

Manhasset School District Data Overview



Guiding Ideas:

- Each student's learning experience is rigorous, relevant, and meaningful.
- Each student develops meaningful connections with peers and adults.
- Each student learns in an environment that is safe and supportive.

District Data Goals

- Measure and evaluate student opportunities, experiences, and achievement
- Measure equity of access to rich and rigorous instructional programs
- Monitor the district's tiered academic, social, emotional, and behavioral supports
- Inform decision making, measure growth, and assess programs



Enrollment

Historical
Enrollment Data by
grade, school, and
subgroup



Opportunities & Support

Exposure to
rigorous
instructional
programs and
support structures
for all learners



Engagement

Extra/Co-Curricular
Engagement in
athletics, music,
performing arts, and
clubs



Connectedness

Social and
Emotional
well-being of our
students

Enrollment

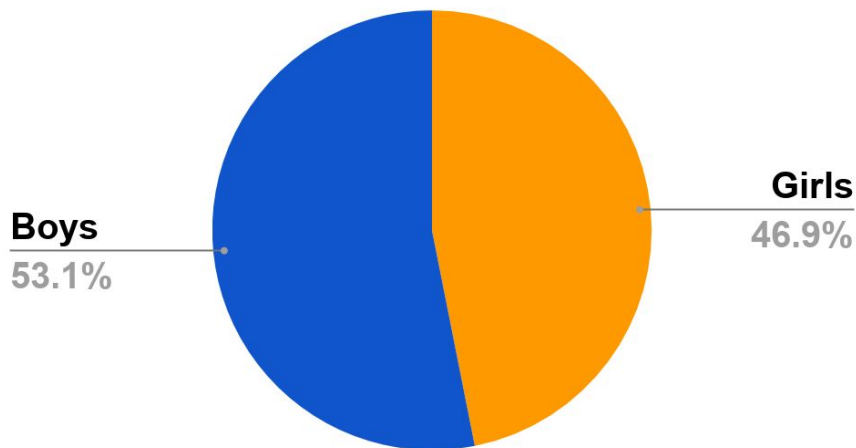
Historical Enrollment Data by Grade,
School, and Subgroup



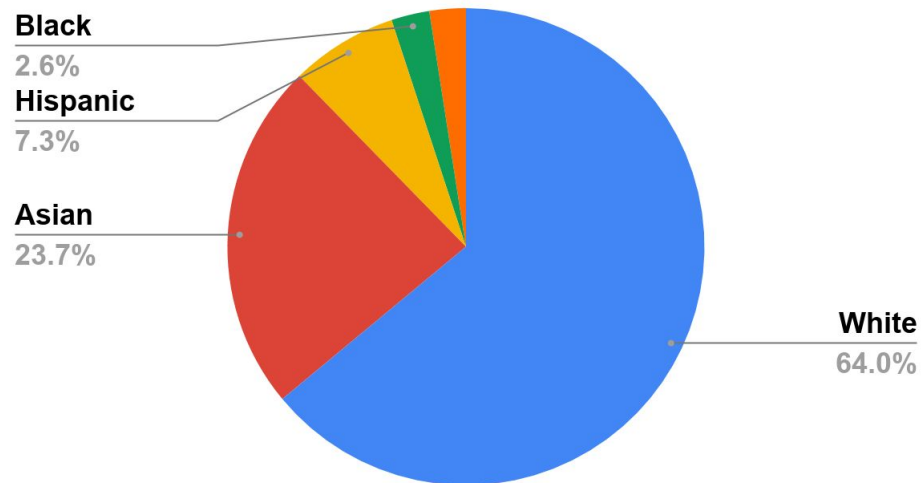
District Demographics

Total K-12 students: 3,167

GENDER



RACE & ETHNICITY



Students w/ Disabilities: 13% (441)
English Language Learners: 2% (63)
Eligible for Free or Reduced Lunch: 6% (205)

Building Enrollment



MUNSEY PARK ELEMENTARY

Kindergarten - 122
1st grade - 135
2nd grade - 116
3rd grade - 147
4th grade - 129
5th grade - 154
6th grade - 131
Total: 934



SHELTER ROCK ELEMENTARY

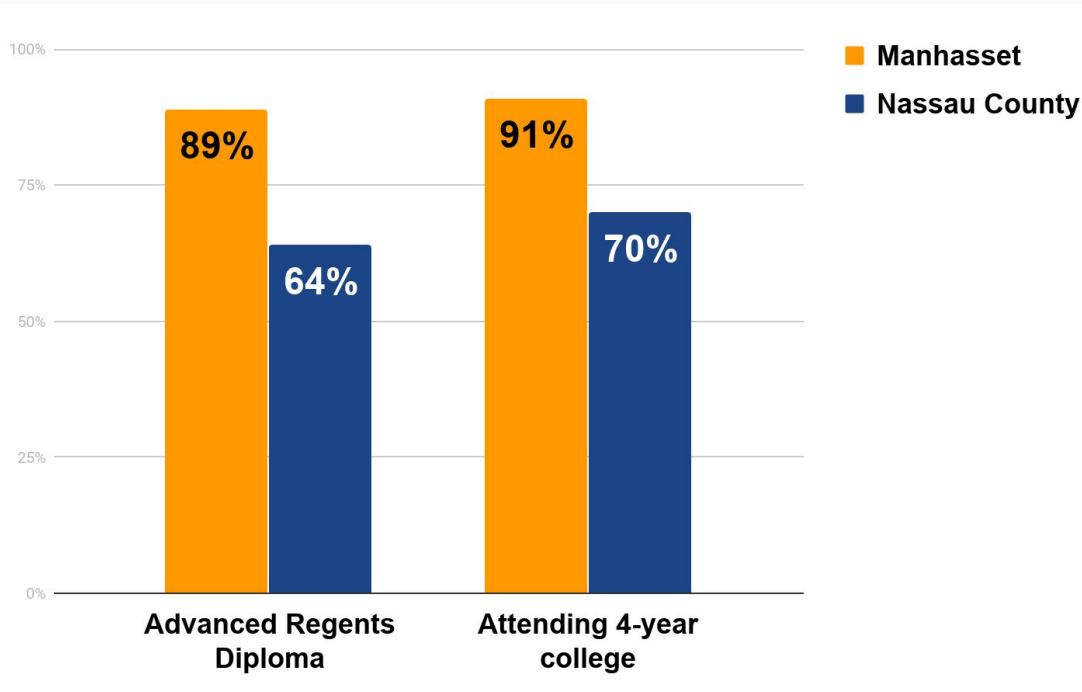
Kindergarten - 76
1st grade - 85
2nd grade - 109
3rd grade - 88
4th grade - 103
5th grade - 113
6th grade - 110
Total: 684



SECONDARY SCHOOL

7th grade - 266
8th grade - 239
9th grade - 231
10th grade - 255
11th grade - 253
12th grade - 299
Ungraded - 6
Total: 1,549

Snapshot: 2018-19



599 AP Students (1,653 exams)

90% (539) of AP Students scored a 3 or better (1,439 exams)

14 of 14 Regents exams with 95% or above passing rate

6 of 14 Regents exams with an 85% or above Mastery rate

Opportunities and Support

Exposure to Rigorous Instructional
Programs and Support Structures for All
Learners



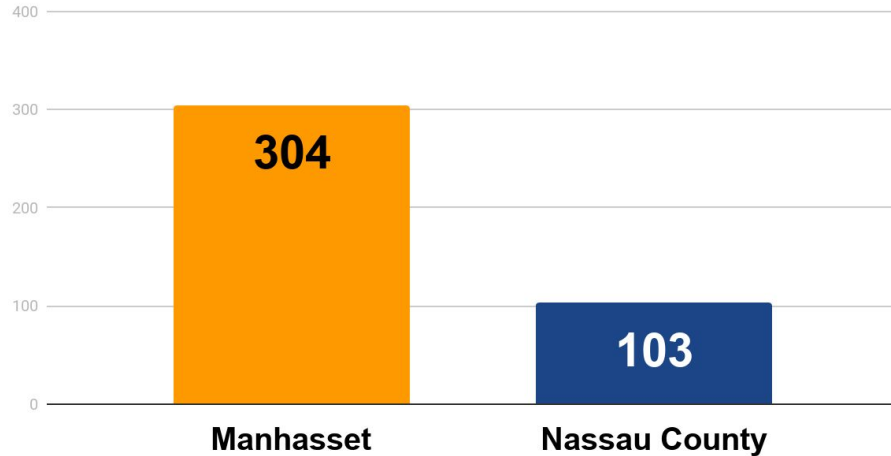
Opportunities

- **87% of seniors** (260 total) are currently enrolled in **at least one AP course**
- The average senior is currently enrolled in **3 AP courses**
- Percentage of students taking **Elective Regents** exams - June 2019
 - Geometry - 240 (100% passing)
 - Algebra II - 251 (100% passing)
 - Chemistry - 224 (98% passing)
 - Physics - 304 (89% passing)

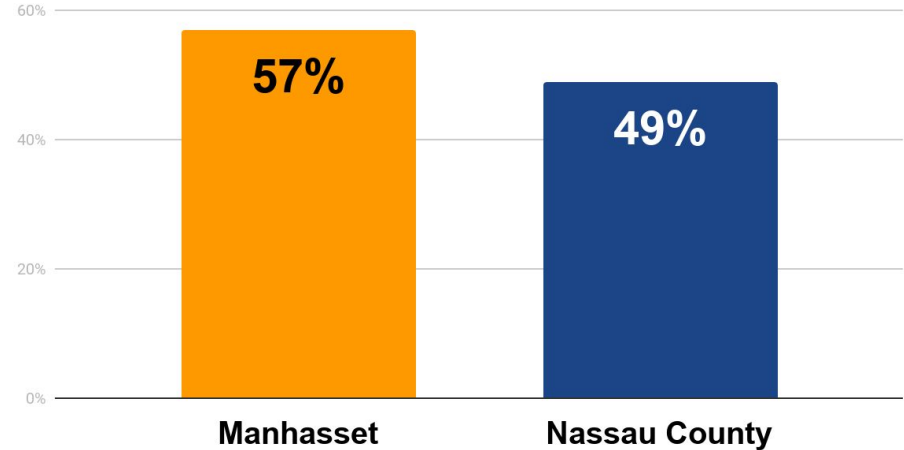
Opportunities

Physics Regents - Manhasset vs. Nassau County

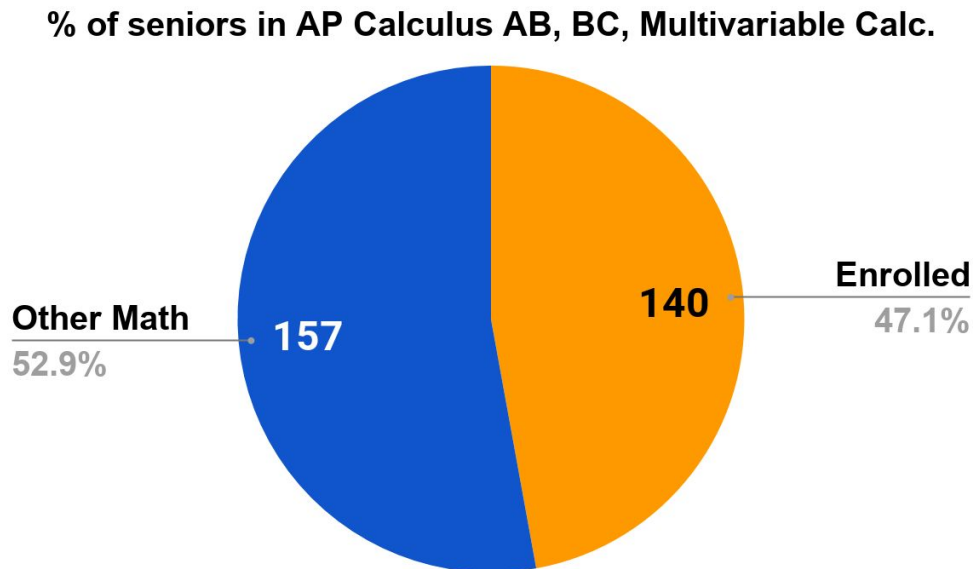
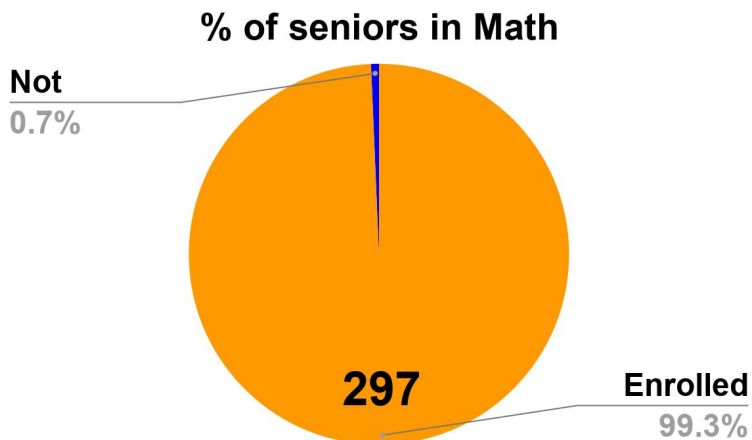
of students enrolled



% of students with Mastery



Seniors enrolled in Math Courses (current year)



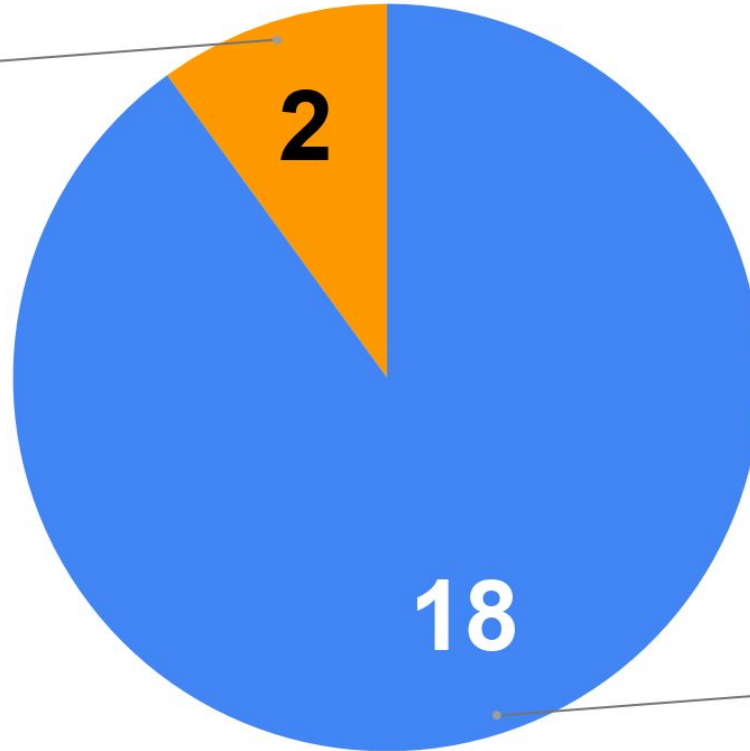
Math enrollment and achievement in high school is a strong predictor of students' success in college.

Lee, J. (2012). College for all: Gaps between desirable and actual P-12 math achievement trajectories for college readiness. *Educational Researcher*, 41(2), 43-55.

Multivariable Calculus (current year)

5th Grade Academic Math Track

General Ed.
10.0%

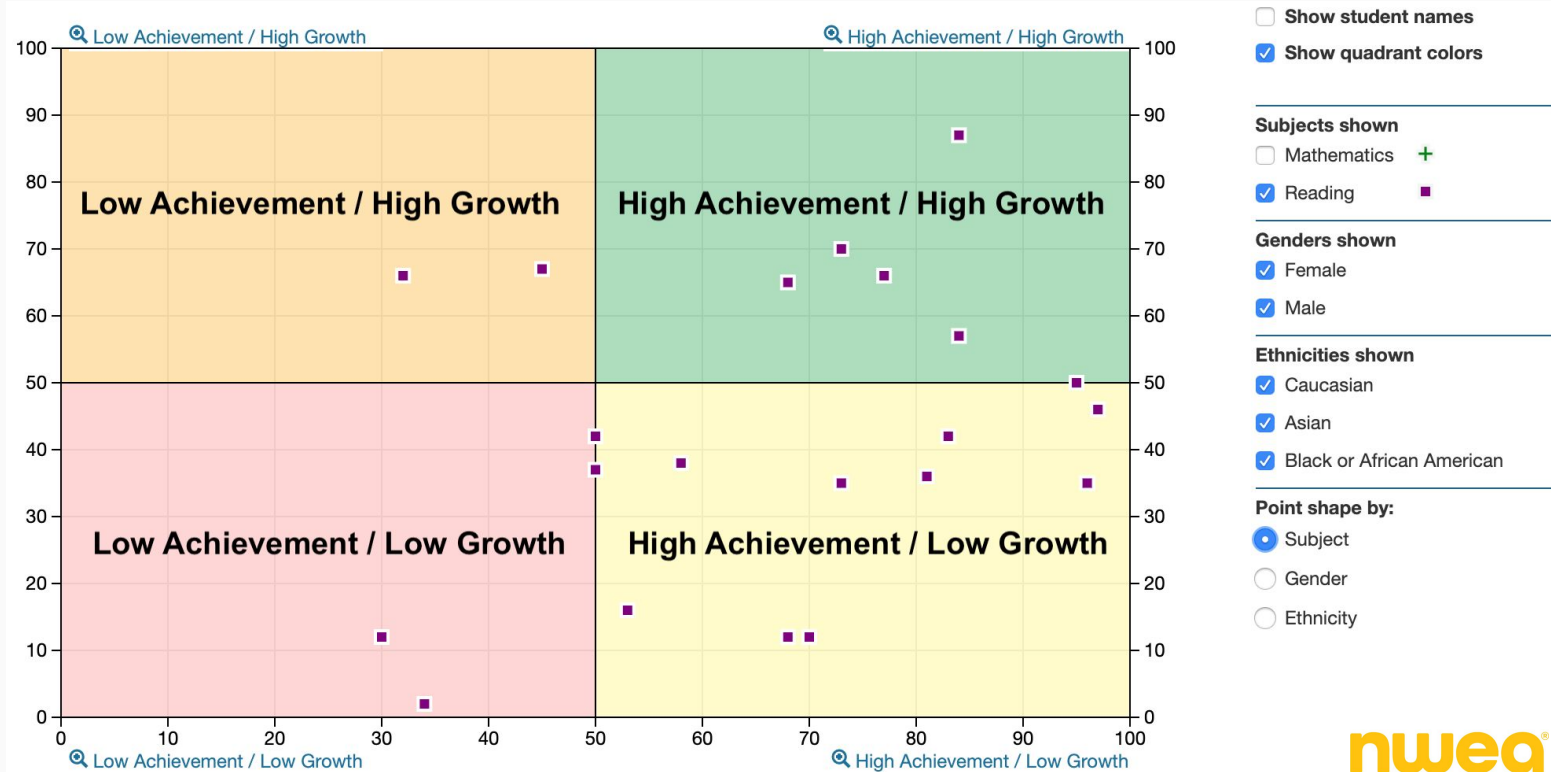


Accelerated
90.0%

Support: NWEA Data

Quadrant Report

Provides teachers with an interactive class view of their students' performance and growth.



Support: NWEA Data (continued)

Class Breakdown Report

Provides teachers with interactive student groupings based on performance.

Goal	Goal Score						
	<171	171–180	181–190	191–200	201–210	211–220	221+
Literature	D. N. Dugaw (181)			N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	D. E. Shalfoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
Informational Text			D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalfoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalfoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

Support: NWEA Data (continued)

Learning Continuum Report

Provides teachers with instructional focus areas for each student.

Literature

Key Ideas and Details

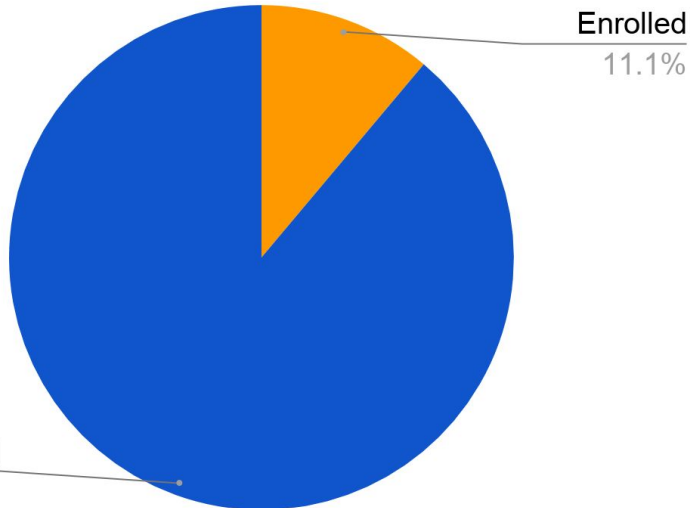
<u>171-180</u>	Setting <ul style="list-style-type: none">• Draws conclusions about a setting based on a description• Identifies setting	<u>D. N. Dugaw</u> Overall: 181; Lexile® Range: 158-308L; Goal Range: 163-177
<u>181-190</u>	Setting <ul style="list-style-type: none">• Draws conclusions about a setting based on a description• Identifies setting• Recognizes description of setting	No students
<u>191-200</u>	Setting <ul style="list-style-type: none">• Draws conclusions about a setting based on a description• Identifies details that reveal aspects of setting• Identifies setting• Recognizes description of setting	<u>N. I. Devany</u> Overall: 188; Lexile® Range 288-438L; Goal Range: 185-196 <u>A. E. Scruggs</u> Overall: 197; Lexile® Range 452-602L; Goal Range: 191-202 <u>Z. N. Haukebo-Bol</u> Overall: 198; Lexile® Range 457-607L; Goal Range: 187-199 <u>T. E. Wolf</u> Overall: 201; Lexile® Range 513-663L; Goal Range: 189-201
<u>201-210</u>	Setting <ul style="list-style-type: none">• Compares or contrasts setting across literary works• Draws conclusions about a setting based on a description• Identifies details that reveal aspects of setting• Identifies setting• Recognizes description of setting	<u>D. E. Shalifoe</u> Overall: 198; Lexile® Range 464-614L; Goal Range: 201-213 <u>M. M. Vosburg</u> Overall: 205; Lexile® Range 587-737L; Goal Range: 198-210 <u>J. S. Kucia</u> Overall: 207; Lexile® Range 634-784L; Goal Range: 198-210

Secondary Support Classes

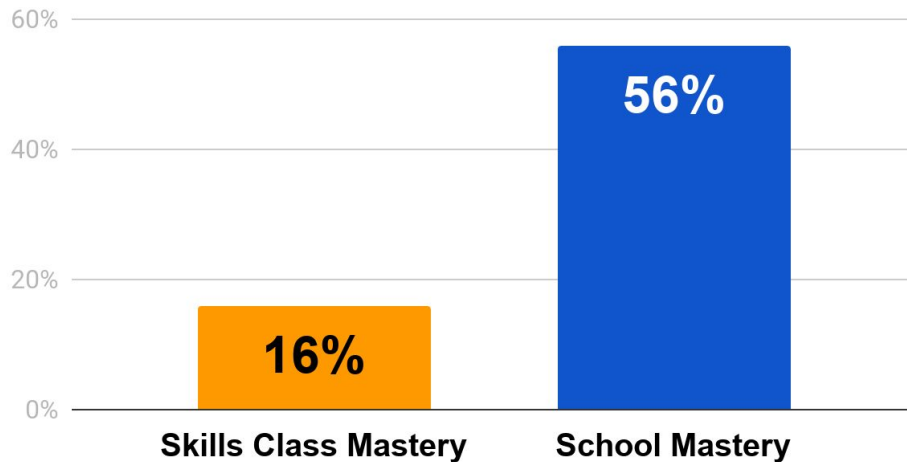
Math Skills Courses, 7-12

(last 4 cohorts to take the Algebra Regents)

104 students total

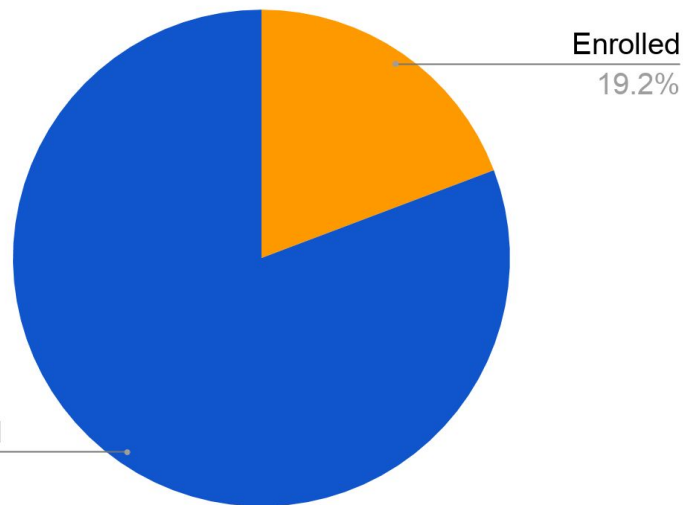


Comparing Mastery - Algebra Regents

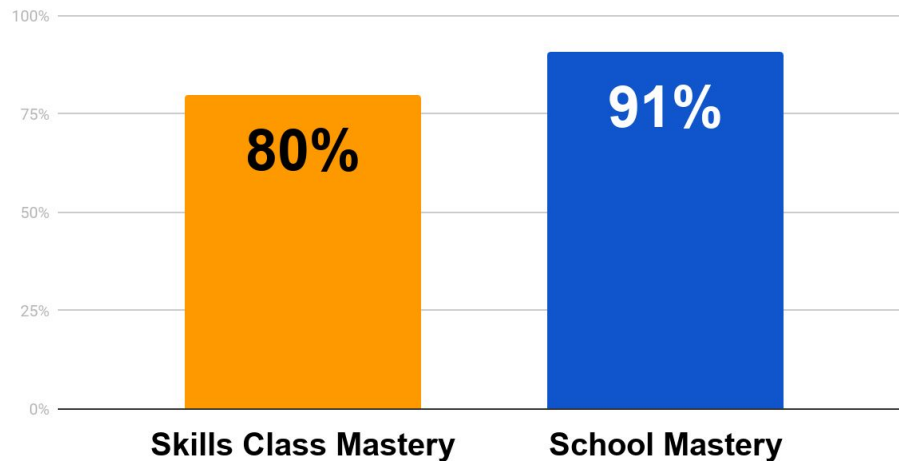


Secondary Support Classes

English Skills Courses, 7-12
(last 4 cohorts to take the English Regents)
225 students total



Comparing Mastery - English Regents



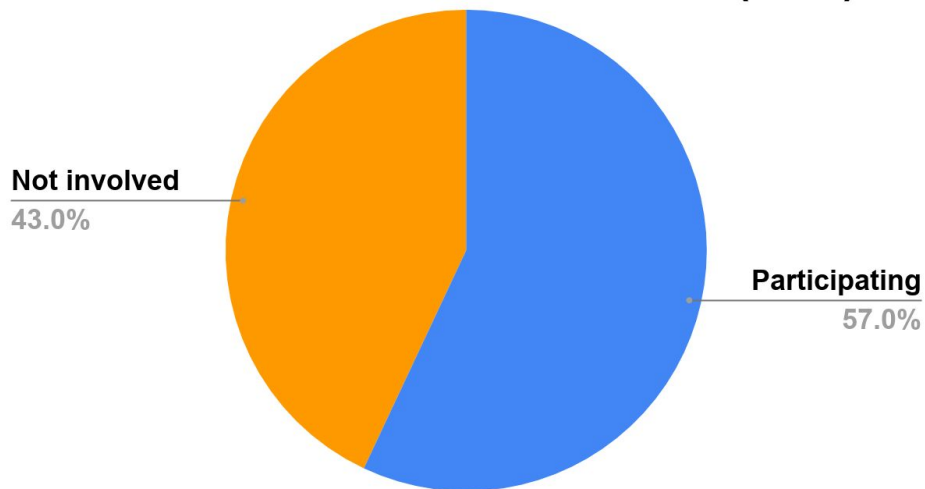
Engagement

Extra/Co-Curricular Engagement in
Athletics, Music, Performing Arts, and Clubs



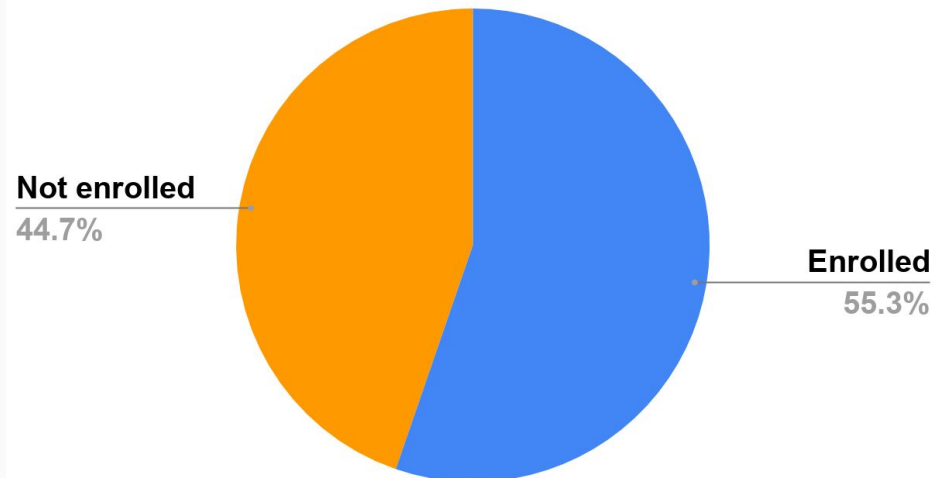
Engagement Data

% of students in fall athletics (7-12)



24 teams offered

% of students (7-12) enrolled in music



21 Music courses offered

Engagement Data: Clubs and Teams

#Teens Respect Teens
1680 Club
Art Club (Middle School)
Art Honor Society
Best Buddies Club
Book Club
CASA High School Set C
CASA Middle School Se
Chief Yearbook (Middle S
Class of 2020
Class of 2021
Class of 2022
Class of 2023
Coding Club
Cultural Club
Dance Club
Economics and Finance
Engineering Club
English Honor Society
Feminism Club
French Honor Society
Gay Straight Alliance
Green Club
Hellenic Club
Indian Ink

Interact Club
International Club
Italian Honor Society
Junior Booster Club
Junior Tower Club

H.S. Clubs: 45
M.S. Clubs: 20
H.S. Athletics: 21
M.S. Athletics: 15

Science Fiction Club
Science Honor Society
Science Olympiad
Social Studies Honor Society
Spanish Honor Society
Student Athlete Leadership Team (SALT)
Student Senate
Students Taking an Active Role (STAR) Club

Football
Cheerleading
Soccer
Cross Country
Field Hockey
Swimming
Tennis
Jew
Jestling
Jwling
Basketball
Swimming
Volleyball
Indoor Track
Jestling
Crosse
Baseball
Softball
Badminton
Golf
Softball
Marching Band
Theatre
Tower Yearbook

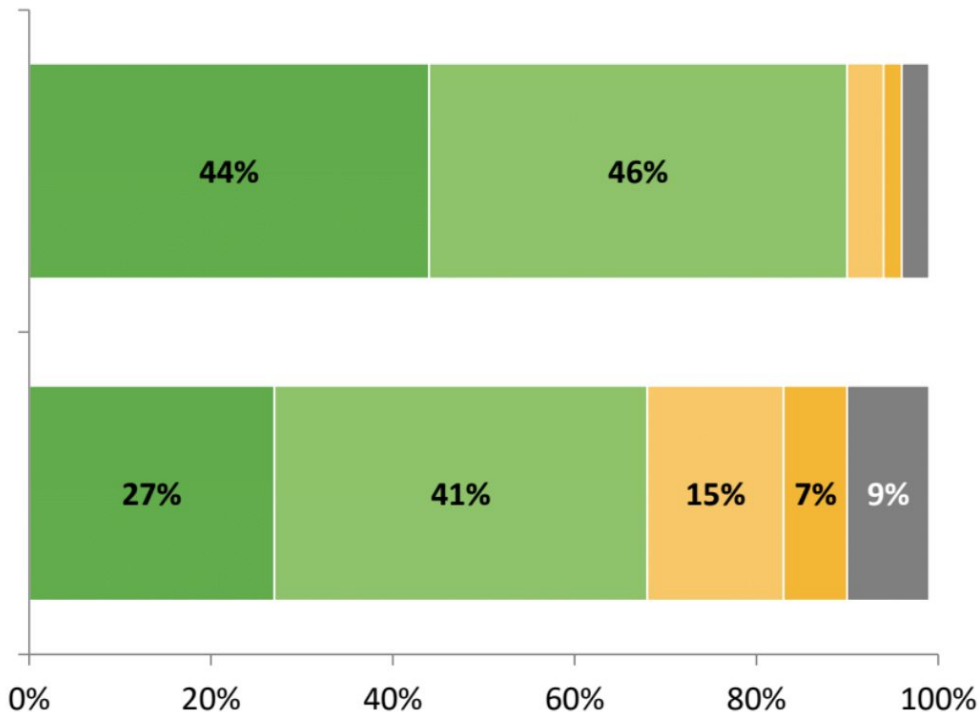
Connectedness

Social and Emotional Well-Being of
Our Students



Connectedness

There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem. (N=1,341)



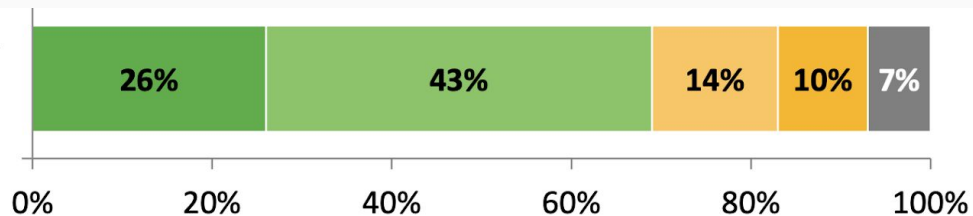
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

Connectedness

Teachers, staff, and students treat each other with respect.
(N=1,338)



Students in this school are treated fairly regardless of their race,
culture, religion, sexual orientation, gender, or disabilities.
(N=1,343)



Strongly Agree Agree Disagree Strongly Disagree Don't Know

Ongoing SEL Initiative

- District-wide Mental Health Team
- 7th Grade Transitions Program
- Elementary Guidance Program
- Design Physical Space to Promote Connections

Next Steps

- Facilitate professional learning opportunities for teachers to use data to inform instructional practices.
- Engage elementary teachers in the use of NWEA data focused on individual student growth.
- Examine accelerated, enrichment, and support practices in an effort to determine their efficacy and recommend modifications as appropriate.
- Measure each student's level of engagement and connection to strengthen programs and the student experience.