

Miller Place UFSD Student Performance Results 2022-2025

Susan G. Craddock, Assistant Superintendent

Presentation to the Board of Education

March 25, 2026



Miller Place UFSD Strategic Plan



Pillar II: Student Academic Performance Improvements

“The district is unwavering in its commitments to raising the bar on academic excellence. Through data-driven strategies, guidance of personalized student interests and strengths, and support of educators, we will equip our students to excel academically while becoming confident and adaptable learners.”



New York State Regents Exams 2022-2025



Regents Proficiency Results 2022-2025

Exam	2022	2023	Change	2024	Change	*Change from 2022	2025	Change	*Change from 2022
ELA	93	93	0%	93	0%	0%	92	-1%	-0.4%
Algebra I	87	89	+2.3%	90**	+1.1%	+2.9%	86	-4%	+1.5%
Geometry	75	81	+8%	87	+7.4%	+12%	94**	+7%	+16.4
Algebra II	71	90	+26.8%	97	+7.8%	+31.7%	94	-3%	+31.9%
Global History & Geo	91	93	+2.2%	93	0%	+2.2%	93	0%	+2.2%
U.S. History & Gov	N/A	97	N/A	98**	+1.0%	+1.0%	95	-3%	-0.5%
Earth Science	77	77	0%	81	+5.2	+2.6%	78	-3%	+2.1%
Living Environment	94	91	-3.2%	89	-2.2%	-4.3%	91	+2%	-3.9%
Chemistry	57	77	+35.1%	73	-5.2%	+31.6%	83	+10%	+36.3%
Physics	44	70	+59.1%	82	+17.1%	+72.7%	64	-18%	+63.6%

*Represents the average scores from 2023, 2024 and 2025 compared to 2022

**First Regents administration in alignment with new standards



Regents Mastery (85 $\geq$) Results 2022-2025

Exam	2022	2023	Change	2024	Change	*Change from 2022	2025	Change	*Change from 2022
ELA	59	67	+13.6%	64	-4.5%	+11.0%	60	-6.25%	+7.9%
Algebra I	22	35	+59.1%	30**	-16.7%	+44.7%	19	-36.7%	+27.3%
Geometry	21	16	-23.8%	23	+43.8%	-7.1%	26**	+13.0%	+3.1%
Algebra II	19	26	+36.8%	23	-11.5%	+28.9%	29	+26.1%	+36.8%
Global History & Geo	32	39	+17.9%	40	+2.6%	+23.4	50	+25.0%	+34.4%
U.S. History & Gov	N/A	51	N/A	41**	-19.6%	-19.6%	41	0%	-10.9%
Earth Science	38	42	+10.5%	50	+19%	+21.1%	49	-2%	+23.7%
Living Environment	48	41	-14.6%	41	0%	-14.6%	42	+2.4%	-13.9%
Chemistry	16	21	+31.2%	28	+33.3%	+53.1%	21	-25.0%	+45.8%
Physics	18	22	+22.2%	30	+36.4%	+44.4%	16	-46.7	+25.9%

*Represents the average scores from 2023, 2024 and 2025 compared to 2022

**First Regents administration in alignment with new standards

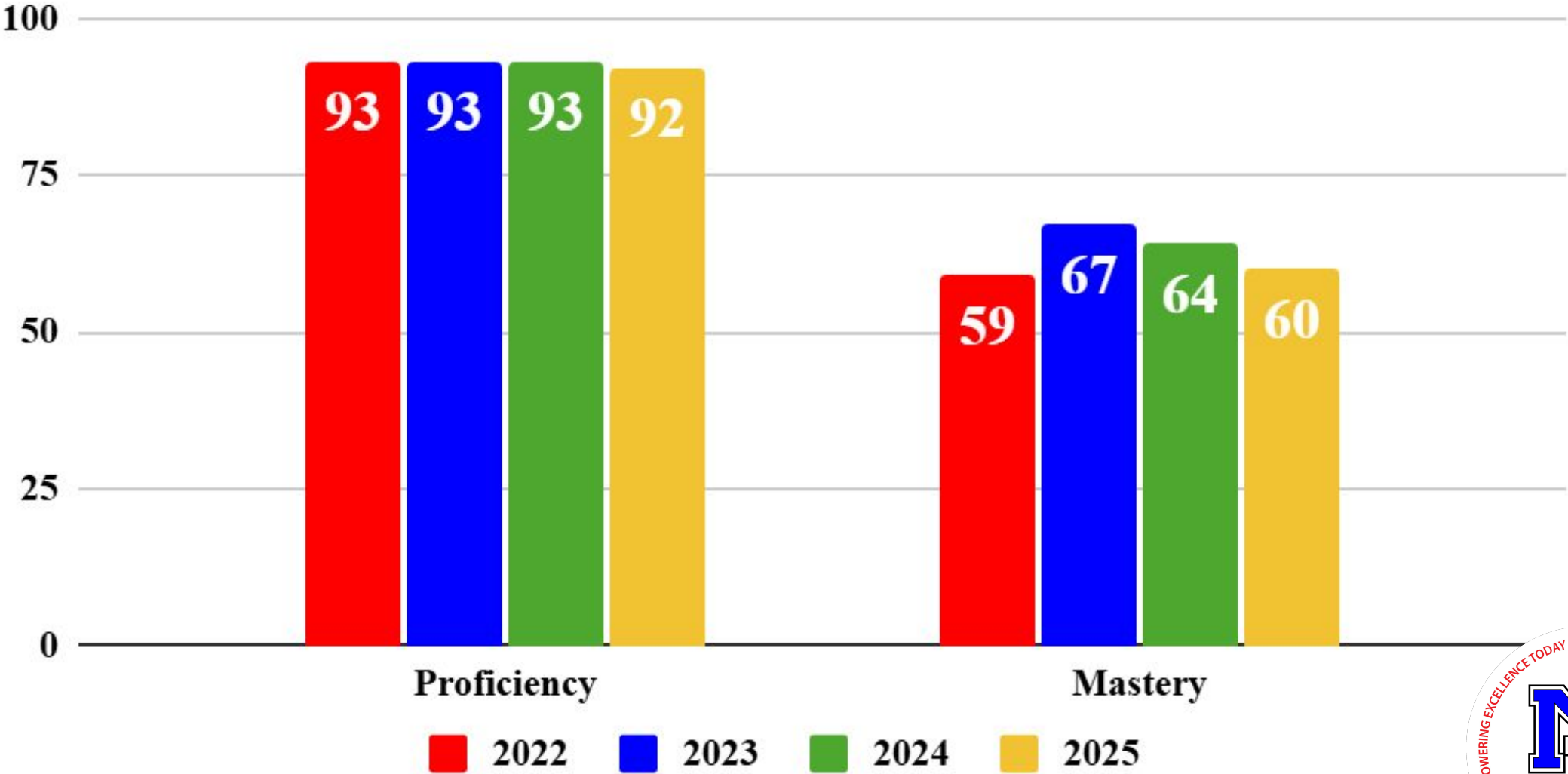


English Language Arts Regents

2022-2025



English Language Arts Regents (Grade 11)

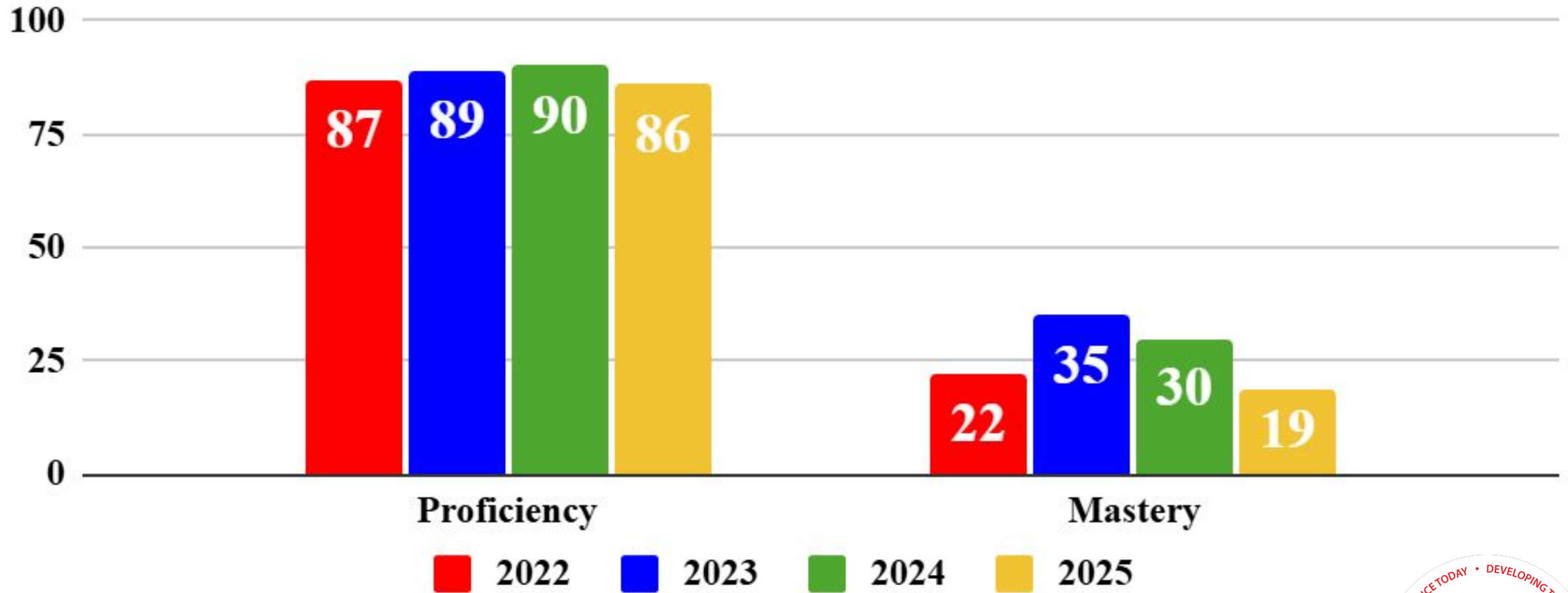


Math Regents

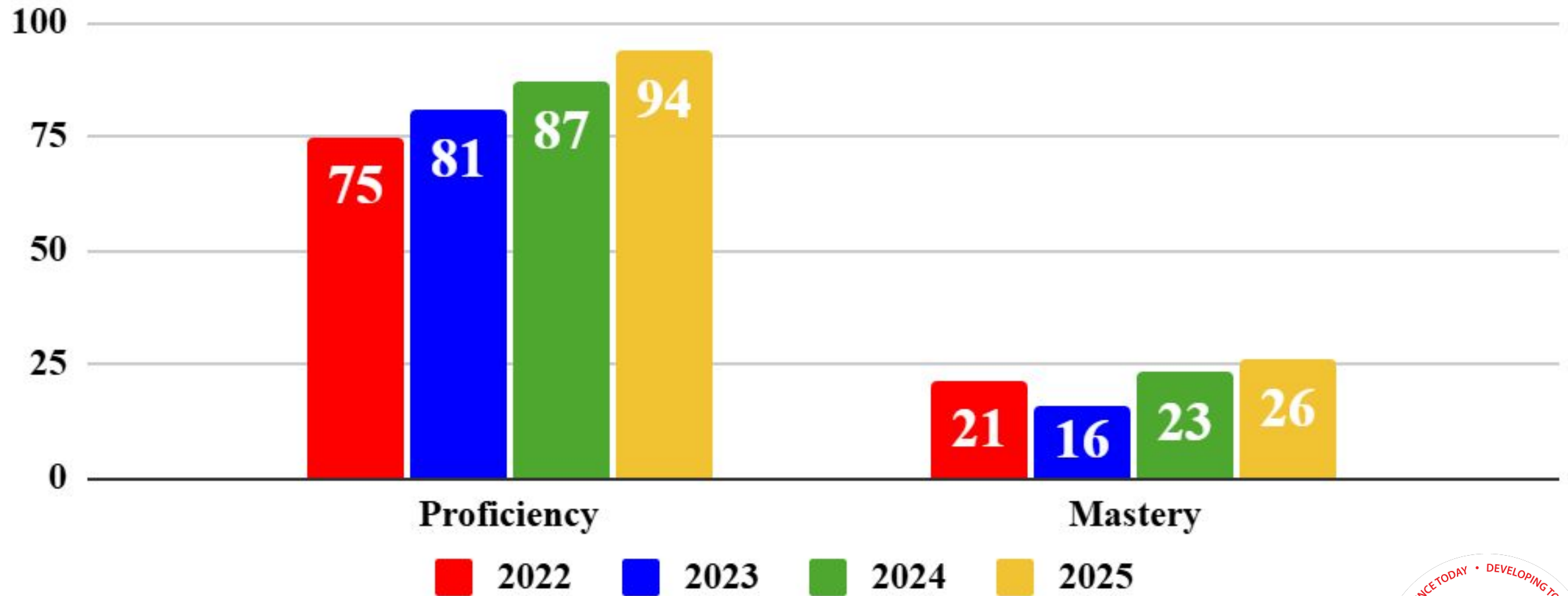
2022-2025



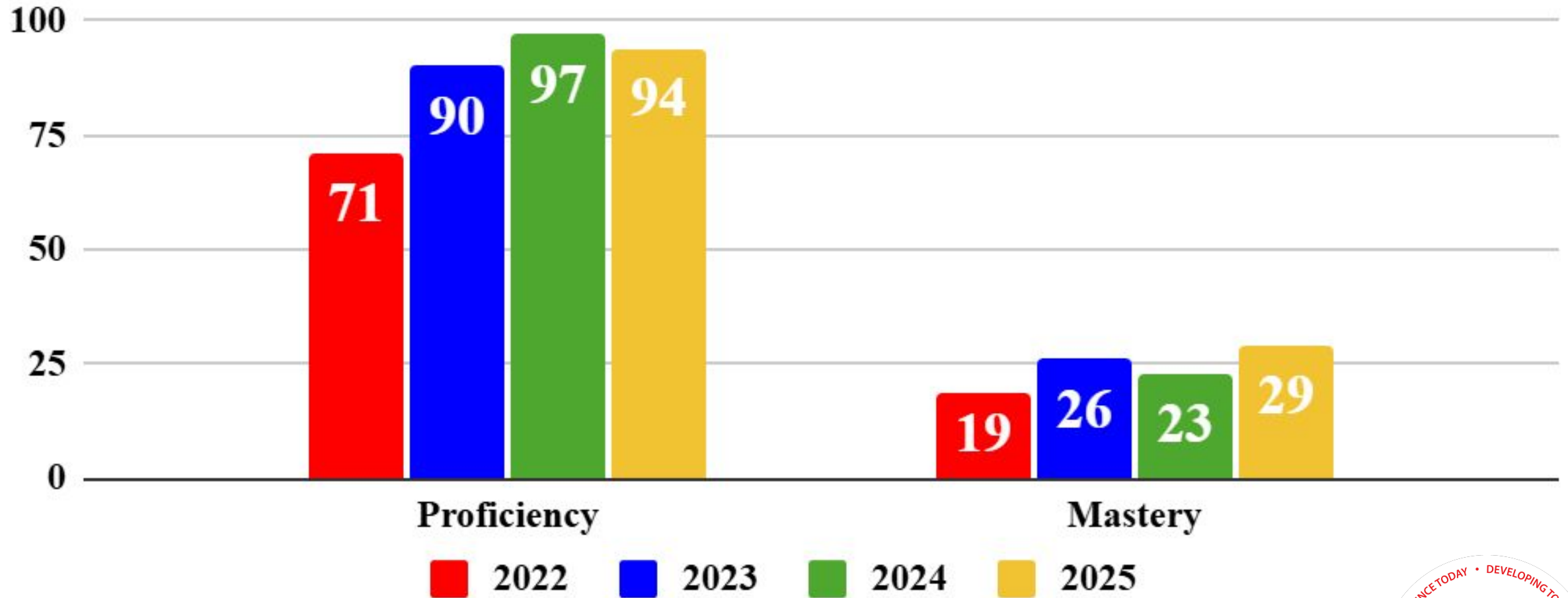
Algebra I Regents (Grade 8 Accelerated/Grade 9)



Geometry Regents (Grade 9 Accelerated/Grade 10)



Algebra II Regents

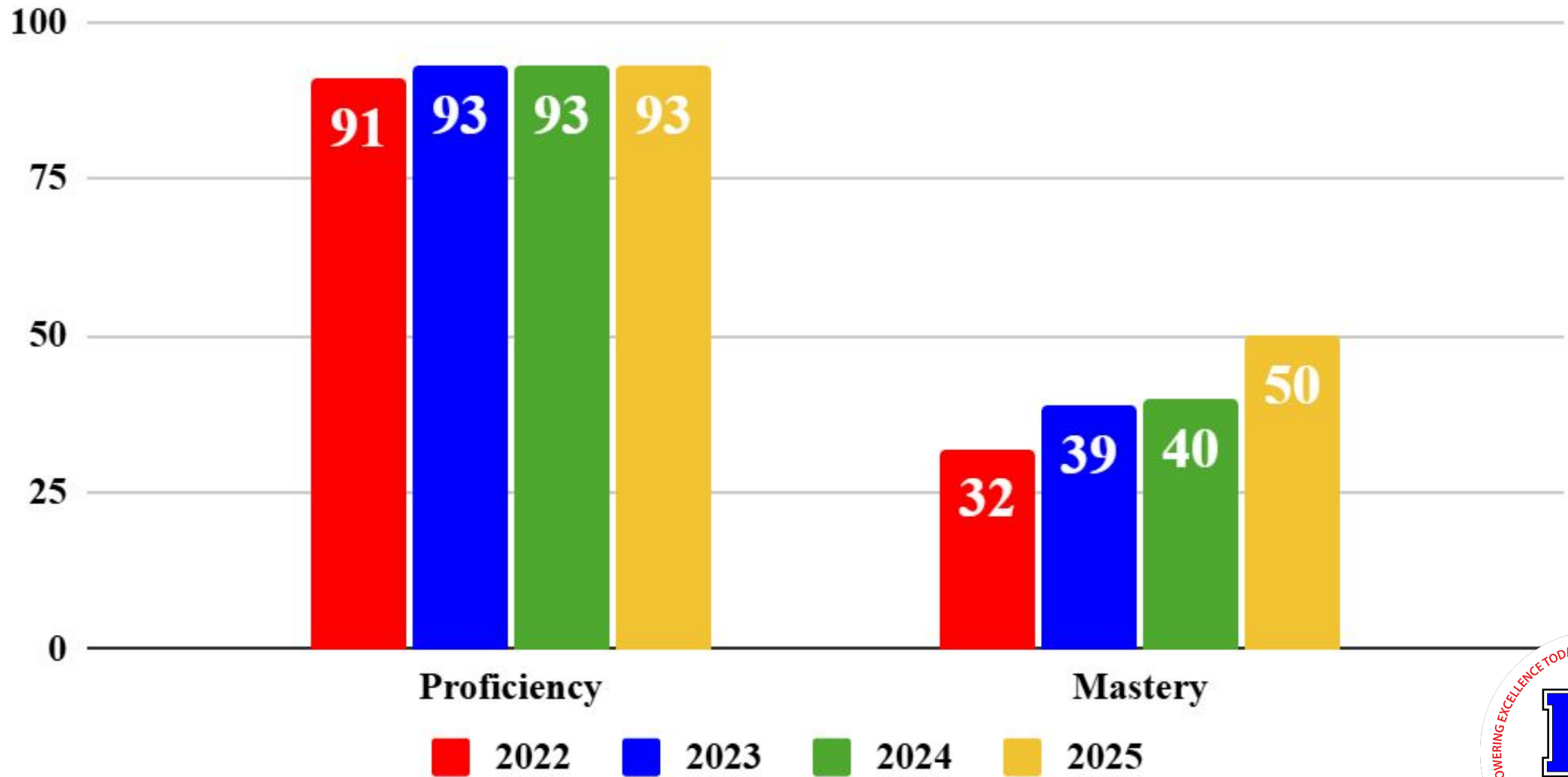


Social Studies Regents

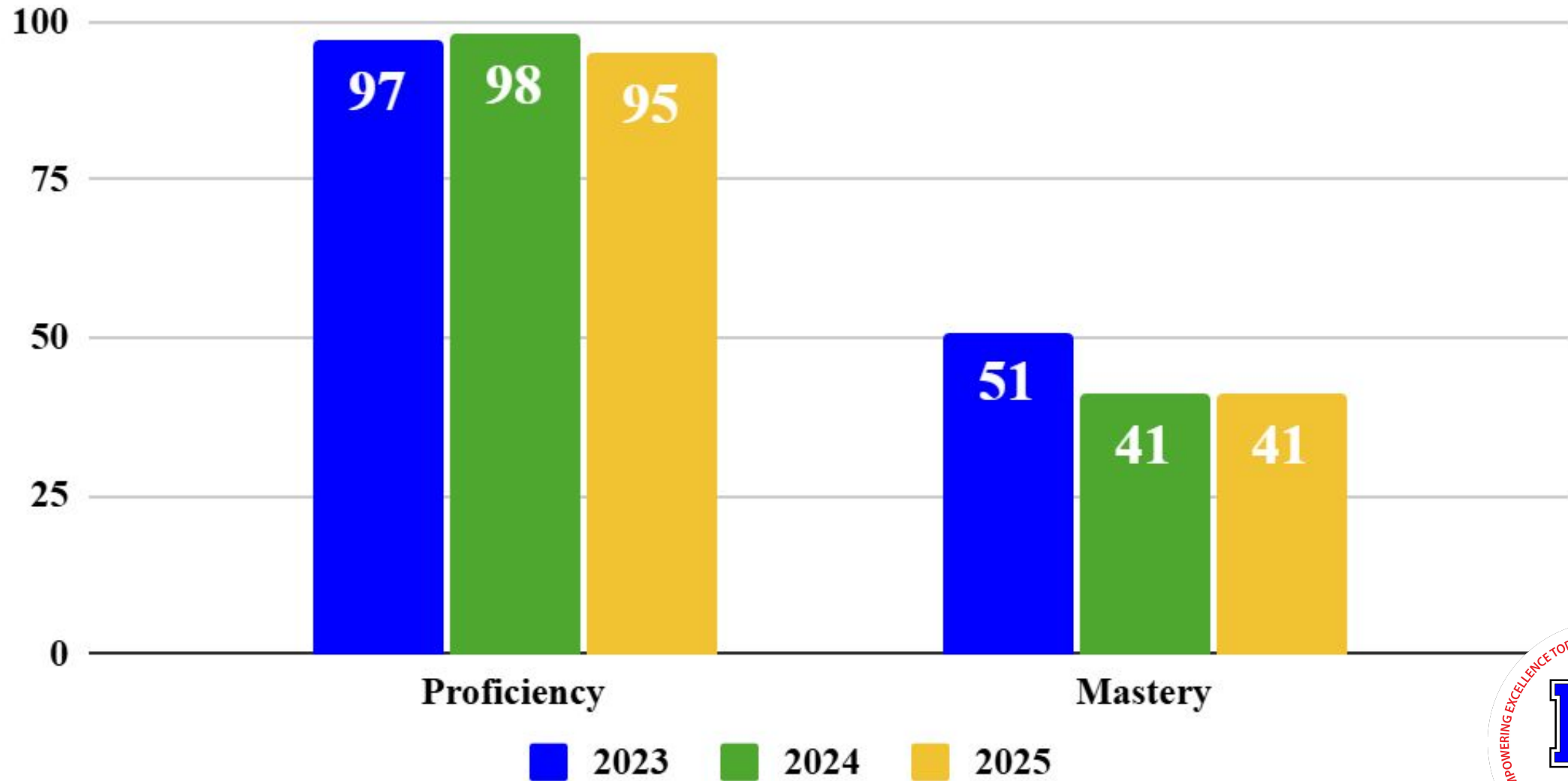
2022-2025



Global History and Geography Regents (Grade 10)



US History Regents (Grade 11)

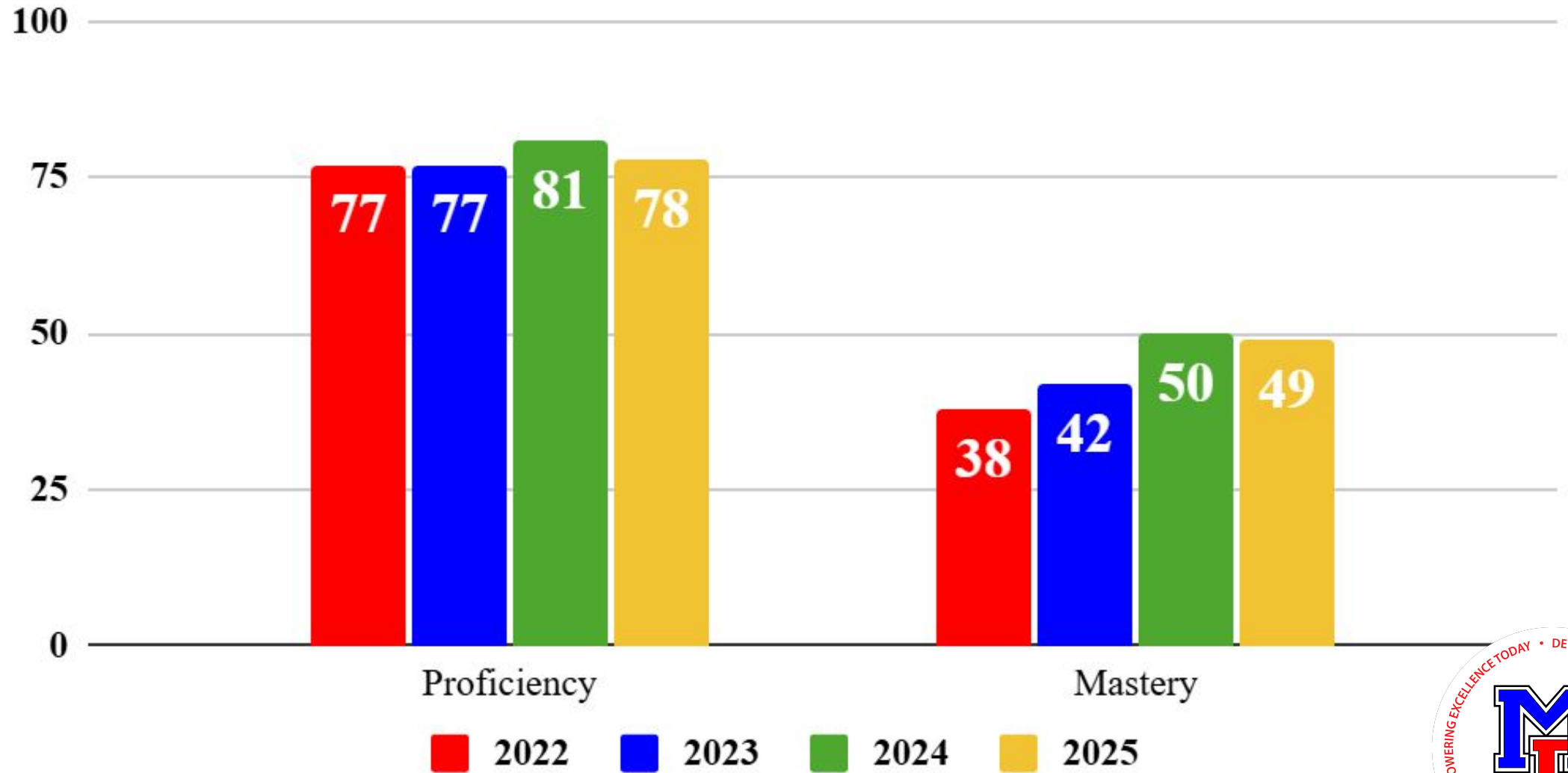


Science Regents

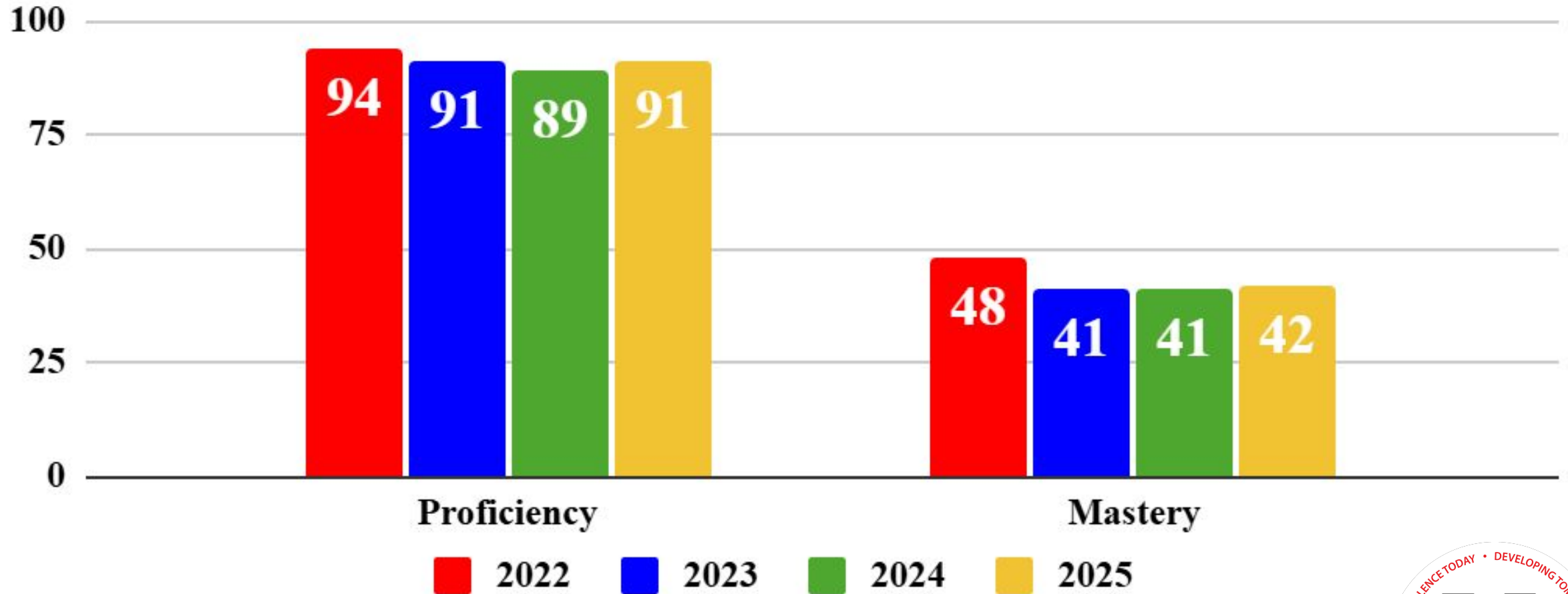
2022-2025



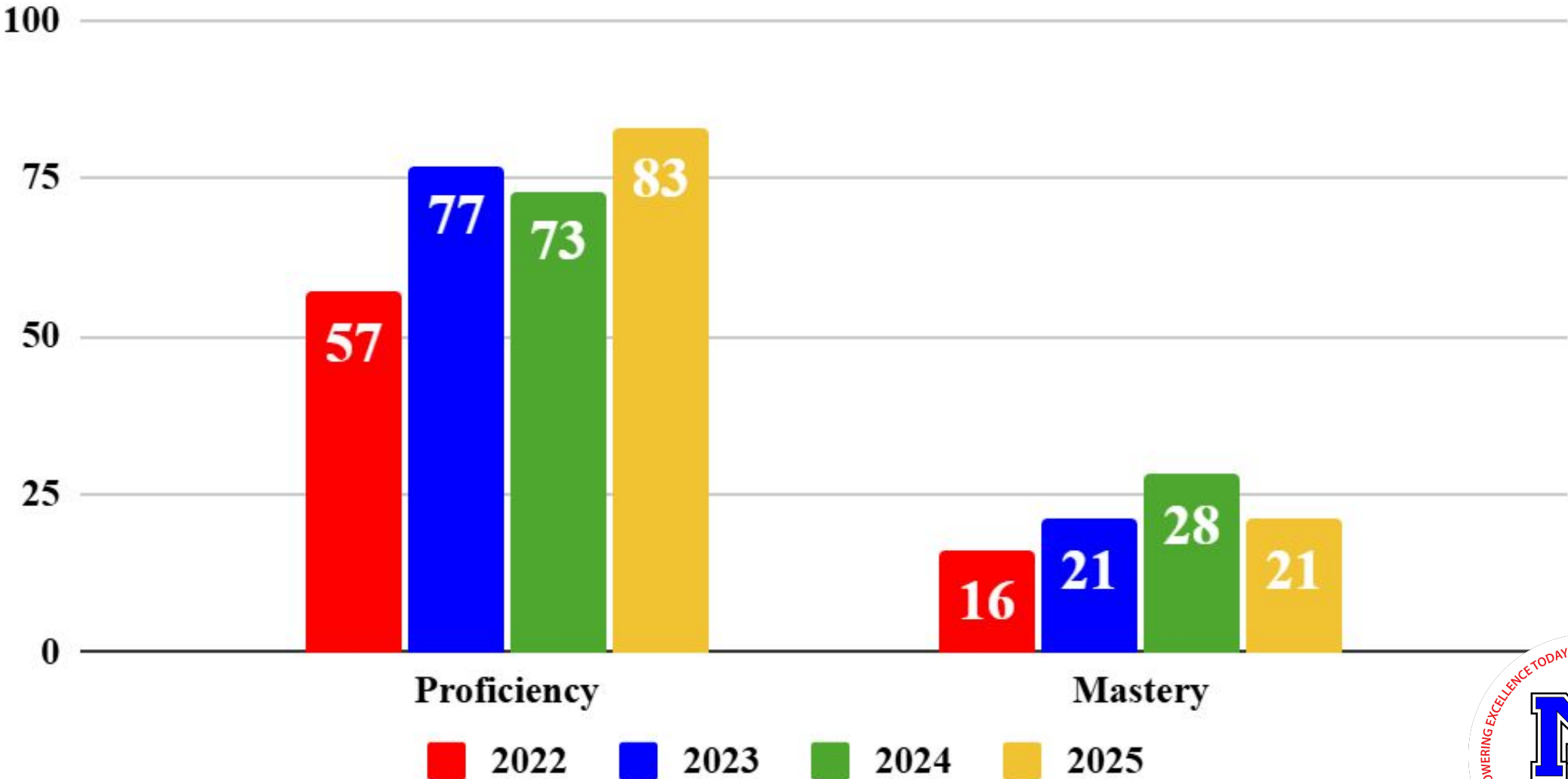
Earth Science Regents (Grade 8 Accelerated/Grade 9)



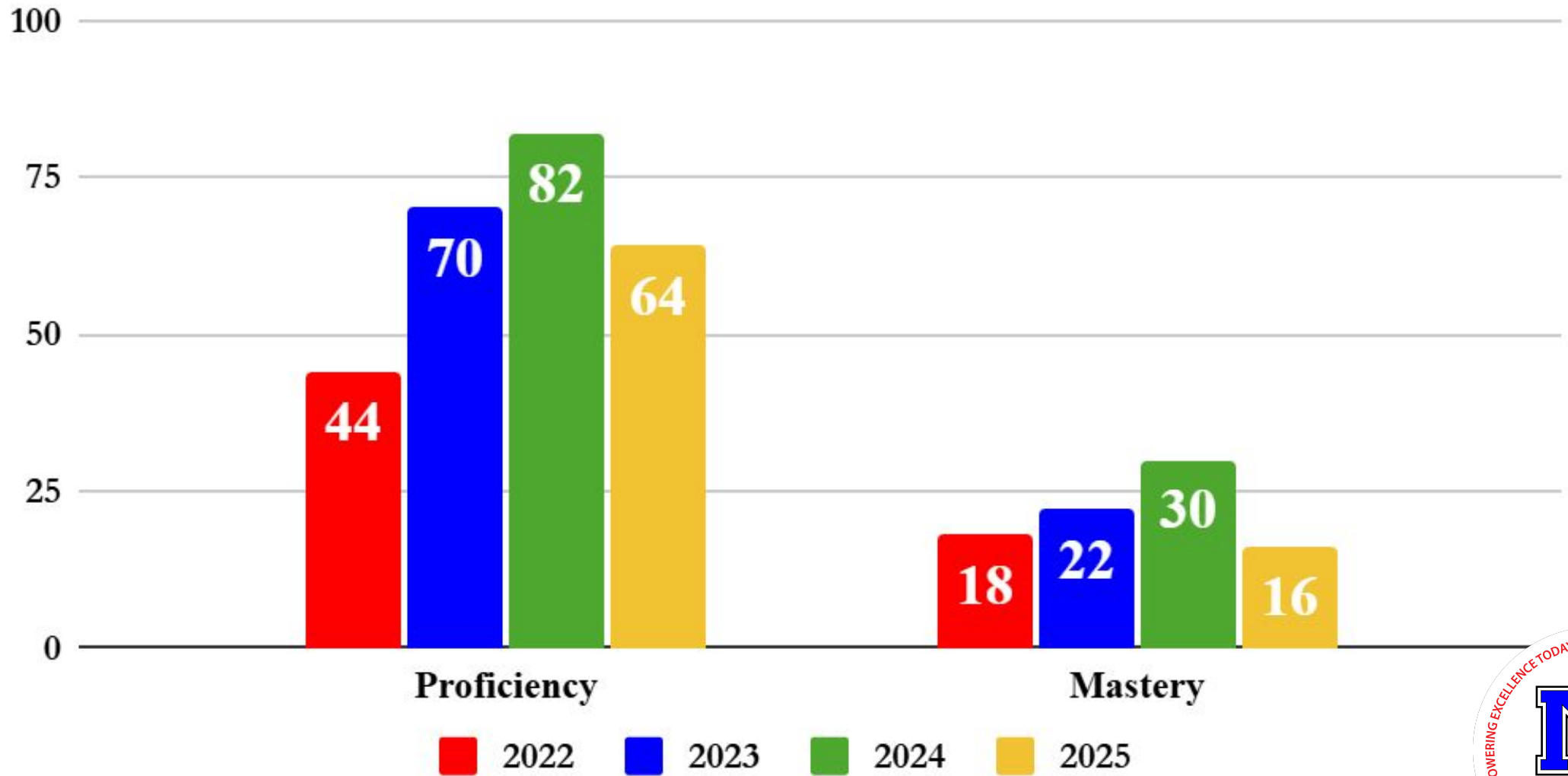
Living Environment Regents (Grade 9 Accelerated/Grade 10)



Chemistry Regents (Grade 10 Accelerated/Grade 11)



Physics Regents



Miller Place High School Advanced Placement Exams 2024-2025



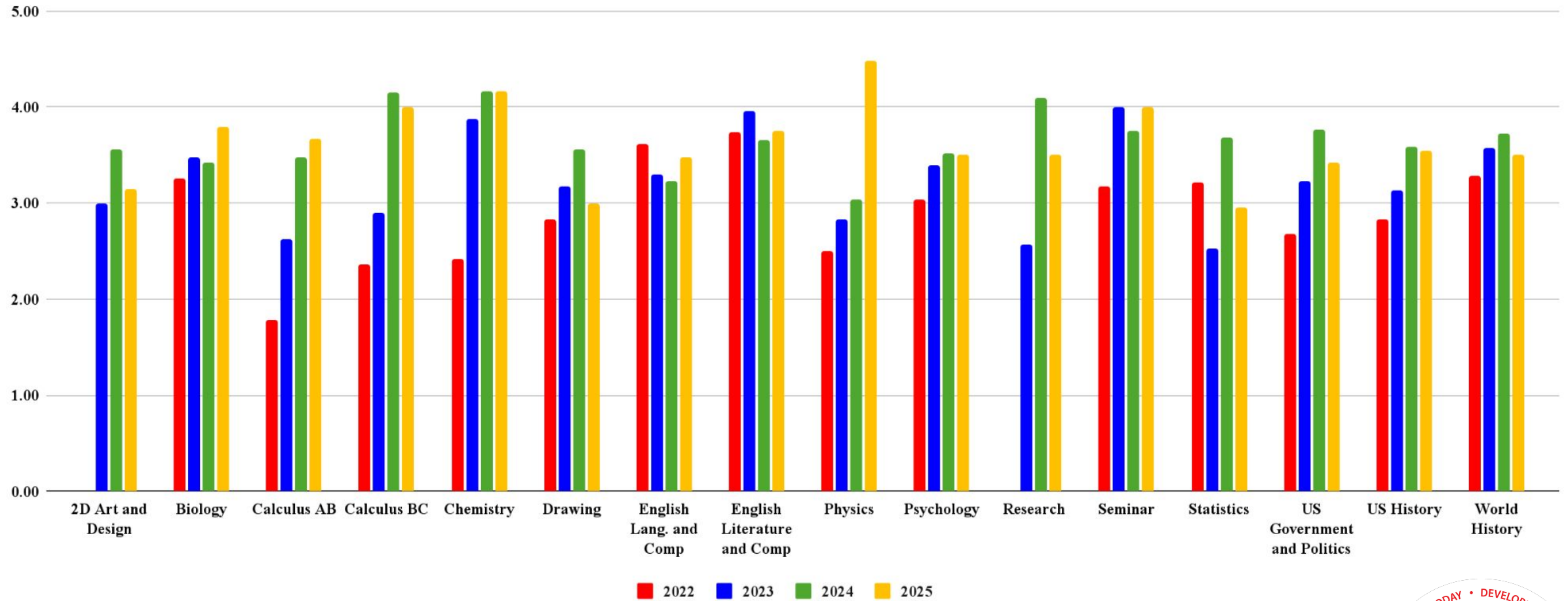
Miller Place Advanced Placement Enrollment

Advanced Placement Information	2022-2023	2023-2024	Change	2024-2025	Change	2025-26	Change	Change from 2022
Student Enrollment Grades 10-12	611	628	+17	587	-41	565	-22	-7.53%
AP Student Enrollment	243*	233*	+35	268*	+50	304*	+36	+25%
Percentage of Students Enrolled in AP Courses	38%	37.1%	+5%	47.5%	+11%	53.8%	+6%	+41.5%

*Students taking at least 1 Advanced Placement course



Miller Place Advanced Placement Exam Average Score Comparison by Subject 2022-2025

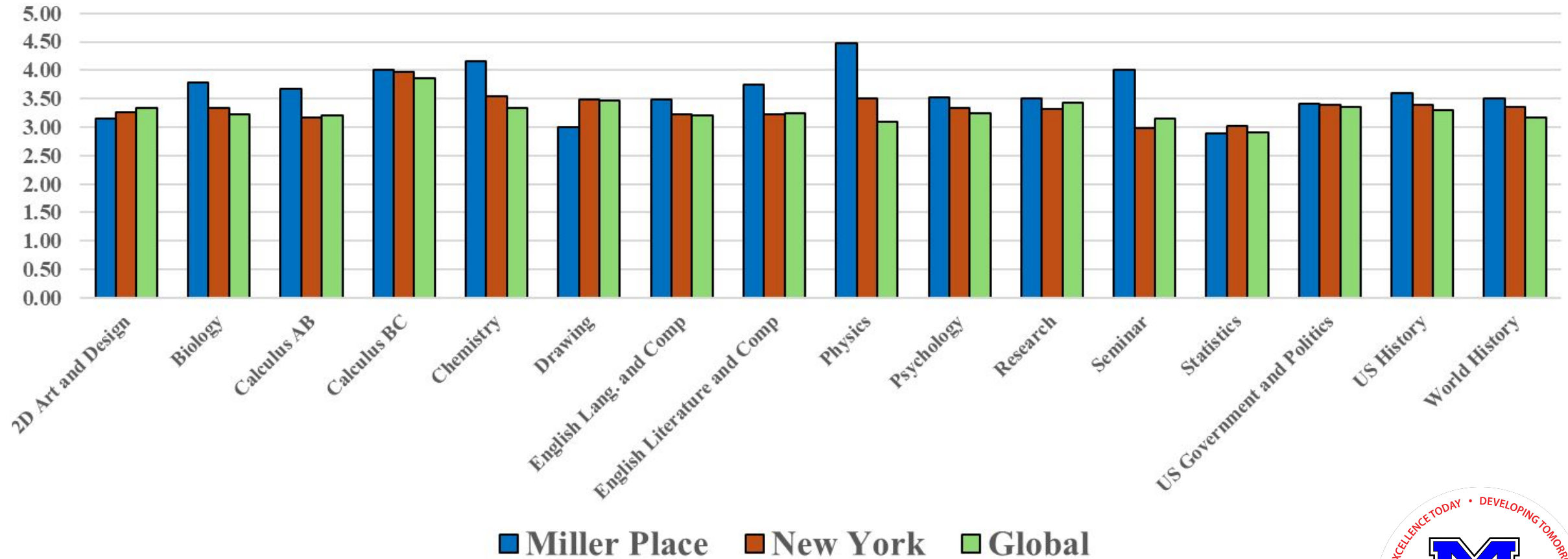


*There were no 2D Art and Design AP Exams taken in 2022

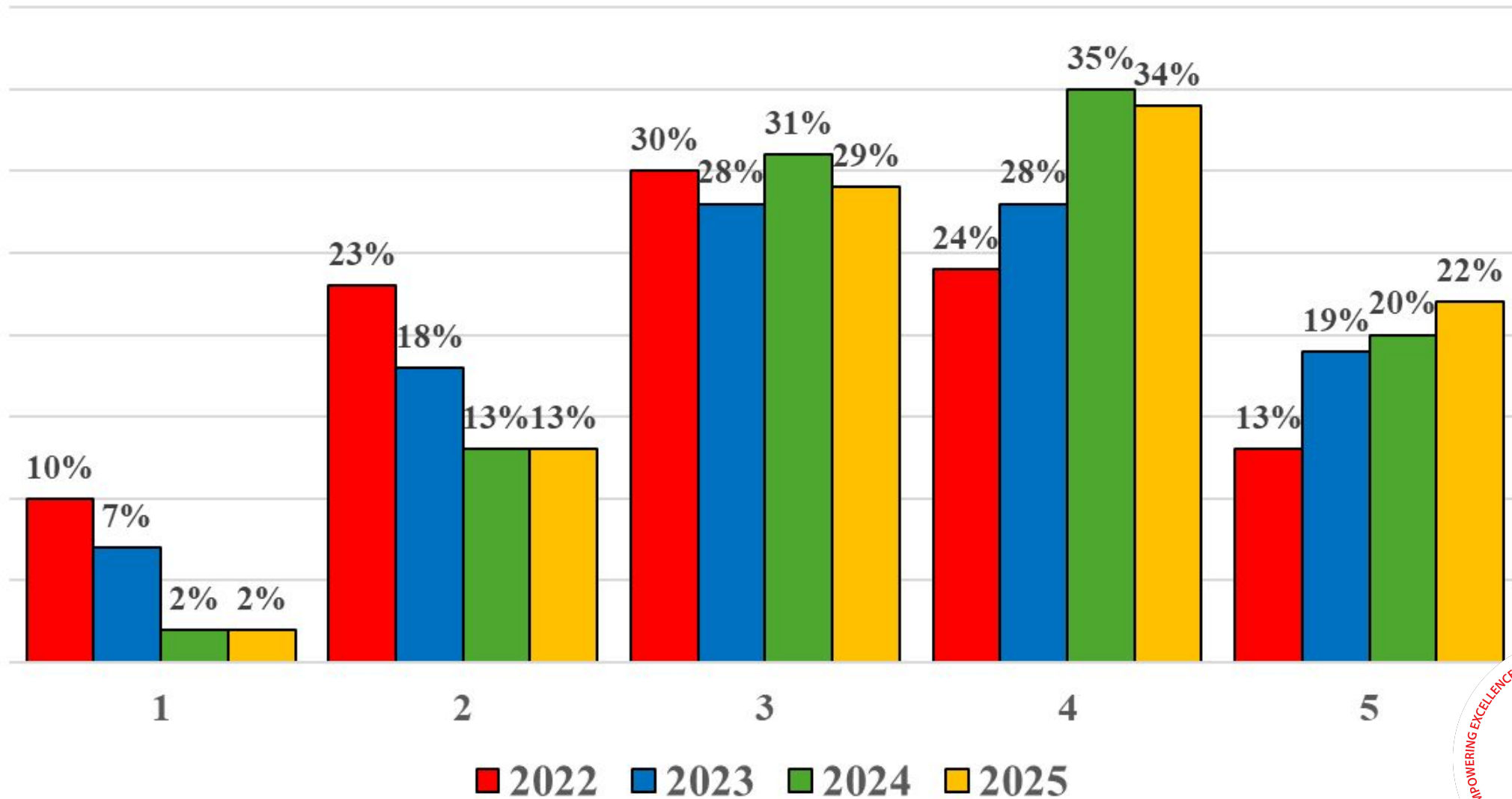


Advanced Placement Average Score Comparison 2025

MPHS, New York State, and Global

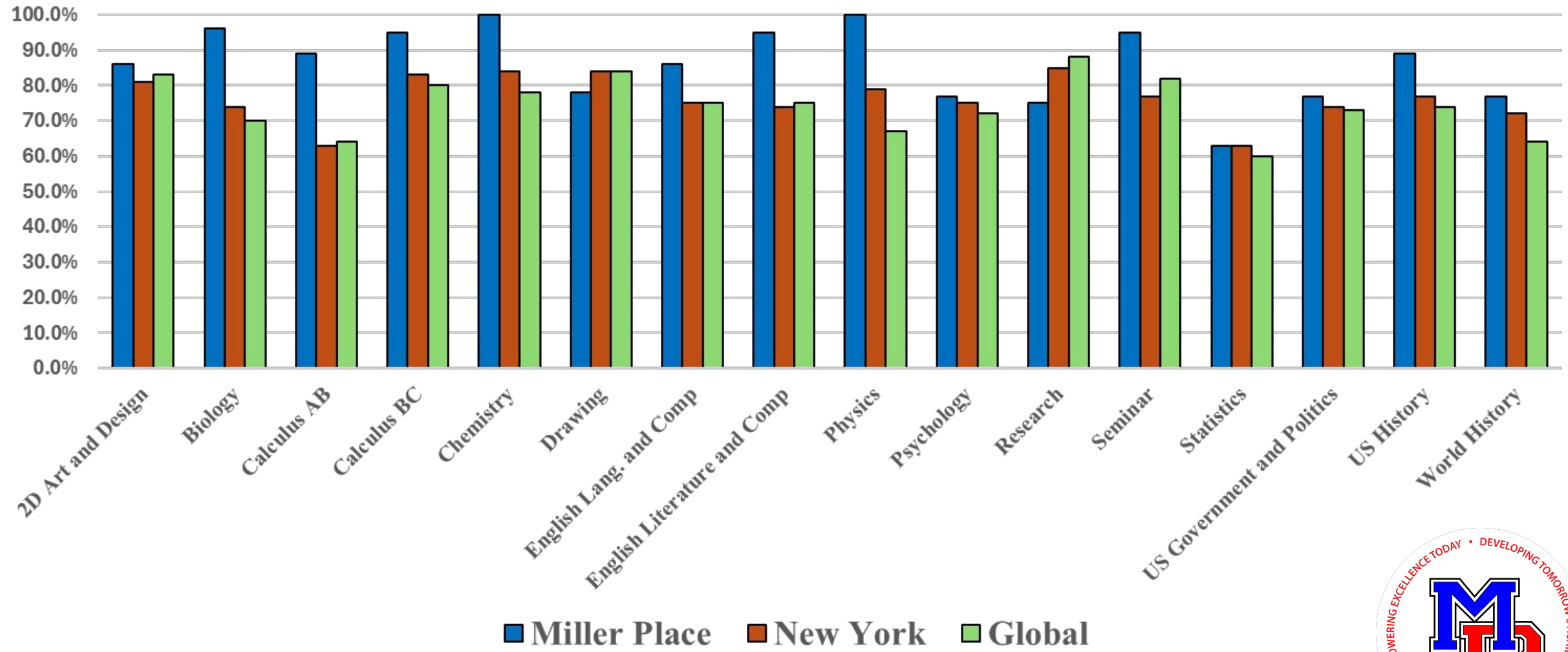


Miller Place Advanced Placement Exams by Score 2022-2025



Advanced Placement Percent of Students Scoring 3 or Above

MPHS, New York State, and Global by Subject 2025



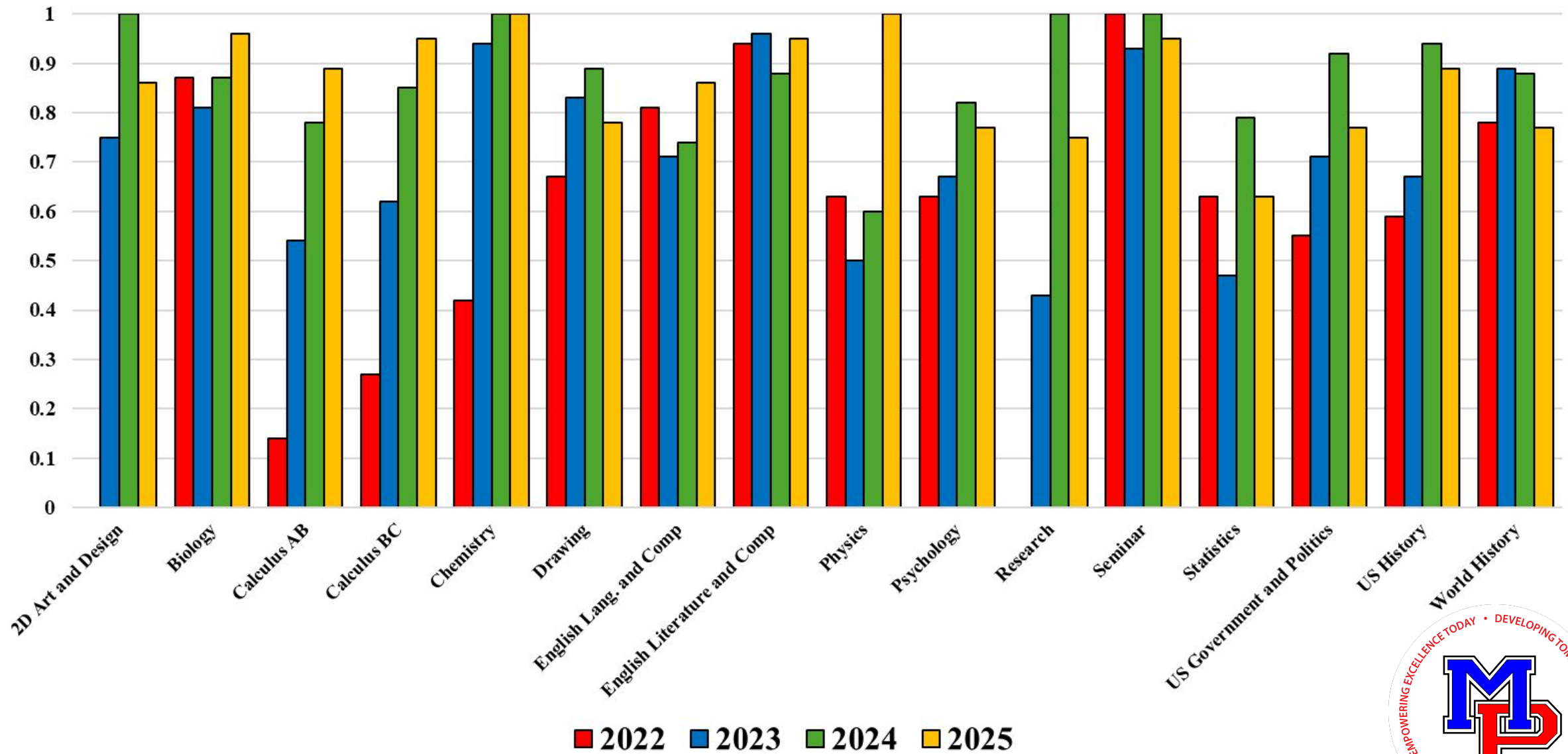
Miller Place Advanced Placement Results Overview

Advanced Placement Information	2021-22	2022-23	Change	2023-24	Change	2024-25	Change	Change from 2022
AP Student Enrollment	243	233	-10	268	+35	304	+36	+10.4%
Students Scoring 3 or Above	183	188	+5	241	+53	259	+18	+25.3%
Percentage of Students Scoring 3 or Above	75.3%	80.7%	+5.4%	89.9%	+9.2%	85.2%	-4.7%	+13.2%

*Represents the average scores from 2023, 2024 and 2025 compared to 2022



Miller Place Advanced Placement 3+ Score Comparison 2022-2025



AP College Board School Honor Roll

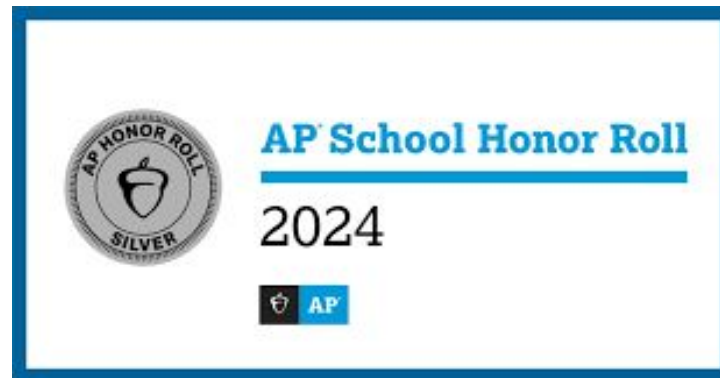
- Recognizes schools that “reflect a commitment to increasing college-going culture, providing opportunities for students to earn college credit, and maximizing college readiness.”
- Recognizes schools across four levels of distinction.
 - Platinum, Gold, Silver, and Bronze
- Criteria* includes:
 - *College Culture*: 40% or more of the graduating cohort took at least 1 AP Exam during high school.
 - *College Credit*: 25% or more of the graduating cohort scored a 3 or higher on at least 1 AP Exam during high school.
 - *College Optimization*: 2% or more of the graduating cohort took 5 or more AP Exams during high school. At least 1 of those exams was taken in 9th or 10th grade, so that students are spreading their AP experience across grades rather than feeling disproportionate pressure in any single year.

*Criteria are anchored in research-based relationships between AP and college outcomes



AP College Board School Honor Roll 2025:

Miller Place High School – Silver Level



NWEA Data

Academic Years 2022-23 through 2024-25



Miller Place UFSD Strategic Plan

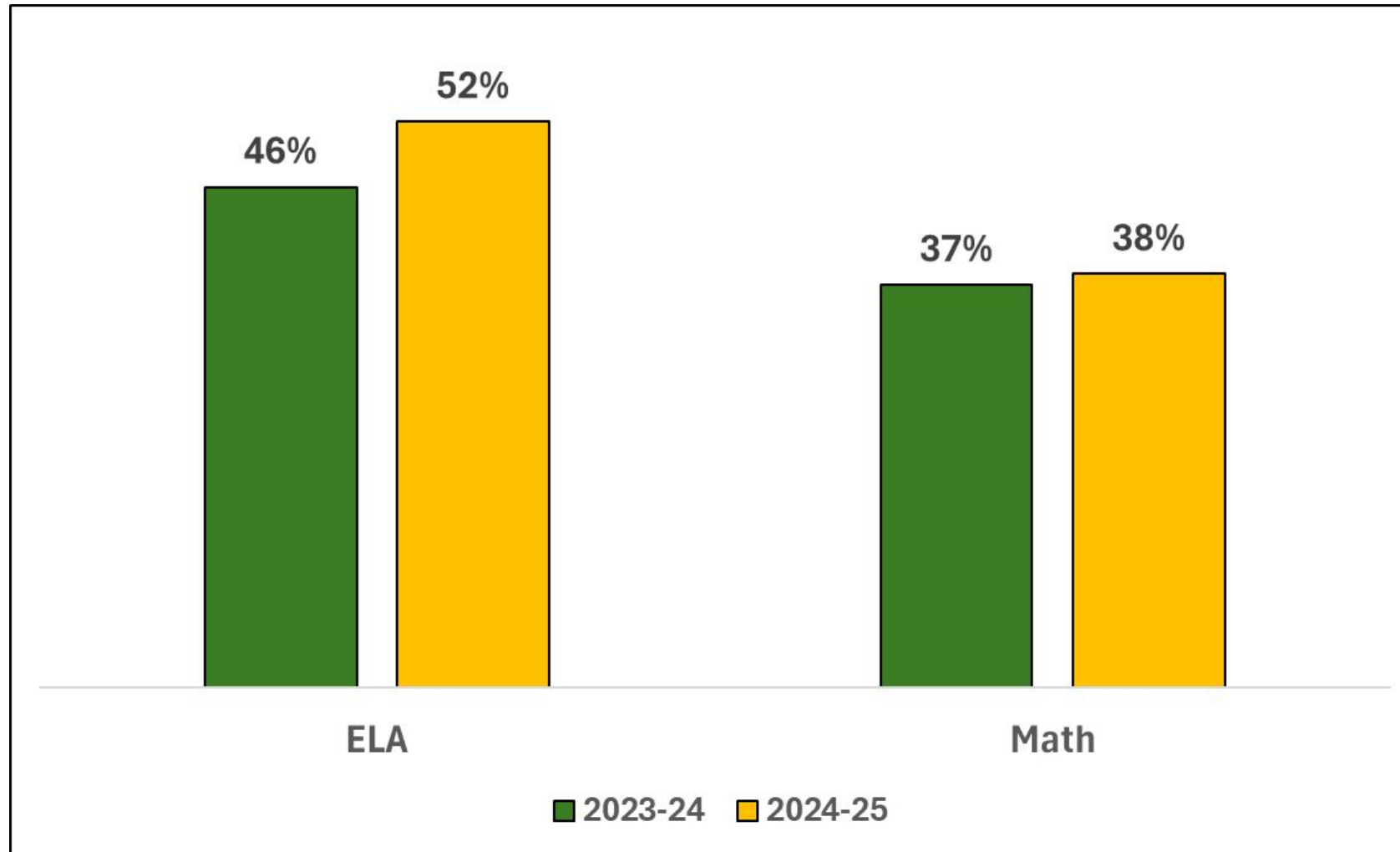


Pillar II: Student Academic Performance Improvements

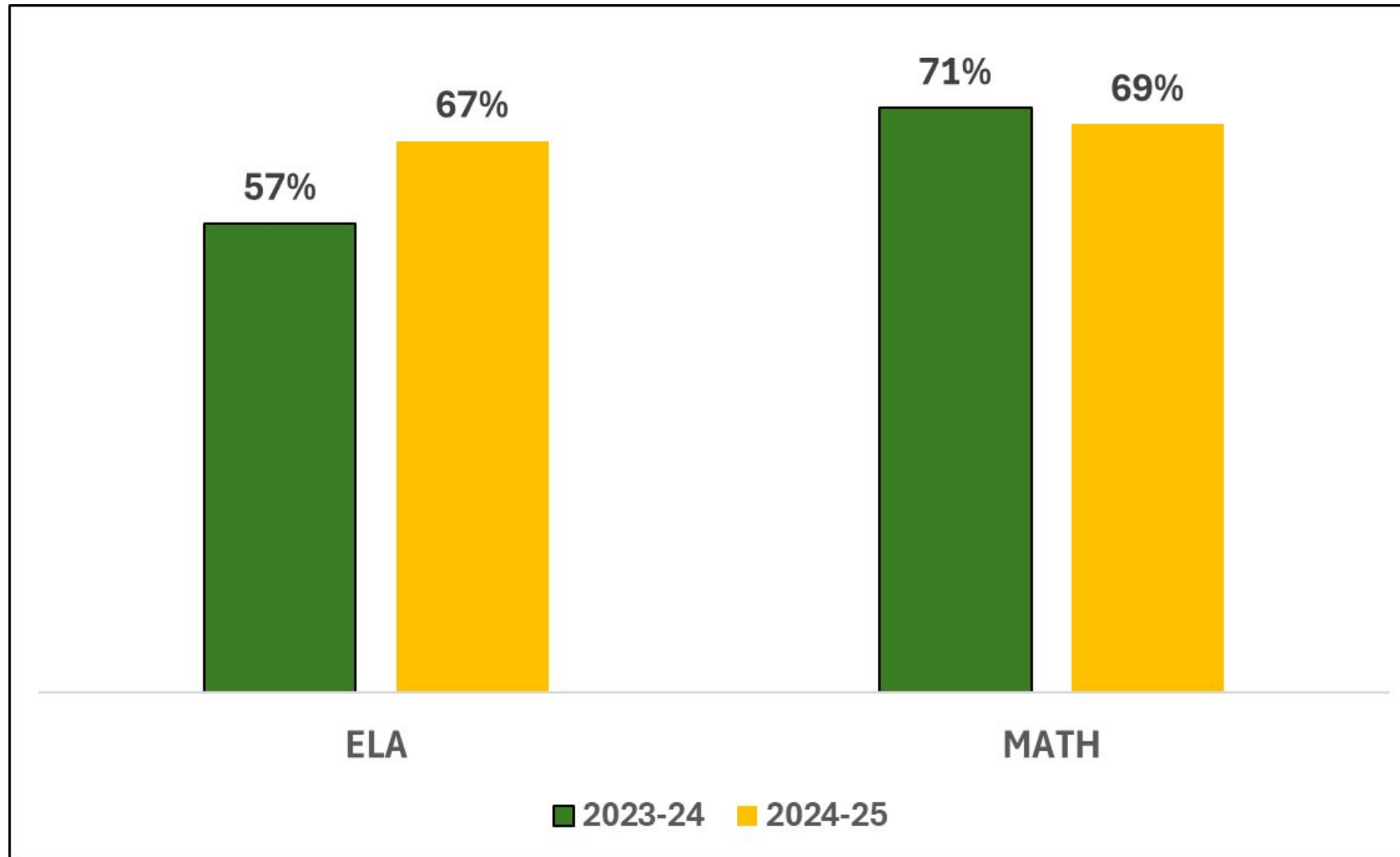
“There will be a 5% increase in the percentage of students in grades 2-8 meeting annual growth standards in Math and Reading as determined by the Northwest Evaluation Association (NWEA) standardized assessment results.”



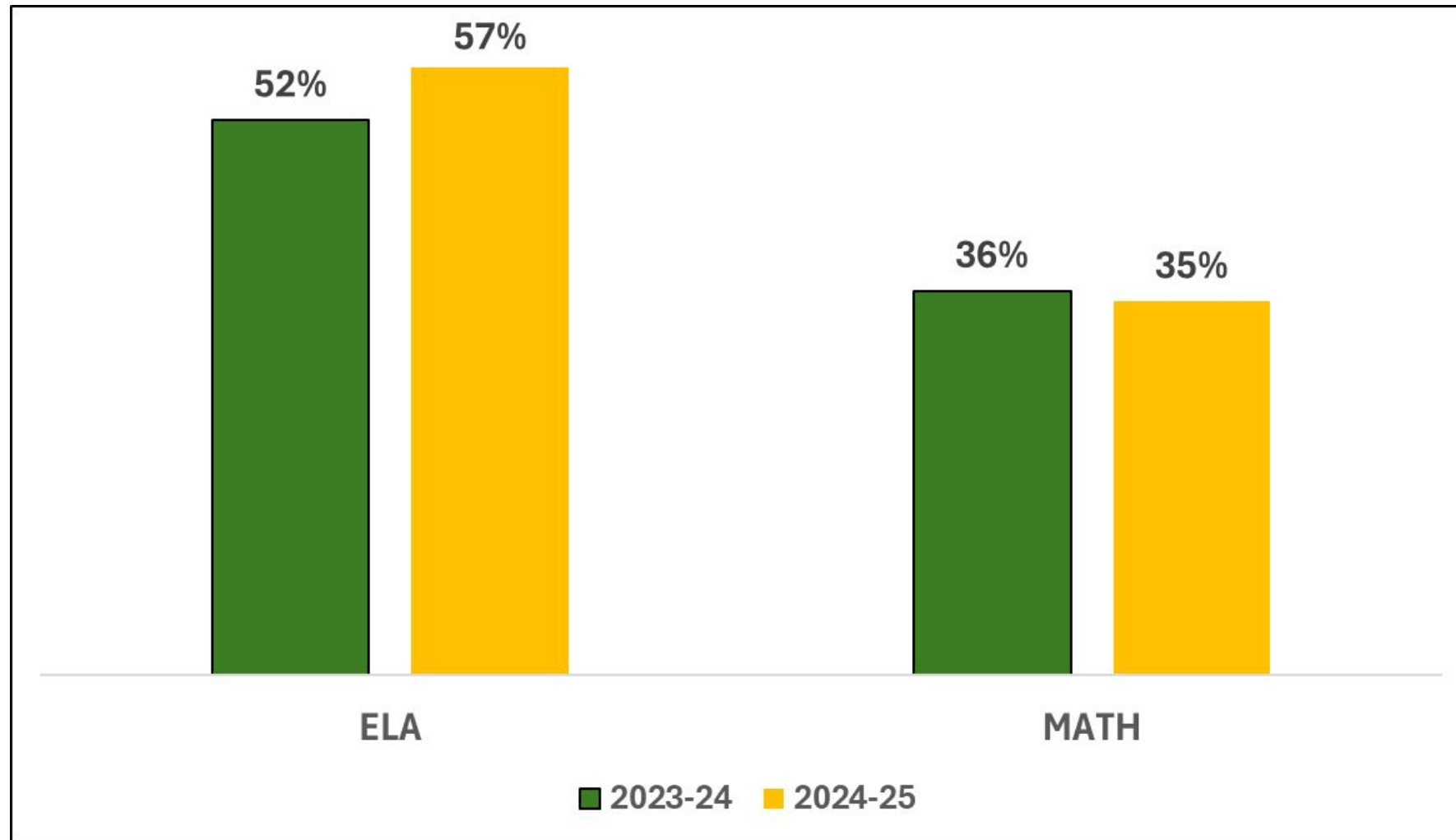
Students in Grades 2-8 Meeting NWEA Defined Growth Targets



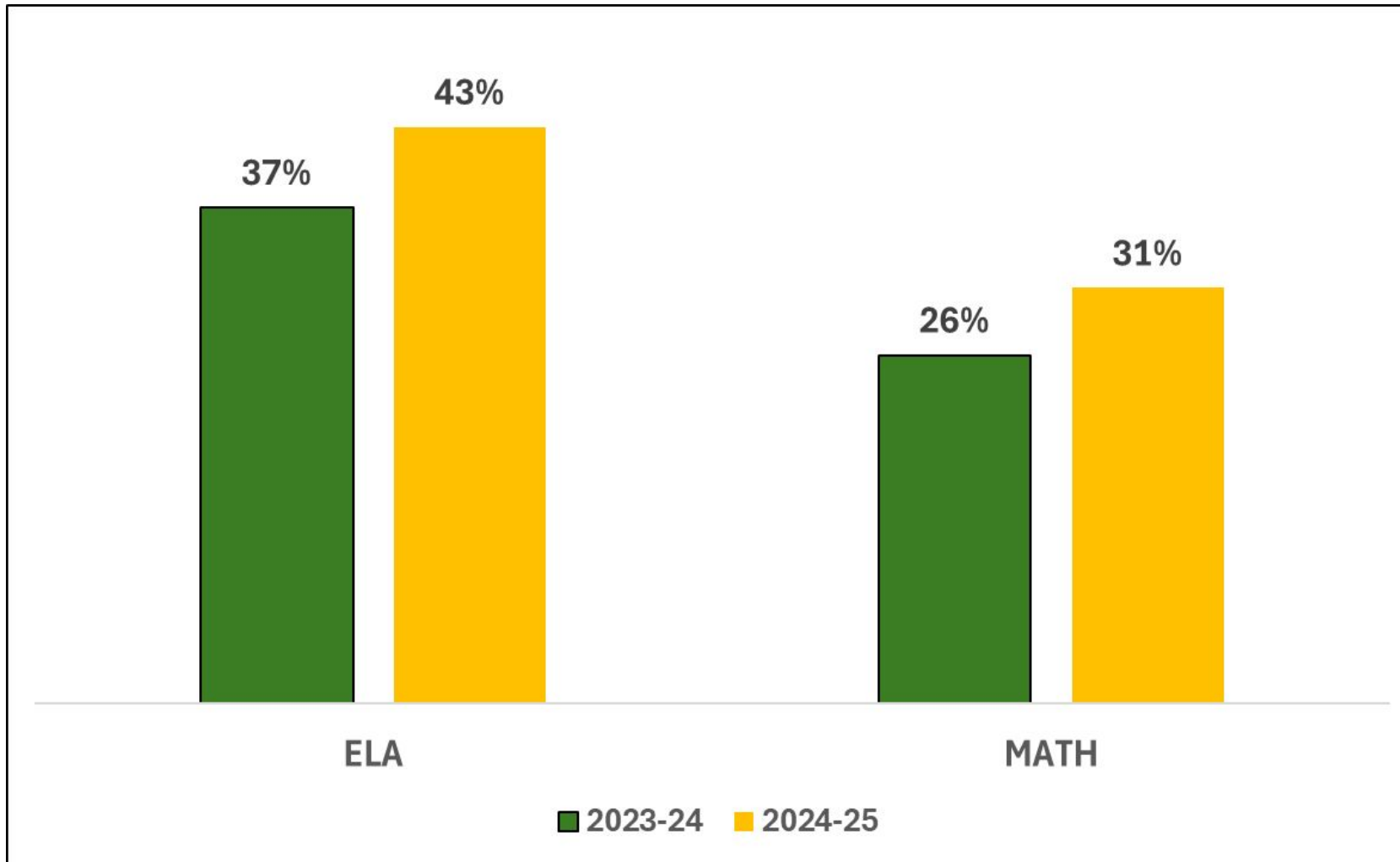
AMPS Grade 2 Students Meeting NWEA Defined Growth Targets



LADSBS Students Meeting NWEA Defined Growth Targets



NCRMS Students Meeting NWEA Defined Growth Targets



Supporting Growth in Teaching and Learning - Ongoing Supports

- Rigorous Instruction
 - Focus on essential questioning and differentiated instruction
 - Audit (digital and print) resources and materials
 - Advanced Placement, College Level (Dual Enrollment), and Honors courses
 - Professional Development and Articulation
 - Departmental articulation: assessment data analysis, curriculum and assessment alignment
 - Articulation within and outside of the district.
- Enhance Inclusive Co-teaching (ICT) classroom strategies.
- Focus on shifts toward more authentic and applied learning experiences.
- Design learning experiences that cultivate the District Strategic Plan and NYS Portrait of a Graduate competencies, ensuring students demonstrate academic readiness, critical thinking, collaboration, communication, and civic engagement.
- Explore alternate assessment options in alignment with new graduation requirements and pathways NYSED *NY Inspires*.
- Offer experiential, real-world learning opportunities through field trips, performances, and guest speakers.
- Reimplementation of Elementary Spring Parent-Teacher Conferences



Supporting Teaching and Learning in Humanities - Initiatives

- K-12 Literacy to align with Science of Reading (SoR) and research-based practices across content and grade levels.
- Vertical realignment of elementary HMH *Into Reading* assessments and grading/gradebooks in grades K-6.
- Implementation of *Foundations* (systematic phonics program designed to teach foundational reading and spelling skills) in grade 3 in 2025-26.
- Implementation of Decodables in grade K and 1 and *Heggerty* Phonemic awareness (Year 3 of grade K implementation).
- Provide elementary students with hands-on civic experiences that develop the knowledge, skills, and dispositions recognized by the New York State Civic Seal of Readiness.
- Support the implementation of the new elementary Nassau BOCES Social Studies curriculum units in 2025-26, which replaced Putnam Northern Westchester (PNW) BOCES curriculum units.
- Social Studies inquiry-based learning, DBQs and CRQs, thematic essays, and Civics Learning.
- Dual enrollment opportunities - new AP Human Geography in 2026-27.
- Implementation of the district *Seal of Civic Readiness* in 2026-27.
- Review and update English 11 curriculum based on 2026 Regents data.
- Review NWEA Reading assessment data to address learning gaps and instructional needs and goal setting and conferencing in 2025-26.
- Library Media Specialist instruction to develop information literacy and research skills.



Supporting Teaching and Learning in Math - Initiatives

- Review and align the *NYSED Numeracy Practices* with core instruction in grades K-12.
- Support the implementation of the elementary Eureka Math program, while examining elementary standards and curriculum, and considering alternative instructional resources.
- Review NWEA Math assessment data to address learning gaps and instructional needs and student goal setting and conferencing in 2025-26.
- Support MTSS Math with Bridges Math in grades K-2.
- Realignment of elementary Math assessments and grading/gradebooks.
- Review and update Algebra I and Geometry curriculum based on 2026 assessment and Regents data.
- Review and update Algebra II curriculum in preparation for the new Regents exam in June 2027.
- Financial Literacy curriculum preparations for 2026-27 (Secondary) and 2027-28 (Elementary) including K-12 grade-banded topical audit.
- Professional development related to Math *Performance Level Descriptors* (PLDs)
- Professional development opportunities specific to Math enrichment within instructional
- New Math courses in 2026-27 - *Project Math* and Mathematics in *Strategy and Storytelling*.



Supporting Teaching and Learning in Science - Initiatives

- Curriculum development and instruction to support the new New York State Science Learning Standards (NYSSLs) phenomenon-based instruction.
- Implementation of Science investigations (2023-24) in preparation for Regents level exams.
- Review and update of Earth and Space Science and Biology curriculum based on the 2025 exam results.
- Review and update of Chemistry and Physics curriculum in preparation for the June 2027 exam.
- Review NYS Grades 5 and 8 Science assessment data to inform learning gaps and make adjustments to curriculum and resources.
- Earth and Space Science Honors 8th grade course (new in 2025-26).
- Science 7 Honors (2026-27 implementation).
- New textbook adoption (TBD) Grades 6-8 to support NYSSLs.
- Planning for a STEAM-based classroom at LADSBS to support experiential learning opportunities.
- Climate Education curriculum preparations for 2027-28 (Secondary) and 2028-29 (Elementary) in grade-banded topical audit.



Supporting Teaching and Learning in Encore Subject Areas - Initiatives

- Increased participation in the *Seal of Biliteracy* in 2025-26 and 2026-27.
- Provide more opportunities for engagement in engineering and problem-solving (in Technology courses).
- Update and maintain the MPHS Technology room/lab to expand equitable, hands-on learning opportunities that prepare students with the skills, experiences, and problem-solving abilities needed for college, careers, and an evolving workforce.
- Support a progression of Digital Fluency and Computer Literacy skills and engineering practices from elementary level to high school.
- Review and update Computer Internet Literacy course curriculum.
- Provide opportunities to engage with experts from the field as appropriate.



Next Steps...

- Utilize building-level Data Inquiry Teams to inform instruction;
- Ongoing grade level and departmental articulation including data analysis and discussions to assess student strengths and weaknesses;
- Ongoing professional development opportunities which aligns with needs identified by the data;
- Ongoing curriculum alignment, mapping, and professional development;
- Continue to assess the quality and quantity of remedial and support services;
- Continue to assess the quality and quantity of enrichment opportunities;
- Maintain and support a culture of collaboration;
- Review the areas that require improvement, analyze the data, and make necessary instructional and curricular adjustments in collaboration with faculty and administration as needed.



Questions

