( ) Required
(X) Local
( ) Notice

PROGRAMS FOR THE GIFTED AND TALENTED

The Board of Education recognizes the importance of district programs for gifted and talented students. As part of this responsibility, we support a flexible program to promote individual academic growth.

The Discovery Program (Grades 3 through 8)

- Students in grades 3 through 8 will have the following opportunities to participate:
  - Grades 3-5: 180 minutes per six day cycle
  - Grade 6-8: One period alternating days for the school year
- There will be only one entry point per year (September) in elementary and middle schools.

Student Selection starts for all students in the spring of grades 2 and 4:

In the spring of second and fourth grades a standardized cognitive test will be administered to all students as a universal screener.

1. A composite score in the 90th percentile or above on the universal screener (e.g. CogAT, OLSAT, Naglieri, etc.) initiates the eligibility process.
   a. Other standardized cognitive tests for students with disabilities may be considered.
2. Achievement testing in reading and math will be administered for students who scored in the 90th percentile or above on the universal screener.
3. Students who meet the eligibility criteria solely based on their cognitive and achievement test scores will be admitted to the Discovery program.
4. If a student does not meet eligibility criteria based solely on the standardized tests, the evaluation process may continue with a teacher-completed evaluation scale (modified Renzulli scale).
5. If a student does not meet eligibility criteria based on the standardized tests and teacher completed evaluation scale, the evaluation process may continue with a data review (e.g. other standardized measures, benchmark assessments, performance samples, etc.)

Appeals Process:

A parent or faculty member who believes the testing was not indicative of their students' abilities may request that additional data points be collected and reviewed. A written appeal request must be submitted within two weeks (14 days) of receiving the child's initial testing scores to the Discovery teacher in your child's school building.

Eligibility for rising students in grades 4 and 6:

For students in grades 3 and 5, a parent or faculty member who believes the testing was not indicative of their students' abilities may request that additional data points be collected and reviewed. A written appeal request must be submitted by May 1.

New Entrants:

New entrants to the District may be recommended for the Discovery Program by their teachers or parents after their first marking period in the District. The above initial eligibility process will be followed.

Math Enrichment Program (Grades PK through 5)

- Students in grades PK through 5 will have the following opportunities to participate:
  - Grades PK-1: Minimum of 1 day per six-day cycle for 35 minutes
  - Grades 2-5: 1 day per six-day cycle for 60 minutes
- There will be only one entry point per year (September).

Student Selection starts for all students in the spring of previous school year

Grades PK-1:

- PK: 99% Spring Math NWEA/CLI Engage; K-1: 99% Spring Math NWEA
- Final Mathematics Report Card Grade (Minimum average of 3.75 when considering all components)
- Student performance based on classroom observation

Grades 2-5:

- 95% Spring Math NWEA
- Final Mathematics Report Card Grade (Minimum average of 3.75 when considering all components)
- Student performance based on classroom observation

New Entrants:

New entrants to the District may be recommended for the Math Enrichment Program by their teachers or parents after their first marking period in the District. The above initial eligibility process will be followed.

- Note that the Math NWEA would be administered to the student upon arrival to the District

Double Acceleration Program
Initial Entry Point

Hewlett-Woodmere Public School District strives to provide a rich and challenging mathematics program for all students. Since the implementation of the Next Generation Learning Standards, students have been exposed to more rigorous content. The District has established criteria (outlined below) to identify students whose needs are not met by this increased rigor alone. When students reach the middle school level, if they meet the criteria, they will be eligible to be placed in Math Seven as sixth graders.

The three steps for admission are as follows:
• NWEA-MAP (Measure of Academic Progress)
o Grade 5 RIT score > 248
o Students must first score at least a 248 on the spring administration of the NWEA
***If RIT score is > 252, skip to the third element

Cognitive Ability Test (CogAT)
• Top 5% in Quantitative and Composite scores: The CogAT is administered in spring of 4th grade. The percentile rank of the quantitative and composite sections must have an average of at least 95
• Teacher Recommendation
o Student Interview: The student will be interviewed by the building principal and/or the mathematics chair

An appeal will only be considered if the first two elements of the criteria are met. These elements are a way to ensure that students will be challenged appropriately and be able to succeed in Math Seven and beyond.

The District shall implement an appeals process for Grade 5 students to take the Cognitive Abilities Test (CogAT) if:

1. A teacher determines that the student may benefit from math double acceleration in grade 6, and
2. The student either: a) Did not take the CogAT in Grade 4, b) Did not perform at a level commensurate with their perceived abilities on the Grade 4 CogAT, or c) a parent requests their child retake the CogAT for consideration for math double acceleration in Grade 6.

If a student does not meet the criteria above, the student can still select to take Algebra I in eighth grade. This will enable the student to reach higher levels of mathematics in the high school program.

Double Acceleration Program
Additional Entry Point

The District has established additional criteria to identify accelerated students whose mathematical abilities exceed the standard curriculum.

Eighth-grade students enrolled in Algebra I Honors who meet the criteria below will have the opportunity to advance their math education when they reach high school.

Specifically, eligible ninth-grade students would co-enroll in Geometry Honors and Algebra 2 Honors, effectively accelerating their mathematical progress by one year.

1 MATRIX DESCRIPTION

Eighth grade students must be enrolled in Algebra 1H with a minimum class average of 97 (Q1-Q3) to be considered for the additional entry point into the Double Acceleration Pathway.

2 MATRIX WEIGHTINGS

Test Average x2 + Class Average + NWEA + Local Assessment ≥ CUTOFF SCORE *

- The appropriateness of this score is re-evaluated yearly. Currently the cutoff score is 11 out of 15 points. Students scoring 11 or above are eligible for entry.

	1 POINT	2 POINTS	3 POINTS
Math Class Average (Q1-Q3)	• 97.0-97.9	• 98.0-98.9	• 99.0-100
Math Test Average (Q1-Q3)	• 96.0-97.5	• 97.6-98.9	• 99.0-100
Spring NWEA Math %	• 90-93	• 94-96	• 97-100
Local Assessment (Out of 50pts)	• 32-36	• 37-41	• 42-50

Ref: Education Law §3208(5)
8 NYCRR Part 142; §§117.3(g)

Adopted: April 16, 2024
Amended: November 20, 2024, July 1, 2025, August 20, 2025, September 17, 2025