayiota Maravel
- **3rd place for the Language Advocacy Category** to 5th grade Spanish students: Thomas DiPinto, Gianna LoPresti, Jack Shedlick.
- **2nd Place for the Dance Category** to 5th grade Mandarin students: Sophia Ancona, Sophia Efstathiadis, Marcella Mallin, Julia Geraci, Grace Harding, Bryce Kessler
- **2nd Place for the Language Advocacy Category** to 5th grade Mandarin student: Ourania Stavrianos
- **3rd Place for the Poem Recitation Category** to 2nd grade Mandarin student: Mayson Rokos
- **3rd Place for the Song Category** to 1st grade Mandarin student: Ryan Hollander

H. NYSAFLT Secondary Student Awards

Participation in the 2019 New York State Foreign Languages Video Contest

Middle School

- **3rd Place for the Authentic Speaking Category** awarded to 8th Grade Mandarin student: Ruben Shonik (Experience With Chinese Food)
- **3rd Place for the Tongue Category** awarded to 8th Grade Mandarin student: Gabriella Mehraban (My Day Rap)

High School

- **3rd Place for the Poetry Recitation Category** awarded to 10th Grade Mandarin student: Christina Goslin (Song Of The Wanderer + Spring Dawn)
- **3rd Place for the Song Category** awarded to 10th Grade Mandarin student: Ryan Wezwick, Cate Salditt, Ariadna Pavlidis-Sanchez

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



K-12 World Languages: Program Needs and Goals

I. Needs by Level and Course

Modern Languages -Checkpoint A:

- Area of focus: Interpretive Mode of Communication (reading)- reading long passages. We need to increase the use of authentic materials in the classroom to expose students to broader and more varied vocabulary. Design tasks that require students to read information for comprehension as well as for application

Modern Languages -Checkpoint B:

- Area of focus: Interpretive Mode of Communication (reading)- reading long passages and unfamiliar topics. Students had difficulties reading a passage that was abundant in details. We need to increase the use of authentic materials in the classroom to expose students to broader and more varied vocabulary. Design tasks that require students to read information for comprehension as well as for application.

Latin Checkpoint A

- Area of focus: Presentational mode (writing). Students struggles in producing a short answer response to the reading comprehension passages.

Latin Checkpoint B

- Area of focus: Reading comprehension (answering question sin Latin based on a Latin passage), distinguishing between case forms of the five declensions, case usage (Dative and Ablative).

II. Additional Departmental Focus and Goals

We will continue vertical articulation to ensure students are developing the skills for progress and growth in all three modes of communication.

We will increase students' oral (listening) exposure to a variety of accents to develop a conversational flexibility in the target language.

We will develop assessments that address both performance and proficiency and continue to use high level testing such as AAPPL (Assessment of Performance toward Proficiency in Languages) and performance assessments to inform instruction and empower students to transfer their world language skills to authentic, real-world contexts.

We will look for increased opportunities for special education students, who are not currently enrolled in world language classes, to participate in world language learning.

We will nurture the skills and dispositions of the Shared Valued Outcomes in all language students through an explicit integration of the SVO progressions and the development of a cross-walk between certain Shared Valued Outcomes and the “Can Do Benchmarks.”

