Elmont Union Free School District

Cultivating Scholars and Global Citizens

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Elmont Union Free School District

Cultivating Scholars and Global Citizens

- 2024-2025 Education Goal #1:

- Student Outcomes: Improve the performance of all students in reading, math, and science, through high quality curriculum resources, instruction, and strengthening the social/emotional and behavioral support for all students.

2023-2024 Demographic Data By The Numbers

Building	Black	Hispanic	American Indian / Alaskan Native	Native Hawaiian/Other Pacific Islander	Asian	White	Multiracial	Total # of Students
Alden Terrace	164/41%	56/14%	4/0.25%	6/1.5%	161/40%	4/1%	5/1.25%	400
Clara H. Carlson	247/32%	278/36%	6/1%	3/0.5%	207/27%	13/2%	12/1.5%	766
Covert Avenue	79/12%	279/42%	4/1%	3/1%	214/32%	62/9%	19/3%	660
Dutch Broadway	338/49%	154/22%	1/0.1%	3/0.5%	155/23%	13/2%	21/3%	685
Gotham Avenue	252/49%	155/30%	4/1%	7/1.5%	74/14%	7/1.5%	12/2%	511
Stewart Manor	54/16%	103/31%	1/1%	2/1%	89/27%	69/21%	13/4%	331
Total #	1,134/33%	1,025/29%	20/1%	24/1%	900/27%	168/6%	82/3%	3,353

**Percentages are approximate.*

2023-2024 Demographic Data By The Numbers

Building	Students with Disabilities	English Language Learners	Economically Disadvantaged	Total # of Students
Alden Terrace	51/13%	35/9%	198/50%	400
Clara H. Carlson	139/18%	118/15%	497/65%	766
Covert Avenue	91/14%	90/14%	388/59%	660
Dutch Broadway	126/18%	45/7%	398/58%	685
Gotham Avenue	97/19%	49/10%	332/65%	511
Stewart Manor	59/18%	25/8%	108/33%	331
Total #	563/17%	362/11%	1,921/57%	3,353

Grades 3- 6 ELA District Wide Test Refusals

ELA	2021				2022				2023				2024			
	Eligible	Took	DNT	%DNT	Eligible	Took	DNT	%DNT	Eligible	Took	DNT	%DNT	Eligible	Took	DNT	%DNT
Grade 3	443	246	197	44%	433	344	89	21%	431	313	118	27%	502	347	155	**31%**
Grade 4	456	241	215	47%	477	362	115	24%	437	334	103	24%	461	325	136	**30%**
Grade 5	513	233	280	55%	479	349	130	27%	482	358	124	26%	437	301	136	**31%**
Grade 6	507	227	280	55%	525	387	138	26%	492	310	182	37%	509	342	167	**33%**
Total	1,919	947	972	51%	1,914	1,442	472	25%	1,842	1,315	527	29%	1,909	1,315	594	**31%**

* DNT - DID NOT TAKE

Grades 3-6 District Wide Math Test Refusals

Math	2021				2022				2023				2024			
	Eligible	Took	DNT	%DNT	Eligible	Took	DNT	%DNT	Eligible	Took	DNT	%DNT	Eligible	Took	DNT	%DNT
Grade 3	472	243	229	49%	435	345	90	21%	433	325	108	25%	502	361	141	28%
Grade 4	456	231	225	49%	476	363	113	24%	437	333	104	24%	461	343	118	26%
Grade 5	512	222	290	57%	480	353	127	26%	483	352	131	27%	437	297	140	32%
Grade 6	508	208	300	59%	526	386	140	27%	492	317	175	36%	509	350	159	31%
Total	1,948	904	1,044	54%	1,917	1,447	470	25%	1,845	1,327	518	28%	1,909	1,351	558	29%

* DNT - DID NOT TAKE

Grades 3 - 6 ELA District Wide Assessment Results

	2021		2022		2023		2024	
ELA	# Taking	% Proficient	# Taking	% Proficient	# Taking	% Proficient	# Taking	% Proficient
Grade 3	246	66%	344	58%	313	55%	348	61%
Grade 4	241	63%	362	52%	334	60%	325	58%
Grade 5	233	52%	349	38%	358	55%	302	50%
Grade 6	227	73%	387	71%	310	55%	342	57%
Totals	947	63%	1,442	55%	1,315	56%	1,317	57%

*PROFICIENT - SCORED A LEVEL 3 OR 4 ON THE NYS ASSESSMENT

Grades 3 - 6 Math District Wide Assessment Results

	2021		2022		2023		2024	
Math	# Taking	% Proficient	# Taking	% Proficient	# Taking	% Proficient	# Taking	% Proficient
Grade 3	243	60%	345	56%	325	62%	361	72%
Grade 4	230	50%	364	57%	333	70%	343	71%
Grade 5	222	53%	353	44%	352	65%	297	60%
Grade 6	208	64%	386	56%	317	71%	350	69%
Totals	903	56%	1,448	53%	1,327	67%	1,351	68%

***PROFICIENT - SCORED A LEVEL 3 OR 4 ON THE NYS ASSESSMENT**

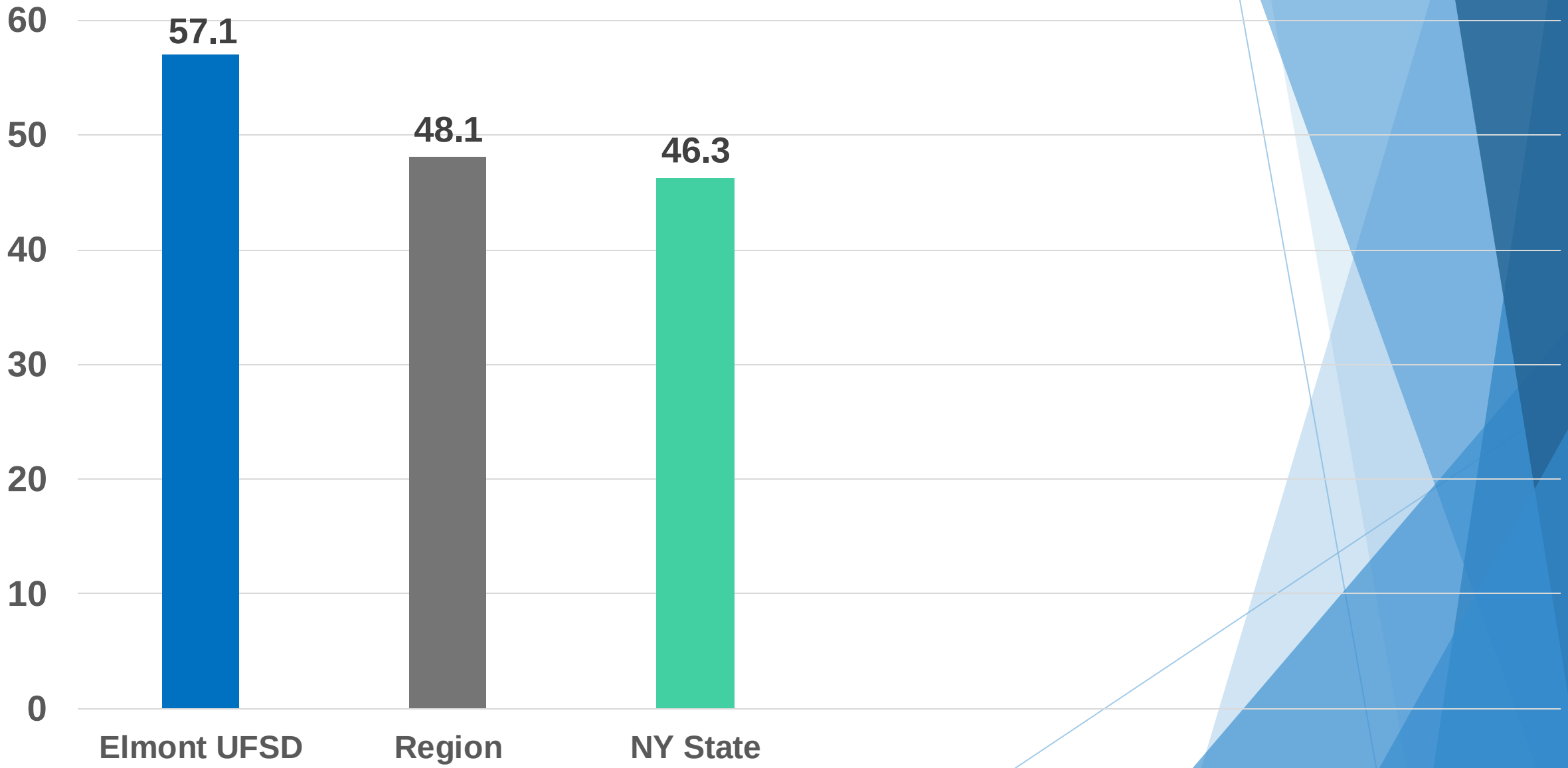
2024 District Wide ELA Results by Demographics
Percent of Students at Level 3 and 4

Demographics	Grade 3		Grade 4		Grade 5		Grade 6	
	Total Tested		Total Tested		Total Tested		Total Tested	
All Students	348	61%	325	58%	302	50%	342	57%
General Education	336	63%	301	60%	269	56%	307	61%
SWD	23	4%	23	22%	29	7%	34	21%
Black	118	65%	120	55%	109	47%	143	55%
Hispanic	91	60%	95	47%	71	45%	86	42%
Native Hawaiian/Other Pacific Islander	2	50%	5	60%	1	0%	2	50%
Asian	106	58%	83	72%	94	55%	92	71%
White	17	76%	13	69%	15	80%	12	83%
Multiracial	8	50%	6	50%	6	67%	5	80%
ELL	17	18%	23	17%	12	8%	27	4%
Economically Disadvantaged	196	57%	202	52%	152	41%	183	47%

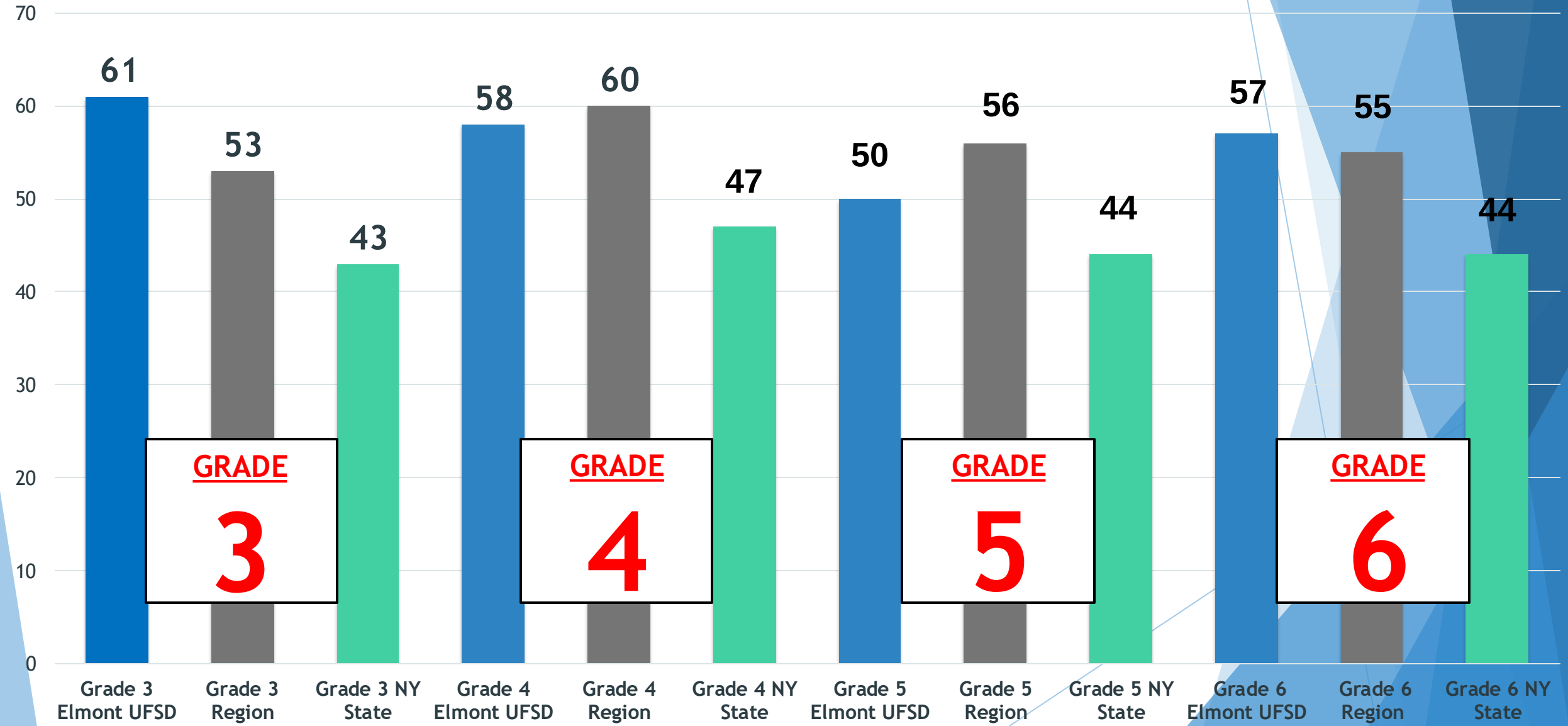
2024 District Wide Math Results by Demographics
Percent of Students at Level 3 and 4

Demographics	Grade 3		Grade 4		Grade 5		Grade 6	
	Total Tested		Total Tested		Total Tested		Total Tested	
All Students	359	73%	342	71%	292	61%	349	69%
General Education	334	77%	319	72%	266	65%	313	74%
SWD	25	20%	23	52%	26	23%	36	19%
Black	124	70%	125	66%	109	54%	146	66%
Hispanic	95	71%	101	64%	68	57%	80	53%
Native Hawaiian/Other Pacific Islander	2	100%	6	50%	1	0%	3	33%
Asian	108	77%	88	83%	92	68%	101	84%
White	19	74%	13	85%	15	80%	13	85%
Multiracial	8	75%%	6	100%	5	60%	5	80%
ELL	25	32%	39	31%	17	18%	33	30%
Economically Disadvantaged	205	64%	209	65%	147	59%	183	61%

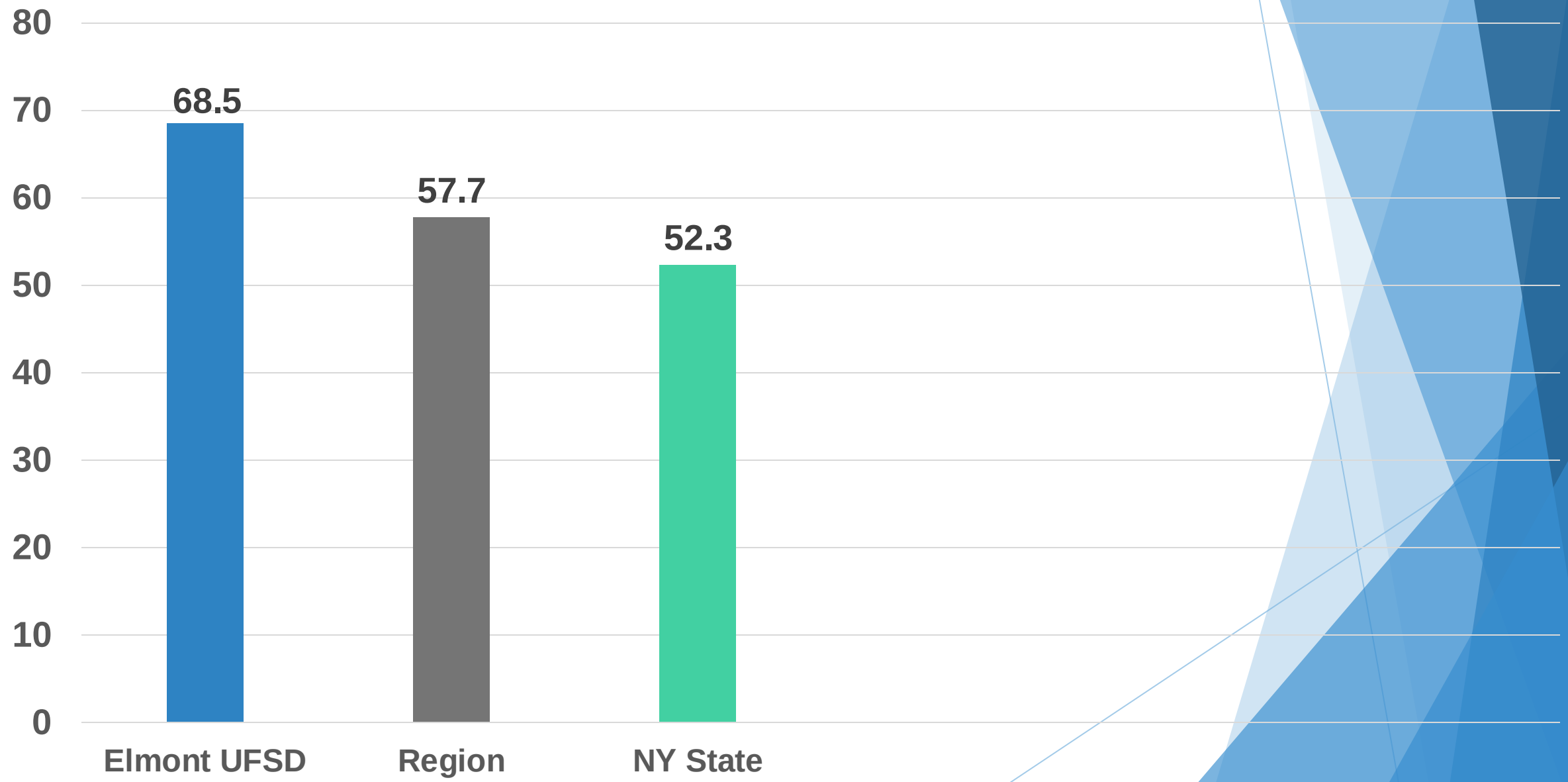
Elmont U.F.S.D. District Wide ELA Proficiency
Percent of Grades 3-6 Students at Level 3 and Level 4



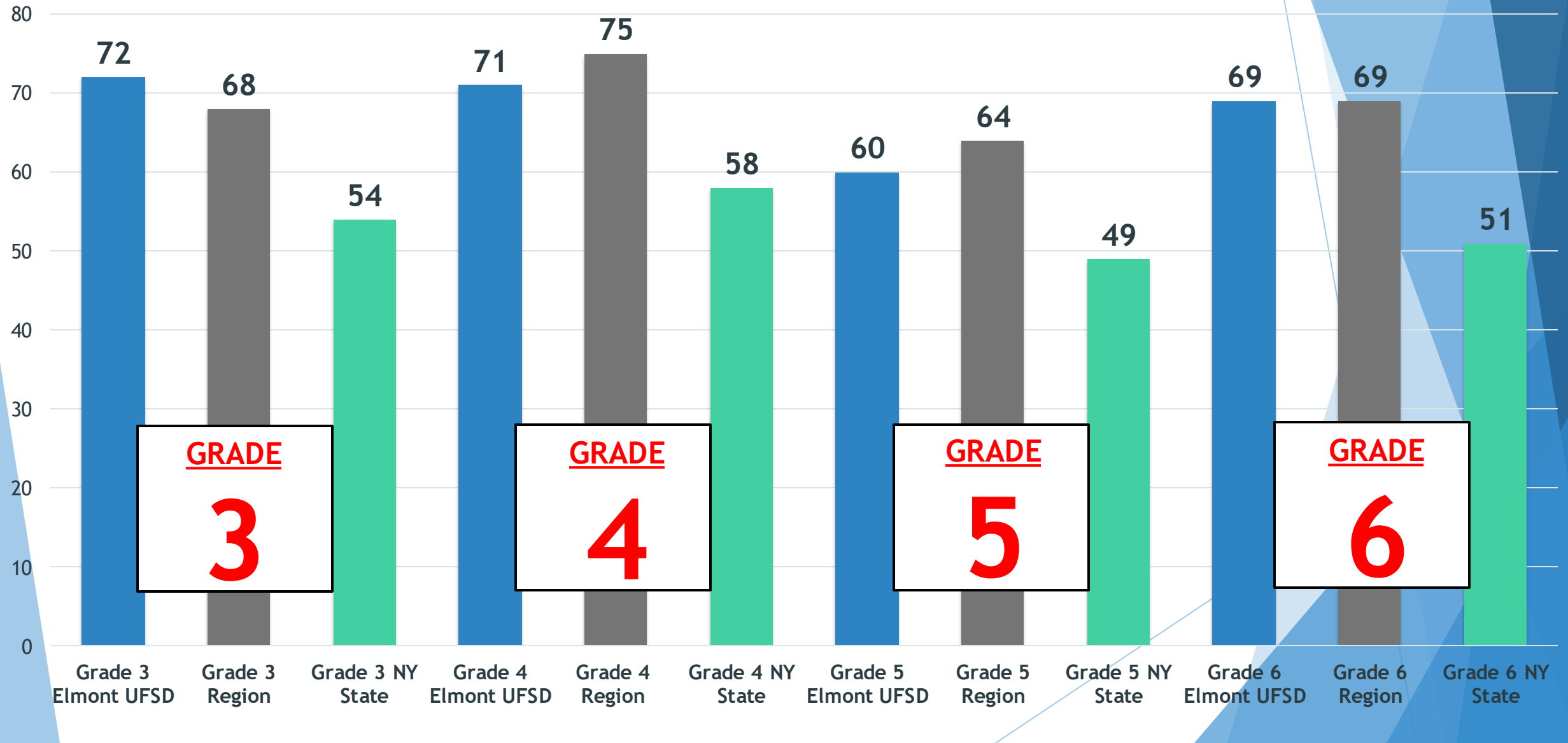
English Language Arts
Percent of Students at Level 3 and Level 4



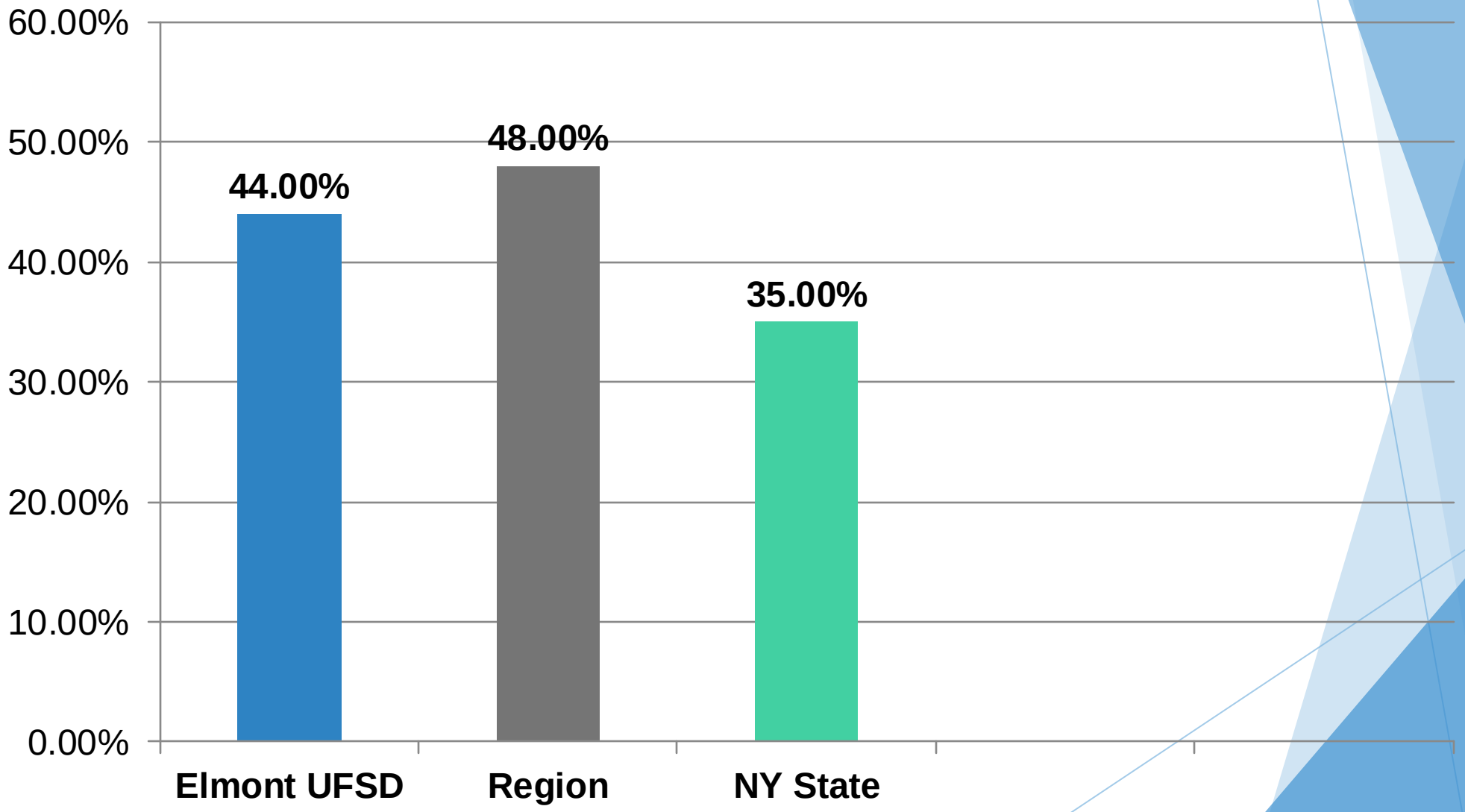
Elmont U.F.S.D. District Wide Math Proficiency
Percent of Grades 3-6 Students at Level 3 and Level 4



Mathematics
Percent of Students at Level 3 or Level 4



Elmont U.F.S.D. District Wide Science Proficiency Percent of Grades 5 Students at Level 3 and Level 4



2024 NYSESLAT DATA

	Entering		Emerging		Transitioning		Expanding		Commanding		ELL Exits
Grade	#	%	#	%	#	%	#	%	#	%	Total Exits
K	7	12%	6	11%	5	9%	23	40%	16	28%	16
1	3	4%	12	17%	24	33%	24	33%	9	13%	9
2	5	7%	8	10%	21	27%	30	39%	13	17%	13
3	2	3%	5	9%	22	38%	21	36%	8	14%	8
4	7	11%	12	19%	9	15%	16	26%	18	29%	21
5	3	8%	3	8%	7	18%	19	50%	6	16%	6
6	3	6%	5	10%	7	14%	17	33%	19	37%	21
Totals	30	7%	51	12%	95	23%	150	36%	89	21%	94

- 22% ELLs were exited from our ENL program in 2024
- 5 students exited ENL services based on their ELA/NYSESLAT scores in 2024.
- 94 total exits

From Data to Action Elementary Curriculum

- **1. Familiarization with Computer-Based Testing (CBT)**

  Goal: Ensure students are comfortable with the online testing environment.
  Action: Use CBT platforms for weekly practice quizzes in Math and ELA to familiarize students with digital tools and navigation.

- **2. Keyboarding & Digital Literacy**

  Goal: Strengthen typing and digital navigation skills in Grades 3-6.
  Action: Integrate keyboarding exercises and navigation practice during school or through at-home tutorials.

- **3. Test-Taking Strategies**

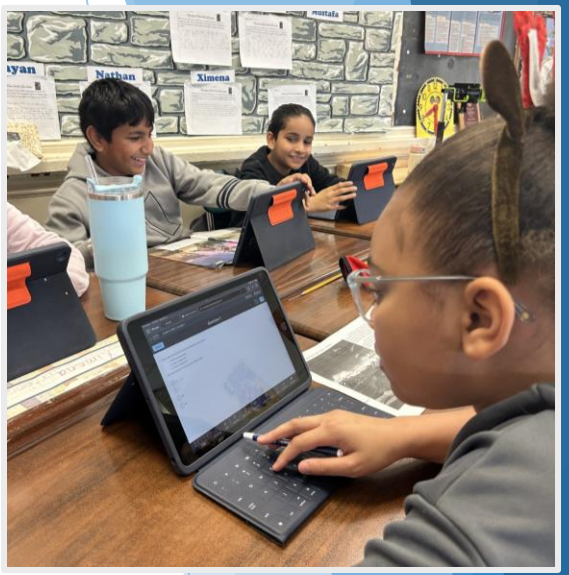
  Goal: Develop students' ability to navigate questions, manage time, and use online tools effectively.
  Action: Teach skills like highlighting, drag-and-drop, and efficient use of scratch paper.

- **4. Staff Training**

  Goal: Prepare teachers to support students in CBT readiness.
  Action: Offer professional development on CBT administration, data analysis, and integrating digital tools into daily instruction.

- **5. Access to Technology**

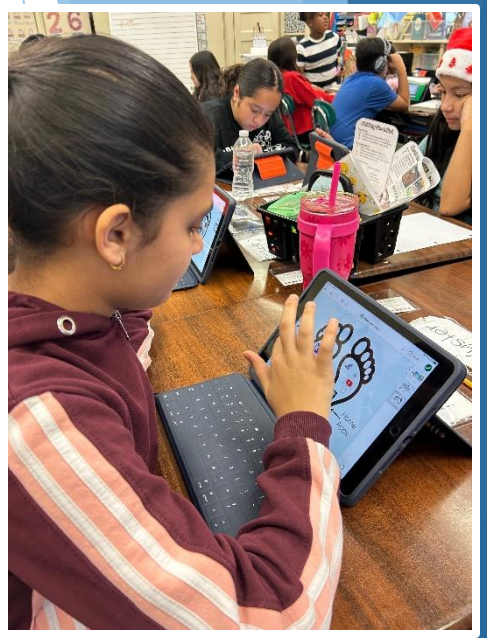
  Goal: Ensure all students have equitable access to essential tools.
  Action: Provide Grades 3-6 students with stylus pens for precise practice, boosting confidence and performance in CBT environments.



From Data to Action Elementary Curriculum

CBT Preparation Strategies

- A comprehensive Step-By-Step Guide for Teachers and Students was developed by Elmont's Curriculum Writing Team during the summer to support CBT readiness.
- Grades 4-6 Mock ELA and Math Assessments are being designed and administered digitally to mirror the CBT experience.
- Daily Do Now's are incorporating Computer-Based Testing sampler questions across Math, ELA, and Science to build familiarity with the platform.
- Teacher Intervisitations are fostering collaboration to enhance the integration of CBT strategies into daily classroom instruction.
- Professional Development sessions have focused on embedding CBT strategies into instruction, delivered during Superintendent's Conference Day and Wednesday faculty meetings.
- A five-week, 10-session ELA/Math PM Tutorial program will be offered in February/March for students in grades 3-6. This program will focus on enhancing students' familiarity with the computer-based testing tools and developing strategies for answering questions on the Nextera platform for students in grades 4-6.
- In January, students in grades 4-6 will participate in the state-mandated Computer-Based Testing Simulation. This will provide an opportunity for them to practice using the Nextera platform, focusing on assessments in ELA, Mathematics, and Science (for grade 5 students). The simulation is designed to familiarize students with the online testing format and help them feel more confident during the official state assessments.



From Data to Action

- Explore New Science Curriculum Adoption for Grades K-6: Initiate the process of selecting a comprehensive, research-based science curriculum to align with current educational standards and best practices. This initiative aims to enhance student engagement, foster critical thinking, and provide hands-on learning opportunities in science across all elementary grade levels.

- Creation of New Hands-On Science Labs for Grades 3-5 were designed over the summer: Developed engaging, interactive science labs designed to immerse students in experiential learning. These labs emphasize critical thinking, inquiry-based exploration, and a deeper understanding of fundamental scientific concepts, fostering curiosity and a passion for science.

- As a result of our data analysis, IXL Science was added to our existing IXL programs to further support differentiated instruction in science. This addition allows teachers to offer personalized practice aligned with curriculum goals while reinforcing key concepts and skills across disciplines. The integration of IXL Science also enhances cross-curricular learning, connecting science with literacy and math, and provides students with engaging, standards-based content that aligns with our instructional priorities.

- Explore New ENL Curriculum Materials: Begin the process of selecting a comprehensive, research-based ENL curriculum that aligns with current educational standards and best practices. This initiative aims to support language acquisition, enhance student engagement, and provide targeted strategies to meet the diverse needs of English language learners across all elementary grade levels.

- Professional development sessions were held during Superintendent's Conference Day for staff working with students with disabilities. These sessions focused on introducing new instructional resources, including SPIRE and Touch Math, to enhance teaching strategies and support individualized student needs.

From Data to Action

- Professional development provided by Elmont's instructional coaches on writing instruction and small group math instruction.
- Expanding Fountas & Pinnell Mini Lessons: Continue implementing Fountas & Pinnell (F&P) Reading and Writing Mini Lessons in Grades 5 and 6 to enhance student literacy skills. These lessons offer focused, explicit instruction on specific writing strategies, helping students develop strong and effective writing habits. To support this initiative, professional development on small group literacy activities, including F&P Mini Lessons, was provided during Superintendent's Conference Day.
- Expanding Small Group Math Workshops: Implemented in grades K-3 to provide differentiated, targeted instruction that builds foundational math skills and fosters engagement through hands-on activities. Teachers received professional development on this model during Superintendent's Conference Day to enhance its integration into daily instruction.
- **Targeted Building Support**
- Vertical Articulation meetings are strengthening content alignment and skill development across grade levels.
- Data Analysis Using Instructional Data Warehouse Reports (Gap Reports) are driving targeted interventions and addressing student needs. Building leadership teams are using building specific data to focus on individual subgroups within their buildings.
- Small Group Instruction is being employed to deliver personalized, skill-focused support.
- The Child Study Team is setting measurable goals for students, revisiting and adjusting these goals every six weeks.
- Grade-Level Team Meetings with Administrators ensure data-driven decision-making and the identification of specific instructional focus areas.
- Morning Tutorial Programs are addressing targeted learning goals derived from data analysis.
- Pre-K – Grade 2 - Universal Screeners are being used throughout the grade-levels to identify specific focus skills and target areas of improvement within small group instruction and morning tutorial programs.

Thank you!