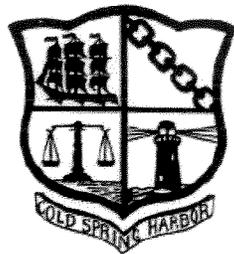


# **COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT**

## **ANNUAL REPORT**

**2014-2015**



**November 10, 2015**

# Cold Spring Harbor Central School District

## Section I. District Goals 2014-2015

- 1. To utilize data from the 2014 ELA/Math assessments to identify specific units/topics in need of revision and focus curriculum, professional development and resources that will improve student learning outcomes.**

As we put learning standards into practice, we have supplied teachers with all the resources and the tools, but most essential was to fully implement the instructional shifts that have the most effect on students. Central to this goal, these shifts have guided instruction, assessment as well as professional development this past year. The Instructional shifts include building knowledge through content-rich complex nonfiction, writing from sources, and academic vocabulary.

The shift calling for increased informational texts is not just for middle grade students. This shift must be implemented earlier if students are to be comfortable reading the type of texts that will be prevalent in upper grade content materials. We live in the “information age” where approximately 96% of the sites on the World Wide Web are expository in form, academic achievement in a wide range of subjects depends in part on ability to read and write informational text, and there is a need to increase understanding of the unique characteristics of informational text.

Workshops were presented by the Assistant Superintendent for Curriculum and Instruction at faculty meetings in December, January, and February highlighting instructional practices for vocabulary and reading strategies for reading complex informational texts. Teachers were given materials to support these instructional practices in their classrooms.

Our reading curriculum work was also strengthened this year through eight workshops presented over the year in the area of assessment, specifically the Fountas and Pinnell Reading and assessment system. Students must have a balance of reading material at their independent level and also have exposure to complex texts beyond their instructional levels. Our classroom libraries have been well-stocked with leveled books, but unless students are assessed at the correct reading levels, the books can be too easy or too difficult. The series of assessment workshops offered a vertical articulation for teachers to look at the Fountas and Pinnell system, score assessments together, and compare results to ensure inter-rater reliability. All teachers attended the workshops throughout the year and this

served as a form of recalibration to ensure that students were in the right materials. Resources provided included reading level correlation charts and guides for observation in class.

Beyond assessment work with Fountas and Pinnell and in recognition of reading skills beyond decoding, workshops addressed best practices in reading: activating relevant prior knowledge, generating questions or thinking aloud, attending to text structure, drawing inferences, and summarizing. The exposure to informational text through complex reading with high levels of academic vocabulary requires that students apply these strategies for comprehension.

The staff development work in the service of this goal has helped to promote a common understanding of how students are assessed in reading to determine instructional and independent reading levels, supported vertical articulation and common expectations for students, and it has been the start of establishing a common language to enable us to speak to parents, the Instructional Support Teams in each school, and to one another when assessing the needs of individual students.

**2. To further integrate the use of technology into “teaching and learning” by:**

- **Selecting a district-wide learning management system in order to support blended learning with high-quality content.**
- **Personalizing student learning goals through access to technology, such as eSpark, Castle Learning and Google.**
- **Promoting project-based learning and student collaboration through the use of technology.**
- **Increasing opportunities for participation in online elective courses in order to better prepare them for post-secondary educational experiences.**

Various research activities and numerous projects were undertaken to achieve this goal. They are described below.

The **Learning Management System** (LMS) selection committee, co-chaired by John Contess and Joe Monastero, continued its activities during 2014-2015 with a goal of selecting the right LMS for our needs. A LMS is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) courses. While a LMS can be used to conduct courses **fully** online, our immediate intent is to use it as a tool for **blended** (a combination of face-to-face and online) learning. Blended learning is a perfect fit

for Cold Spring Harbor, considering the excellent teaching staff, and the accessibility of technology and digital resources (online subscriptions, content providers, etc.)

At the January CPC meeting John Contess provided general information regarding learning management systems, and the process the district is following to evaluate the LMS providers. The capabilities of these systems were explained as well as a potential timeline for selection and implementation. The parents appeared very supportive of the idea and were interested in how it could improve teaching and learning, as well as strengthen the home-school connection.

The committee met numerous times during the year to view demonstrations by leading LMS providers and rate their offerings. The product which rose to the top was **Canvas**. This product combined ease of use with exceptional capabilities in many areas such as consolidation of digital resources and communication. During the evaluation phase Canvas visited the district three times – once to conduct an overview of the product, once to provide an in-depth presentation to the selection committee (with a particular emphasis on integration with Google Apps for Education; more on that later), and a third time to provide a demonstration to the entire administrative team.

Once the decision was made to utilize Canvas, conversations turned toward planning the implementation so that it was effective in accomplishing our goals – providing a resource for the teachers and students to use to improve teaching and learning (including the ability to personalize/differentiate instruction), and building online learning skills in students for their use beyond Cold Spring Harbor.

Teachers were given the opportunity to participate in a pilot – a limited rollout which will allow us to exercise the program, build lessons, and introduce students to Canvas. Voluntary training was conducted for the staff; approximately 40 teachers took advantage of this training. We expect most of these teachers to participate in the pilot program, using Canvas in various ways (some with basic usage, some much more in-depth) during the 2015-2016 school year.

To further familiarize the staff with Canvas, we will be running a course this summer entitled “Blended Learning 101” - the first totally-online course offered to staff by the district, which will be run completely in Canvas. We have had 20 staff members enroll in the course. Description:

- ***Blended Learning 101*** provides the instructional staff an opportunity to learn about the various blended learning models and the components that make up a successful blended learning school or classroom. More than just “teaching with technology”, true blended learning classrooms incorporate

*the best practices from traditional instruction and online instruction while empowering students with decisions about the time, place, and pace of learning.*

*Adapted from (and used with permission) the Blended Learning MOOC (Massively Open Online Course) provided by Silicon Schools and the Clayton Christensen Institute, Blended Learning 101 guides learners through key topics and provide opportunities for sharing and engagement with other educators through online discussions, activities, and facilitator interactions.*

*Topics covered include:*

- *Introduction to Blended Learning*
- *Creating the Ideal Student Experience*
- *Rethinking the Role of the Teacher*
- *Redesigning a School toward Blended Learning*
- *Aligning Hardware, Software, and Space*

**Personalized learning** - the ability to tailor instruction to meet the individual needs of each student – is and has always been highly desirable in education. Accomplishing that, however, is extremely difficult. How can instruction be adjusted for each student when you have 20-30 students in a class? Is it even possible, given the time constraints in the classroom? Some students will be highly performing, and will require more advanced material to remain engaged. Other students will need content which is not as difficult, while the majority of students will fall in the center of the curve, performing at “appropriate levels for the grade”. Recently technology has provided the tools to allow for customized instruction, based on individual student needs, as defined by evidence (standardized test results). These test results not only provide total scores, but also define specific areas requiring improvement as well (i.e., granularity down to the concept level). To further individualize instruction and build personalized student goals, a number of programs were continued – or expanded – during the 2014-2015 school year.

**eSpark** was expanded to include use of the program by all students in grades 1 through 4, and selected students in grades 5 through 8. To summarize, eSpark provides individualized learning plans for students in math or English (or both), which are implemented on the iPad. The district provides eSpark with standardized test data for each student, and the company provides a list of apps which align with the individual student’s needs. In the eSpark app itself, students are led through “quests” which call up the 3<sup>rd</sup> party apps. The quests culminate with an assessment,

and students record themselves explaining what they've learned. Teachers have electronic dashboards that keep track of student progress.

The vast majority of these students received individualized instruction in mathematics; some students received English instruction as well. Data analysis has shown a direct correlation between the number of eSpark activities completed and percent growth in standardized test scores. The higher the number of completed activities, the more growth was evident. Due to this success the district plans to not only continue use of the program in the existing grades, but expand it to Kindergarten as well next year. Training for the Kindergarten teachers occurred in June; teachers were loaned iPads over the summer so they could become familiar with the program. To support the eSpark initiative, the Cold Spring Harbor Educational Foundation donated five class sets of iPads to Lloyd Harbor and West Side during the 2014-2015 school year, and is donating an additional class set for use in Kindergarten during 2015-2016. These donations increased the availability of devices for personalized learning – allowing for additional time to be spent by each student working on their own goals.

The use of **Castle Learning** was expanded this year. Castle learning is a K-12 resource which provides core testing content using a variety of electronic formats. Instant grading, detailed assessment reports, and instructional feedback are benefits that save time and improve academic success. Teachers can create different assignments for groups of students based on needs. This web-based tool is used for supporting classroom instruction, homework assignments, common assessments and self-generated student practice. We began with a very successful pilot in 8th grade during the 2013-2014 school year, and expanded to grades 7-12 during the 2014-2015. Staff members have been using the program extensively and over 165,000 questions were been answered by students this past year. We conducted mandatory training for the teachers in November and expect that usage will continue to grow this coming year. As the success of the program is evident, Castle Learning was brought in to conduct a demonstration of the program for the 6<sup>th</sup> grade teachers. After the positive review by the teachers in attendance, it was decided that we will extend the program to that grade level. Training will be conducted in the fall. If the level of use and success continues as expected, we will consider expanding the program to earlier grade levels.

The district continued its use of other subscriptions (**Reading A-Z, Raz-Kids, SkillsTutor**) which provide the ability to customize content for individual students. These programs have been employed for a number of years in the district and continue to be useful in the classrooms. Also in this category is **FitnessGram**. This year students in grades 3 through 10 participated (in varying degrees) in the online

program which is used to track health and fitness by the Physical Education department. Tests are given periodically and the results are entered online. Reports are generated, including a parent report. We posted the parent reports to the parent portal for grades 4 through 8 this year, and plan to expand it to older students in subsequent years. SkillsTutor will, once again, be available for use by elementary students over the summer.

Looking to further expand personalized learning, we kicked off in-depth evaluations of other online/blended learning systems. In the short term, these systems would be used to provide individualized instruction to students in grades 6-9 in English language arts. Many demonstrations were conducted over the course of the year, with some products showing considerable promise. One such product is **LightSail**. LightSail is a literacy accelerator, used on the iPad, for independent reading. LightSail is provided standardized test scores by the district, and returns a selection of eBooks for each student based on their performance. Students are tested every few pages to assure comprehension, and after each book the program will adjust the literary selections based on growth. The program contains teacher and student interfaces, allowing for both to track reading progress, whether that progress is achieved at school or at home. A highly successful pilot program was conducted in the 6<sup>th</sup> grade classrooms this year, and the program will be expanded to grades 4 through 6 next year. The Cold Spring Harbor Educational Foundation has generously donated 30 iPads which will be used as loaners for Lloyd Harbor and West Side students should they not have access to an iPad at home. Additionally, the Foundation is donating 90 iPads, apps and charging carts to support LightSail at the elementary level. This donation will greatly increase the amount of “contact time” students have with the devices, allowing for their use in other areas, such as research or other independent work.

Another such product is **Achieve3000**. This product provides online differentiated instruction by tailoring Associated Press articles for different reading levels. The program diagnoses the proper level for each student and make adjustments automatically over time. The English department received a demonstration of the product in March, and every member agreed that the program has outstanding value and can help students progress regardless of their current reading level. The district plans to implement the program in grades 7-9 this coming school year. The AP articles have content in many different subject areas (math, science, art, etc.) and will be used in these departments as well...not just English. The power of the program is that it provides articles which can be read, and discussed, by students at all levels. For example, a science teacher can search for an article on Astronomy, select that article, and assign it to an entire class. The students will automatically be presented with a

copy of the article appropriate for their reading level. Advanced students will see “harder” vocabulary and more rigor, while students who are having trouble will be presented with a less complicated, shorter version of the same content...reducing frustration while still building reading skills. Most articles are even available in Spanish – something we can use in the foreign language department in the future. During June teachers received training in order to be prepared for the rollout this fall.

**Project-based learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. It is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. An element of this is **student collaboration**. These types of activities build skills which will be used every day in our graduates’ lives – whether their destiny is continued education or joining the workforce. There are many emerging programs which provide teachers with the ability to develop these skills in their students – some of them include **Canvas** (through the use of online activities and discussion boards) as well as **Google Apps for Education** and **Google Classroom**.

**Google Apps for Education** is a suite of tools including spreadsheet, document creation, data storage, calendaring, presentation and other products. The difference between the Google products and others (i.e., Microsoft Office) is that they allow **collaboration**. Students can work in the same document at the same time. Students can be working in the classroom, and if a student is home sick, that student can still be part of the project by logging in from home. Each participant sees the work of the other contributors as they are taking part in the activity. Since the products are available on any device, from anywhere, it has the potential to change education in a broad sense. Project-based learning occurs, and students are able to converse and discuss content on a deeper, more meaningful way. They also develop problem solving skills working with other students; seeing challenges from others’ points of view and learning new ways of approaching issues. Additionally, the use of the products (as well as the online storage) is completely free for schools.

Included in the suite is **Google Classroom**. Classroom is a blended learning platform for schools that aims to simplify creating, distributing and grading assignments in a paperless way. It was introduced as a feature of Google Apps for Education following its public release on August 12, 2014. Its aim is to provide a paperless educational system. While Classroom is valuable as a document workflow solution, it is not as fully-featured as the learning management system (i.e., Canvas) solutions. Key areas such as communication, grading, and assessment are not included – and most likely will never be. Google has stated that they do not plan to enter the LMS market, that

Classroom is strictly intended for paperless workflow. It is for these reasons we investigated Classroom and arrived at the conclusion that it would not meet our long-term needs...that a true LMS would provide the capabilities that we require. Training in Classroom was discontinued during the spring of 2015.

To promote the new techniques for teaching and learning enabled by the Google products, several staff development efforts took place this year, and we acquired devices to allow for 1:1 use of the technology. Two new class sets of Chromebooks arrived and were deployed during September. Each class set is comprised of 30 units which are stored in a cart nightly for security and charging purposes. The carts are dedicated to the Mathematics and Social Studies departments. Initially, the devices were used primarily to connect to the CSH Virtual Desktop so students can access all of our software and their home and shared folders. As we progressed through the year, teachers received training on Google products so we can fully realize the benefits of collaboration and digital workflow afforded by Google Apps and Classroom. On November 10<sup>th</sup> NYSCATE hosted a Google Camp at the Huntington Hilton. Workshops were conducted throughout the day highlighting how Google products such as Docs and Drive can be used in an instructional setting. About 10 district staff members attended. On February 11 the district conducted Google training, primarily for the Social Studies teachers. Two sessions were conducted, "basic" and "advanced". The teachers were shown how Google Apps function, and how to make use of the capabilities the technology offers in their classrooms. On March 25<sup>th</sup> staff members attended a Google Leadership Symposium at the Comsewogue school district. This district is in their second year of a significant Google implementation, focusing on Google Docs and Drive, with some teachers using Classroom and other Google Apps. The district explained how the programs were rolled out, the various ways they are being used, and the support structures in place for teachers and students. Some interesting ideas included a student-run help desk and repair operation. It was apparent from the symposium that there are a number of "early adopters" that have run with the programs and there are others who are just beginning to use them. On May 26 additional training was conducted for our staff on the various Google products. This training was voluntary, and we had approximately 25 teachers from Lloyd Harbor, West Side and the Jr/Sr High attend. On June 24<sup>th</sup> the district conducted further training on Google Apps for the secondary teachers. Teachers activated their school-supplied Google accounts, worked on the Chromebooks, and were trained on Google Drive. Similar introductory training sessions are planned for August for elementary teachers, with more advanced training throughout the new year.

To help make teachers comfortable with the devices, we continued our device loaner program this summer. Teachers were given the option of borrowing iPads or Chromebooks over the summer, allowing for them to “live with the device” for eight weeks. Thirty units were loaned out, the vast majority of them Chromebooks. This indicates a growing level of comfort with the iPads as well as an eagerness to get to know the Chromebook. This is especially important as we are scheduled to receive 346 Chromebooks this summer (120 replacing traditional laptops, 226) from the regular budget. Ninety **additional** Chromebooks and three charging carts are scheduled to be donated to the Jr/Sr High by the Cold Spring Harbor Educational Foundation this summer. This will allow for many more 1:1 activities to be conducted in the classrooms.

### **On-line Learning:**

Several students participated in virtual learning courses this year. Three students completed a half-year business elective course through Nassau BOCES entitled “X-treme Intern” which was open to students’ grades 10-12. The course focused on activities designed to enable students to recognize their talents, career interests and abilities in order to assist them toward their efforts to be career and college ready.

In addition, due to enrollment patterns, the District was unable to offer Physics C this past year; therefore, the District researched an online opportunity for a 12<sup>th</sup> grade student who believed that it was an important aspect of his college preparation. The District partnered with Orange-Ulster BOCES to offer the course through Virtual High School. The student had a very positive experience with the course and found the teacher to be highly accessible.

The District will continue to explore on-line options for students who have either completed the full sequence of courses in a specific content area or for whom an online elective would complement an area of interest.

### **3. To further strengthen the partnership between “home and school” by offering additional programs that focus on the social/emotional development of our youth.**

Cold Spring Harbor re-dedicated itself this past year to increase its already robust efforts to ensure that our students are fully educated and supported in their choices to lead healthy lifestyles. Toward that end, the Board of Education authorized the creation of “drop-in” centers in both the Junior and Senior High Schools. The Jr. HS “drop in” center “*The Nest*” was staffed during the lunch hours by a social worker and the Sr High School “drop in center” “*The Suite*” was staffed by a social worker and

teacher assistant. Both centers became of popular among the entire student body and provided easily accessible places to engage in social interaction among peers as well as unfettered access to a responsive adult. Attendance tallies indicated that over 150 students frequented the centers on a daily basis.

A dedicated elementary health educator was added to Grades 4, 5 and 6 to ensure that the curriculum focused healthy decision-making, particularly in the face of peer pressure. Grades 4- 6 in both elementary schools attended a class each week with Ms. Parent who is a veteran elementary teacher who is also certified in Health Education. Ms. Parent delivered a presentation to the Central Parents Council during the year where parents commented positively on the discussions that were generated at home as a result of the students' experiences in the class. .

The District began working with Mentoring Partnerships of Long Island to bring students together with volunteer staff members in order to ensure the existence of a caring, supportive relationship as part of a student's school experience.

Additional opportunities to discuss stressors on family life were created throughout the year. Several renowned speakers delivered outstanding presentations: "*Conscious Parenting*": Dr. Sheffali Tsabary, "*Where You Go is Not Who You'll Be*": Frank Bruni and also, Dr. Steven Dewey who spoke of the physiological impact of drug use on the brain.

The district also offered several book talks throughout the year to engage parents in focused small group discussions on various topics related to parenting and societal values. The Cold Spring Harbor Library served as a valuable partner in identifying relevant books for discussion as well as providing guidance regarding the facilitation of a book talk.

**4. To assess the long term implications of the tax cap on the financial stability of the district and develop a five-year fiscal plan to ensure that student programs and services continue at comparable levels.**

In September 2015, Dr. Bernhard presented to the Board of Education and community, a financial plan that examined the implications of the tax cap on the long term fiscal stability of the school district. This report covered the base year of 2014-2015 and projected revenues and expenditures through the 2018-2019 school year. It also examined enrollment trends and projections through 2022-2023 and its impact on staffing levels and labor costs. The plan concluded with the assessment that, even with the limitations of the tax cap, and considering the adequacy of reserves as well as projected staff reduction savings, that the district should be able to

maintain the same level of program offerings and student services as is currently offered over the next several years. This goal has been achieved.

- 5. To continue with the Capital Reserve Program as a means of financing school construction projects by seeking voter approval in May 2015 of a third Capital Reserve Fund.**

Establish New Capital Reserve Fund

With the passage of the Capital Reserve expenditure of \$1,000,000 the full funding authorization for the Capital Reserve II fund had been maximized. In order to continue the Capital Reserve program, the voters of the school district were presented with a referendum in May 2015 to seek approval for a new Capital Reserve fund. This goal was successfully achieved when the voters approved the funding limits for the new Capital Reserve III program in the amount of \$10,000,000. This authorization was approved by a margin of 73% Yes votes to 27% No votes.

## Section II. The Schools

### ***A. Goosehill Primary – Lynn Herschlein, Principal***

The Goosehill School faculty worked collaboratively to continue to make enhancements to our instructional program. We align our work with the NYS Common Core Standards while designing developmentally-appropriate learning experiences for young children.

Enrollment was 173 students, with five sections of kindergarten and four sections of first grade.

### **CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT**

The kindergarten and first grade teachers' work with the **Teachers College** Literacy consultant continued to focus on best practices in reading instruction. Kindergarten teachers immersed their students in classic stories and the children learned to retell them as part of the Emergent Storybook Unit. This pre-reading unit fosters a focus on comprehension in the early years. Teachers in kindergarten and grade 1 learned a variety of ways to differentiate and target instruction during guided reading. They also engaged in a study of the Common Core Shift in focus on Academic Vocabulary and implemented the Text Talk program, based upon the research of Isabel Beck. Students continued to be engaged in writing across the curriculum, with units of study focused on narrative, procedural, opinion/argument, and informational writing. Persuasive writing was also emphasized, and students used writing to make positive changes in the school, including making enhancements to the recess program and adding Spirit Days and assemblies to the school calendar.

Kindergarten teachers used the Wilson Foundations program as their primary phonics/word study program for kindergarten students this year. They attended five coaching sessions during the year to ensure fidelity to the program. Words Their Way continued to support students' analytic phonic skills, while Foundations addressed the need for a systematic, explicit, and sequential phonics approach. Data was collected throughout the year to study the efficacy of the program. Students demonstrated the ability to decode at higher levels as a result of its implementation. The first grade curriculum will include Foundations units of study next year to build on students' success, promote common language, and create a scope and sequence of essential phonics skills. Word Study, which includes decoding and spelling skills, is an essential component of our Balanced Literacy Program.

**Academic Intervention Services** were provided to approximately ten percent of our students at each grade level over the course of the year. Students received instruction, based upon their individual needs, in phonics and guided reading in six week sessions using a

Response to Intervention model. The determination of services was based on assessment data across a number of domains using variety of assessment instruments. Kindergarten AIS focused on the acquisition of phonological and pre-reading skills during the first semester and then on early reading skills. Foundations (phonics) skills were taught in the classroom, with a “double dose” provided three to five times weekly for thirty minutes. First grade AIS sessions were provided to support students’ decoding and encoding skills, as well as reading comprehension. Special education teachers received professional development in a reading comprehension program, *Visualization and Verbalization*, which will be used to address students’ oral language and comprehension skills next year.

**Summer Reading** was offered to students reading at or below our established benchmarks three days per week throughout the month of July. Parents were offered a workshop on ways to support their children’s reading skills over the summer. A summer reading game board was created by the library-media specialist to motivate students to read at home during the summer months.

First grade students used **iPads** in their classrooms during the learning center time. Using STAR Assessment data in reading and mathematics, applications were added to students’ iPads through the **eSpark program**. Teachers used eSpark to monitor student progress, engage students in meaningful practice, and promote independence. Students created videos to demonstrate their learning, and teachers viewed and responded to their work. Students used additional programs, including Razz Kids, Earobics, and Reading A- to-Z to practice and apply reading and phonics skills. They also used the digital component of the Envisions math program.

Teachers continued to enhance the **Science Program** by adding investigations and informational reading to each unit of study. The updated Great Body Shop Health program provided additional investigations and science connections. Our focus on health and wellness was supported by a School Improvement Team initiative: Healthy Habits Day. Fire safety assemblies were presented by local fire department volunteers.

First graders continued to study life cycles, habitats, adaptations, and environmental science through the CSH Fish Hatchery **Turtles in the Classroom** program. Next year, a kindergarten program on earthworms will be added to enhance the Life Science curriculum in that grade level.

## **SOCIAL-EMOTIONAL LEARNING**

**The RULER Approach** continued to provide the core of the social-emotional learning program at Goosehill Primary School. All students participated in the drafting of school and classroom charters. The school social worker assisted the principal in providing instruction during school-wide assemblies. She emphasized the use of the tools of the program to

support self-regulation skills. Parent workshops were provided to assist parents in using the language of the program at home. Training in the methods of the Trouble-Free Playground program, as well as continued training in the RULER approach was provided to all school lunch and recess aides.

### **HOME-SCHOOL CONNECTION**

**Five parent workshops** were offered by the principal on reading, writing, and social skills. Teachers presented a workshop for parents on the tools of the Envisions mathematics program. The social worker, speech teacher and music, art and physical education teachers presented at GPFA meetings to highlight their programs. The Weekly Notes continued to focus on parenting topics and ways to support children’s developing skills at home.

**GPFA** Committees held and supported evening events, including the Welcome Back to School Picnic, Family Fun Nights, Kindergarten and First Grade Dances, and Kindergarten Parent Orientation.

The Cultural Arts Committee and GPFA sponsored an author visit. Laurence Pringle, author of non-fiction books for children, visited our school and taught the children about research to support informational writing. The school librarian worked with the children on nonfiction text features and first graders wrote their own informational books.

Parents continued to serve as volunteers in our **Lunch and Recess Program**.

### **SCHOOL IMPROVEMENT TEAM**

**The School Improvement Team (SIT)** created and organized a school-wide event, Healthy Habits Day. Parents and community members offered workshops on topics such as nutrition, sun safety, bone health, and exercise. The children also participated in yoga and Tae Kwon Do, interacted with a Suffolk County Deputy Sheriff, and toured a Cold Spring Harbor ambulance. The children wrote thank you notes to the workshop leaders as a follow-up activity.

The SIT also enhanced the morning announcements that are read by first graders over the PA system. Social studies and science themes were assigned to each month. Team members collected simple facts, grade level vocabulary, jokes, riddles, and poems to support each theme. The children rehearsed and read their announcements proudly each morning.

## **The Elementary Schools:**

### ***B. West Side School – Kurt Simon, Principal***

At the close of the 2014-2015 school year, West Side School's enrollment was 243 students. Grades two, three, five, and six had two sections and grade four had three sections. For the first time this year, students in the fifth and sixth grades teamed which provided them the opportunity to take more ownership over the learning process. A middle school wing was created downstairs and students switched classes in a similar style to that of the junior high. Feedback from our learners was positive and it will be continued in the fall of 2015. Throughout the school year, students participated in a number of Specials such as Art, Computers, FLES (Foreign Language in the Elementary School), Library, Music, and Physical Education.

During the school year, teachers continued to participate in a number of professional development opportunities including Fountas and Pinnell, the Teachers College Reading, eSpark, Teaching is the Core Grant for assessments, and LightSail.

## **CURRICULUM & INSTRUCTION**

### **Highlights on Literacy**

Our work this year in literacy began with an emphasis on the realignment of standard practices in the implementation of the **Fountas and Pinnell Benchmark System**. Professional development was provided to teachers across the grade levels that addressed such topics as coding, scoring, fluency and comprehension. Teachers were given the opportunity to reflect upon their own knowledge of this process, ask clarifying questions and reestablish common administration practices. As a result, when benchmarking resumed in the fall, the benchmarks were administered with greater fidelity, increased accuracy and renewed insight into the implications of the results upon instruction. Follow-up professional development opportunities were provided that enabled teachers to further refine their benchmarking skills.

Our affiliation with **Teachers College Reading and Writing Project** continued this year throughout the grades. Reading and writing curriculum calendars that were created last spring were implemented in September. Teachers had a clear roadmap as to the path to follow to guide their literacy instruction. Our writing calendars encompassed topics ranging from personal narratives to persuasive essays to research based argument essays. The reading calendar included such areas as building a reading life, reading informational text, getting to know characters, and nonfiction research across text sets. Classrooms created book clubs that were centered on such topics as historical fiction, mysteries and social issues.

During the course of the year, teachers attended workshops offered by **Teachers College** to continue their professional development in literacy.

This year students in grade six were part of a digital literacy pilot project called **LightSail**. In this program students gain access to a wide range of e-books downloaded onto **iPads**. Questions are embedded throughout the text, providing real time data to the teacher. This data gives a snapshot of student performance and allows the teacher to monitor independent reading both in school and at home. Varied assessments, such as cloze activities, multiple choice questions and short written responses, are used to measure student progress. Next year, this initiative will be expanded to include grades four and five as well.

The distribution of the elementary assessment calendar once again provided a unified framework for the administration of literacy assessments across the elementary schools. The **Renaissance STAR Reading** assessment was administered in grades two through six three times during the year. The **Fountas and Pinnell Benchmark** administration was reduced to the fall and spring, with the optional winter administration for those students who would benefit from this additional testing. Students receiving AIS Reading services were typically benchmarked every six to eight weeks in order to keep close monitoring of their reading progress. ELA benchmarks were administered in January to students in grades three through six. New district benchmarks were created by faculty members over the summer and administered for the first time in grades three and four. Grade two administered two ELA benchmarks, one in the fall and one in the spring. Faculty meetings were once again coordinated to afford teachers the time and opportunity to evaluate these benchmarks, analyze results and discuss implications for instruction.

The **Little Shelter Program** completed its fourth year at West Side School. Students not only benefited from the opportunity to have a positive literacy experience, but a warm and welcoming canine social interaction as well.

As part of our **“Summer Reading Program,”** students were asked to become experts and read nonfiction books of their choice on topics such as the Titanic, dogs, organic eating and gardening, space exploration, rocks and minerals, and much more. Grade level book recommendations and book lists were also included in Summer Reading folders. When students return in the fall, they will participate in a book activity centered on the topic that was most meaningful to them.

In addition to our school-wide summer reading initiative, pre-selected students in kindergarten through grade three who receive support services in reading during the school year were invited to attend the “Summer Reading Program.” Students met at West Side School for ninety minute sessions, three times a week, during the month of July. Literacy skills were reinforced, all the while promoting the enjoyment of reading a good book!

## **HIGHLIGHTS ON FINE AND PERFORMING ARTS**

### **West Side School Musical**

For the second year in a row, West Side fifth and sixth graders auditioned for the school musical in September which was followed by two magical performances of *Seussical* in December at the Performing Arts Center. On the day before the first show, the entire cast performed the opening number for West Side's faculty and students. This event inspired many community members to come out and support these young actors and actresses. Thanks to the **West Side School Theater Association (WSSTA)** in collaboration with our director the team continued to find interesting ways to inspire the fifth and sixth graders.

### **Performing Music**

The instrumental and vocal music program was filled with many student performances throughout the year. Student musicians performed for the morning announcements in the gym, local nursing homes and at school celebrations. The music staff also prepared a special group of alumni to perform at the 225<sup>th</sup> anniversary celebration of West Side School.

This year, sixth grade instrumentalists performed during morning assembly as part of the HERO project which provided a wonderful opportunity to highlight different instruments. Members of the music staff also collaborated to teach third grade students various instruments and songs for the International Festival. Teachers were extremely pleased at the level of positive feedback from the students and parents. Fifth and sixth grade orchestra students also attended a workshop and performance at the PAC with renowned Violinist Jeremy Kittel.

### **NYSSMA, All County, and LISFA**

Students from West Side School participated in **NYSSMA** festivals ranging from Piano to Voice and Instrumental. Over 35 elementary students performed at this year's level 1-4 vocal/instrumental NYSSMA and levels 1-6 piano NYSSMA. West Side School music teachers were very pleased with the results of their music students' scores at these festivals. Ten students were selected to perform in the **All-Nassau County Music** festival at the Tilles Center for the performing Arts. West Side School also had students who were selected to perform in the annual **Long Island String Festival**.

### **Elementary Art**

The Art Department's goal was to create an environment in which young artists could realize their own ability to create interesting works of art. Teachers engaged students in art experiences that were meaningful to their lives. They also invited students to explore their

worlds through observation, imagination and hands-on involvement. Through an exploration of art techniques and materials, students learned to create and express ideas as they developed their skills.

This year West Side participated in a variety of events showcasing student work in the visual arts. The objective was to help students develop awareness for aesthetics, appreciate creative and conceptual perspectives, and demonstrate new techniques. The department strived to give students the experience and exposure necessary to become well-rounded artists.

Elementary artwork was on display in February at the **Cold Spring Harbor Public Library**. This was an opportunity for selected students to see their work in a professional forum. The student exhibit included a collection of work from K-6 that remained on display for one month.

West Side School's Art Show was presented on **Field Day**. Artwork was displayed throughout the halls at West Side while families cheered their children on during this exciting annual event. These opportunities for students to display their portfolio of work culminated from a year of skill, creativity and experiences. The students proudly presented their hard work from the year with their peers and families.

West Side students participated in the **EdTech Fair** demonstrating their skills using the vector program, Corel Draw. After a lesson in typography combining art, technology and history, the students utilized their skills in a live graphic demonstration with the community as their audience.

Students at West Side also participated in a fundraiser with **Art to Remember**. The school was able to raise over \$2,000 for the PTG to purchase a 3D printer and scanner which will be ready for use next fall. The students also showed their dedication to the **H.E.R.O Project** and used photography as a medium to create the 2015 Graduation program cover.

Both West Side and Lloyd Harbor schools took part in clay projects with **Cliff Mendelson**, an artist in residency. Both schools made African Masks and West Side participated in the wheel throwing demonstration with the opportunity to inscribe multicultural designs on these vessels. The schools also participated in a face painting/storytelling event with Christopher Agostino – **Story Faces**. They were also given an opportunity to create their own two-dimensional design from American Indian culture.

The Visual Art experiences on the elementary level were both challenging and age appropriate and followed all of the NYS Learning Standards for the Arts. This included production, knowing and using art materials, responding to and analyzing works of art and

understanding cultural dimensions and contributions through art history as well as the wonderful opportunities for students to see their own work on display.

## **PROFESSIONAL DEVELOPMENT**

### **TCRWP, LightSail, eSpark, and Teaching is the Core (Assessments)**

Our affiliation with **Teachers College Reading and Writing Project (TCRWP)** continues to play an essential role in our teachers' professional development. This year, the district's staff developer met with teachers on each grade level and from both Lloyd Harbor and West Side throughout the fall, winter, and spring months. During this time, the TC staff developer helped the elementary teachers in a number of ways. For example, she coached them to maximize their time with students, efficiently work with book clubs, and make the most of the **Pathways** book in order to differentiate for their learners. The Pathways book contains a number of resources including rubrics, checklists, and planning materials. In addition the staff developer assisted Cold Spring Harbor teachers in the teaching of reading and writing in the content areas. The relationship will continue next fall with even more attention devoted to the teaching of reading.

This year several teachers involved in technology and reading participated site visits in Manhattan to learn more about the **LightSail** reading initiative for sixth graders. Teachers had the opportunity to observe other elementary teachers and reading specialists in action with a whole class, in small groups, and working with individual students during conferences. In addition, teachers participated in meetings with staff members from LightSail to launch this new initiative off the ground. Working with our team of tech experts in the district, we utilized the **Apple TVs** attached to the **iPad** carts and benefitted from the increase in iPads. Furthermore, teachers of reading teamed up with our librarians to create a library of eBooks to be checked out during school or off campus. Feedback and communication was ongoing as our teachers ramped up to become stronger teachers of reading in the digital age.

Cold Spring Harbor elementary teachers continued to participate in professional development with **eSpark**. This year, with students in second, third, and fourth grade participating in eSpark math, we utilized our staff developer and feedback from our students as well as the collegial circle to enhance our practice within the classroom. Students provided ideas, with the support of their teachers for how the program could be improved. Collegial discussions were held with administrators, teachers, students, and representatives of eSpark in one room to ensure all parties were on the same page.

Elementary teachers and administrators participated in the “**Teaching is the Core**” grant that allowed them to collaborate with other Long Island districts to focus on the improvement, creation, and analysis of local assessments. One of the major goals was for the group to establish which assessments support their instructional goals. They also assessed their own assessments to bolster the use of more quality assessments. In addition, they reviewed rubrics in small groups and across districts to analyze different materials in order to gain a stronger understanding of how to review and design their own assessments. Teachers and administrators were also encouraged to review local assessments currently in use for APPR purposes. Overall, the process helped teachers and administrators identify high-quality assessments and improve the foundation for enhancing overall assessment practices as well.

## **CULTURE**

### **Celebrating 225 Years**

One major focus this year was to highlight the historical significance of West Side. With help from the PTG multiple flags and banners were purchased and hung inside and outside the school to inform the community of the celebration. During **Back-to-School Night** students informed parents to build school spirit and took ownership over the Alumni Day festivities. Many gave up a Saturday morning to meet and greet those who walked the halls before them. Throughout the year, teachers and parents brainstormed a number of ways to incorporate this theme. A few places where the theme of “**Celebrating 225 Years**” was noted was in the music of the fifth and sixth grade spring concert, **Field Day** t-shirts, and car magnets that were purchased by community members and faculty.

### **School Tours**

Sixth graders at West Side continue to take on more and more responsibilities and are called on at all times of the year to highlight the learning community. One example is taking new families on tours of the building. During this time, students discuss the various projects students in which students are involved, the after school program, technology utilized within the building, the layout of the school, and answer questions asked by parents and students. During **New Family Orientation, the Second Grade Orientations** for Students and Parents and during the 225<sup>th</sup> Anniversary these student leaders worked in small groups to emphasize the academic and extracurricular opportunities West Side has to offer. These opportunities also gave students the chance to work on public speaking and interacting in new ways with their peers.

## **Lunch with the Principal**

Utilizing field research from teacher, administrator, and author, Hal Urban, **Lunch with the Principal** continued for its fourth consecutive school year. Students began by sharing good news, something or someone they were thankful for and why, or sharing something kind about a classmate. As in previous years, students voiced their opinions and engaged in dialogue with the principal speaking about ideas they have for the school. This year an effort was made to gather feedback from students in fifth grade about teaming. Students shared ideas for how to improve the program as well as areas that helped them the most. West Side's younger students also shared ways they could improve the school and even worked collaboratively with the principal regarding a new SIT initiative for the following school year.

## **Student Council**

West Side Student Council worked hard this year and came to meetings with creative ways to make the world a better place. They raised money for the **Susan Komen Foundation** for breast cancer with a school wide Wear Pink Day. They held a pie sale around Thanksgiving and donated the proceeds to St. Jude's Research Foundation. Students also brought in pictures of their pets and made a display board in the cafeteria to raise money for the Little Shelter. They had a can drive called "**Soup**"er Bowl during Super Bowl week and donated that to the **Helping Hand's Rescue Mission**. They also held a basketball **Sharpshooters Tournament** in March that raised over \$2000 for **Ronald McDonald House Charities**. It was a widely successful year thanks to their dedication and willingness to help others in need.

## **COMMUNITY AND COLLABORATION**

### **Camp Coleman**

For the third year in a row, sixth graders from Lloyd Harbor and West Side celebrated their elementary years with a trip to Coleman Country Day Camp. The weather was perfect for this outdoor event! Students participated in activities including soccer, swimming, kickball, and the climbing of a giant rock wall. They were treated to a wonderful barbecue lunch and an ice cream party at the end of the day. This is certainly becoming a CSH Elementary School tradition.

### **School Improvement Team**

This year, the West Side School Improvement Team set one major goal: to plan for West Side's 225<sup>th</sup> anniversary. Throughout the fall, winter, and most of the spring, the team met monthly to plan a celebration for students, the community, and West Side alumni. In order to reach West Side graduates, a Facebook page was created to keep people informed of the

festivities planned for early June. During SIT meetings, it was common to have principals, teachers, parents, students, and even PTG presidents from the past *and* present.

The team vowed to create a day of activities that students would remember for years to come. On June 4<sup>th</sup> and 5<sup>th</sup> sixth graders gave tours of West Side identifying the history, some of which dates back over 200 years. Younger students had the opportunity to ask questions and worked in small groups with these student leaders.

On Friday, June 5<sup>th</sup>, students and faculty members began the day by recreating the 1992 school photo that hangs in the glass hallway. Students played a West Side version of Jeopardy on SMARTBoards that challenged their knowledge of the school's history. They also toured the arboretum and participated in a dinosaur egg hunt – a classic from the good old days. During the school day, students also had the chance to view items from the bicentennial time capsule as well as their current additions. West Siders watched **“A School in Time and Place,”** a video about the first days of West Side and gave their own reflections of the day's milestone using a website call Flip Grid. The day ended with a celebration in the Hilton Gymnasium. A letter from **Secretary of Education, Arne Duncan**, was shared with the student body. The letter congratulated West Side on this historic event. During the celebration former teacher, Scott Bowden, was honored with the **Scott Bowden Service Award** for his continued support of the learning community. The celebration concluded with an instrumental ensemble comprised of current and former West Siders. The festivities continued for community members, administrators, and teachers at the **Cold Spring Public Library**, an event sponsored by the West Side PTG.

On Saturday, June 6<sup>th</sup> administrators, teachers, and students opened the doors for West Side alum and their families. Former students who attended West Side from the 1940s through the turn of the century walked the halls and participated in many of the same festivities the students participated in the day before. The alumni tagged themselves in photos hanging on the walls, visited classrooms, and reminisced with teachers, principals, and classmates from yesterday.

### ***C. Lloyd Harbor School – Mrs. Valerie Massimo, Principal***

As of June 27, 2015 there were 426 students enrolled at LHS. We had four Core classes in each of the grades two through six. “Encore” classes included Science, Art, General and Instrumental Music, Computers, Library, Physical Education, Spanish (FLES) and Health (a new class for students in grades 4-6).

In the following pages you will read about this year’s highlights in the areas of Curriculum and Instruction, Fine and Performing Arts, Student Council, Social and Emotional Learning and other building level initiatives.

## **PROFESSIONAL DEVELOPMENT**

Cold Spring Harbor elementary teachers continued to participate in professional development with **eSpark**. This year, with students in second, third, and fourth grade participating in eSpark math, we utilized our staff developer and feedback from our students as well as the collegial circle to enhance our practice within the classroom. Students provided ideas, with the support of their teachers for how the program could be improved. Collegial discussions were held with administrators, teachers, students, and representatives of eSpark in one room to ensure all parties were on the same page.

Elementary teachers and administrators participated in the “**Teaching is the Core**” grant that allowed them to collaborate with other Long Island districts to focus on the improvement, creation, and analysis of local assessments. One of the major goals was for the group to establish which assessments support their instructional goals. They also assessed their own assessments to bolster the use of more quality assessments. In addition, they reviewed rubrics in small groups and across districts to analyze different materials in order to gain a stronger understanding of how to review and design their own assessments. Teachers and administrators were also encouraged to review local assessments currently in use for APPR purposes. Overall, the process helped teachers and administrators identify high-quality assessments and improve the foundation for enhancing overall assessment practices as well.

## **CURRICULUM & INSTRUCTION**

### **HIGHLIGHTS ON LITERACY**

Our work this year in literacy began with an emphasis on the realignment of standard practices in the implementation of the **Fountas and Pinnell** Benchmark System. Professional development was provided to teachers across the grade levels that addressed such topics as coding, scoring, fluency and comprehension. Teachers were given the opportunity to reflect upon their own knowledge of this process, ask clarifying questions and reestablish common administration practices. As a result, when benchmarking resumed in the fall, the benchmarks were administered with greater fidelity, increased accuracy and renewed insight into the implications of the results upon instruction. Follow-up professional development opportunities were provided that enabled teachers to further refine their benchmarking skills.

Our affiliation with **Teachers College Reading and Writing Project** continued this year throughout the grades. Reading and writing curriculum calendars that were created last spring were implemented in September. Teachers had a clear roadmap as to the path to follow to guide their literacy instruction. Our writing calendars encompassed topics ranging from personal narratives to persuasive essays to research based argument essays. The reading calendar included such areas as building a reading life, reading informational text, getting to know characters, and nonfiction research across text sets. Classrooms created book clubs that were centered on such topics as historical fiction, mysteries and social issues. During the course of the year, teachers attended workshops offered by Teachers College to continue their professional development in literacy.

This year students in grade six were part of a digital literacy pilot project called **LightSail**. In this program students gain access to a wide range of e-books downloaded onto iPads. Questions are embedded throughout the text, providing real time data to the teacher. This data gives a snapshot of student performance and allows the teacher to monitor independent reading both in school and at home. Varied assessments, such as cloze activities, multiple choice questions and short written responses, are used to measure student progress. Next year, this initiative will be expanded to include grades four and five as well.

The distribution of the **elementary assessment calendar** once again provided a unified framework for the administration of literacy assessments across the elementary schools. The *Renaissance STAR Reading* assessment was administered in grades two through six three times a year. The *Fountas and Pinnell Benchmark* administration was reduced to the fall and spring, with the optional winter administration for those students who would benefit from this additional testing. Students receiving AIS Reading services were typically benchmarked every six to eight weeks in order to keep close monitoring of their reading progress. ELA benchmarks were administered in January to students in grades three through six. New district benchmarks were created by faculty members over the summer and administered for the first time in grades three and four. Grade two administered two ELA benchmarks, one in the fall and one in the spring. Faculty meetings were once again coordinated to afford teachers the time and opportunity to evaluate these benchmarks, analyze results and discuss implications for instruction.

The **Little Shelter Program** completed its fifth year at Lloyd Harbor School. Students not only benefited from the opportunity to have a positive literacy experience, but a warm and welcoming canine social interaction as well.

During the month of January, we hosted our annual **Spelling Bee**. The classroom winners competed for a spot in the Long Island Regional Spelling Bee. The audience was wowed by all of the competitors' composure and poise under pressure.

As part of our ***“Summer Connections Program”***, students were asked to read books of their choosing throughout the summer and complete book reviews. Grade level book recommendations, interactive reading websites, online book lists and reading app suggestions were just a few of the supplemental resources included in their Summer Connections folder. When students return in the fall, they will participate in a book talk activity centered on the book that was most meaningful to them. Student book reviews will be entered into the library catalog.

In addition to our school-wide summer reading initiative, pre-selected students in kindergarten through grade three who receive support services in reading during the school year were invited to attend the **“Summer Reading Program”**. Students will meet at West Side School for ninety minute sessions, three times a week, during the month of July. Literacy skills will be reinforced, all the while promoting the enjoyment of reading a good book!

## **HIGHLIGHTS ON THE ENCORES**

### **HEALTH**

For the first time, all students in Grades 4, 5 and 6 were given Health as an ‘encore class. The curriculum focused on developing and practicing various skills... setting and achieving goals, making healthy decisions, learning about good communication styles, choosing good friends and being a good friend, peer refusal strategies, and managing emotions.

The skills were practiced through role playing and skits that allowed every child to participate! Discussions and health-related games encouraged students to ask questions as well as reinforce and clarify their understandings of various Health related topics.

Students loved learning about their bodies, about growing up, and about how to take care of themselves. Most importantly, they enjoyed learning how to make healthy choices!

### **PHYSICAL EDUCATION**

The Count Me In program for students in grades 4-6 was done for the first time this year. This initiative allowed individual children to receive monthly recognitions for basically showing good sportsmanship, being prepared, and continuously doing the right thing! Also new this year was our “Lloyd Harbor Road Trip Challenge”. Students in grades 2-4 were invited to participate in this experience, in which they had to earn points through physical fitness which was turned in to a simulated journey across the U.S.

This event was then submitted to a contest called "How We Get Kids To Move", for which we were awarded third place in all of Nassau County. We also hosted a fun event called the Turkey Trot that brought parents in to school to exercise with their children. Additionally

we implemented a computer program called Fitness Gram that tracked the fitness output level of our students in 5th and 6th grade. In June, our annual Field Day was a huge success. PE teachers made some revisions, one of which was a teacher dance number!

## **MUSICAL THEATRE**

Under the direction of Mr. Christopher McKee, our sixth grade students performed in the musical **ALADDIN**. The cast and a stage crew consisted of approximately 60 sixth graders. They performed four shows (two during the day and two in the evening). The performances were recorded using the LHTV system, and students were able to gain a real backstage performance experience having the live show piped into the Smartboards in the dressing rooms. This year's production also included an ALADDIN Overture, performed by the select members of the LHS 5th and 6th grade band under the direction of Mr. Gary Meyer. Congratulations to Mr. McKee and our cast and crew for a job well done.

Later in the spring, fifth graders performed HIGH SCHOOL MUSICAL JR. also under the direction of Mr. Christopher McKee. There was an overwhelming amount of participation both on and off the stage. Over 70 Fifth grade students were involved in this production. To accommodate both casts, an extra day/night performance was added. They performed four shows (two during the day and two in the evening). The performances were recorded using the LHTV system, and students were again able to gain a real backstage performance experience having the live show piped into the Smartboards in the dressing rooms. Fifth graders did daytime performances for the students and teachers as well as evening performances for the parents. We are so pleased that this has become as popular as the sixth grade productions.

## **TRIP TO ALADDIN**

This past November, the sixth grade classes traveled into Manhattan on coach buses to see a matinee performance of the musical, Aladdin. The trip was a joint effort between administration, LHSPTG sixth grade activities, and the music department. This year, after the performance, students were invited to stay in the theatre and participate in a question and answer session with the actors in the cast of Aladdin. The band, orchestra and chorus students performed a song from this musical at the Winter Concert reinforcing the connection between this trip and their musical studies.

## **PERFORMING MUSIC**

The instrumental music program was filled with many student performances throughout the year. In addition to the Winter and Spring Concerts, student musicians performed for the

morning announcements on LHTV, the second grade orientation, sixth grade musical, and at school holiday celebrations. Our music staff prepared a special group to perform at the opening ceremonies for Lloyd Harbor's field day.

This year, the "**Harbortones**", comprised of members from the sixth grade performed at **Music in the Parks** festival, where they received first place in the Elementary Division. We were extremely pleased at the level of positive feedback from the students and parents.

Fifth and Sixth grade orchestra students attended a workshop and performance at the PAC with renowned Violinist Jeremy Kittel.

### **NYSSMA/ALL-COUNTY/LISFA**

Students from Lloyd Harbor School participated in NYSSMA festivals in Piano, Voice and Instrumental Music. Over 100 elementary students performed at this year's level 1-4 vocal/instrumental NYSSMA and levels 1-6 piano NYSSMA. District music teachers were very pleased with the results of their music students' scores at these festivals. Over 20 students were selected to perform in the All-Nassau County Music festival at the Tilles Center for the Performing Arts. We also had students who were selected to perform in the annual Long Island String Festival.

### **CULTURAL ARTS**

Cultural Arts were alive and well in Lloyd Harbor School during the 2014-2015 school year. Every grade level participated in at least one program. Our second and third grades experienced a performance of *Sleeping Beauty* through the Lincoln Center Arts in Education program. The second grade also enjoyed an environmental arts performance entitled *Bash the Trash* and a second event called *Stories and Songs of Latin America* by Felix Pitre.

The third graders experienced a session with renowned author David Adler (author of the Cam Jenson Series). The fourth grade participated in *A Day in Clay: Mask-making Program*, presented by artist Cliff Mendelson. The students had a great time making Native American masks. The fifth grade enjoyed an audience participation performance by Christopher Agostino entitled *Story Faces*. This workshop/performance combined storytelling and visual arts to present traditional folktales and original stories to the audience. The fourth and fifth grade also viewed the interactive performance of *The New American* by Bridget Fitzgerald. The sixth grade watched the live performance of Theatre Three's *Bullying Project*. This musical addressed the issue of bullying in the schools. They also watched the production of *Heart in a Suitcase* by Arts in Power. This poignant production tells the story of a young Jewish girl who no longer feels safe in her hometown of Berlin in 1938. The sixth grade ended the year with an in-depth exploration of Shakespeare. For five days, students

were led by teaching artist, Helen Murdock-Prep on a long journey into the world of Shakespeare.

## **ART**

Student participated in a variety of events showcasing student work in the visual arts. The objective was to help students develop the awareness for aesthetics, appreciate creative and conceptual perspectives, and demonstrate new techniques. We strive to give students the experience and exposure necessary to become well-rounded artists.

Elementary artwork was on display in February 2015 at the Cold Spring Harbor Public Library. This was an opportunity for selected students to see their work in a professional forum. The student exhibit included a collection of work from K-6 that remained on display for one month.

Student art work was displayed during the spring musical. Families had an opportunity to celebrate and appreciate both visual and performing arts on the same day. These opportunities for students to display their portfolio of work culminated from a year of skill, creativity and experiences. The students proudly presented their hard work from the year with their peers and families.

The Visual Art experiences on the elementary level were both challenging and age appropriate and followed all of the NYS Learning Standards for the Arts. This included production, knowing and using art materials, responding to and analyzing works of art and understanding cultural dimensions and contributions through art history as well as the wonderful opportunities for students to see their own work on display.

## **FLES**

Students continued to use technology to enhance their learning of Spanish. The sixth-grade students created Spanish-speaking avatars of themselves on the VOKI website. For this project, the students had to include information such as their age, hair color, eye color, and country of residence. The fourth-grade FLES students created Spanish-speaking avatars in the iPad app "Tellagami". For this project, the students were asked to choose one family member to write a description about, in Spanish. The project included information such as the family member's name, eye color, hair color, personality traits, and hobbies. After writing their description, the students uploaded a picture of their family member onto the background and recorded their voices. The students' pronunciation was astounding! Both of these technology-infused projects prepared the students well for the "checkpoint A" writing and speaking tasks they will encounter at the end of eighth grade.

## **MATHEMATICS ENRICHMENT**

This year we piloted a math enrichment opportunity called *Caribou Math*. It was a world-wide contest that occurred 6 times during the year. Students met in the computer lab at 7:30 am and completed an on-line test. They received their scores and rankings after each session. Lunch groups with the principal were available for those children who wanted to review the answers on the assessments, prepare for future contests, and gain a better overall understanding of the types of higher-level thinking questions being used. This opportunity was offered to four 4<sup>th</sup> grade students and twenty 5<sup>th</sup> grade students. The students were surveyed at the final breakfast meeting and the feedback was overwhelmingly positive.

## **COMMUNITY AND COLLABORATION**

### **MENTORING**

The Lloyd Harbor School, in conjunction with our partner schools at West Side and the Cold Spring Harbor High School, instituted an exciting new program this year with mentoring. This program is a natural extension of our SEL program, working to create partnerships between young people in our schools and adult members of the school community. It is our goal to foster positive connections critical to the social, emotional and physical development of all.

### **STUDENT COUNCIL & LHTV MORNING NEWS**

The Lloyd Harbor Student Council has been involved in many community and school related projects throughout the year. They have spearheaded several fundraisers including a coat drive, Halloween costume drive and Thanksgiving food drive. The council also orchestrated a Holiday Drive, where students collected pajamas, books and toys to be delivered to a local charity.

The Student Council hosted bi-monthly spirit days and ran the annual Secret Snowman Activity, where Lloyd Harbor teachers volunteered to leave clues for classes to guess their identity. Officers participated in a monthly “lunch with the principal”, during which time they discussed their ideas, upcoming plans, and concerns. One major undertaking this year was the inventory of the School Store. Popular items sold included LH Wallets, t-shirts, lions, stickers, and field day shirts. The store was open 2 days per week and run by volunteers from the student council. It was a huge hit and feedback from students, teachers and parents was extremely positive!

Due to a large fundraising effort of Boxtops collections by the students, we were able to host a special event called “Hollyrocks”. In the spirit of a traditional TV Game Show, students were divided up into red and blue teams and competed against each other in two large groups. Students had a chance to ‘hit the buzzer’ and answer trivia questions, participate in dance-offs, play *Simon Says*, and engage in a math relay with giant number cards! Even the teachers (and principal) had a chance to score points for their teams.

LHTV Morning News continued to be a highlight of every day! Our new segment called Laugh Out Loud Fridays was a huge hit! This year we have done several on location morning broadcasts to highlight the event. The Student Council ended their year with a trip to CBS Television studio in Manhattan, to get a behind-the-scenes look at a professional news studio. The students were able to bring ideas and concepts they learned back to our own news studio at Lloyd Harbor.

## **PEER MENTORS**

The Lloyd Harbor School’s peer mentor program was, once again, a huge success! Over the course of the year, more than 10% of students were able to have a chance to participate. The students built a sense of community by working together. Over the years, the peer mentor program included students in grades 4, 5, and 6. This year, that program remained, but a second group, comprised of children in grades 2 and 3 began. The students in grades 2 and 3 learned that despite their young ages, they have the power to be positive role-models and even leaders! The students in grades 4, 5, and 6 learned that everyone can teach others – a fourth grader may have insights to offer a sixth grader, for instance.

In the peer mentor programs, the students brainstormed ways to support other students, to continue to make the Lloyd Harbor School a student-friendly environment, and they spoke on the LHTV twice weekly about lessons that they had learned (e.g., ways to get organized; ways to display empathy; how to make friends). Outside of the regular meeting times, the peer mentors were able to display their empathy, altruism, and leadership. They have reached out to students who were sitting alone at recess or lunch and they sought out guidance on how to respond to a fellow student’s difficulties.

## **SCHOOL IMPROVEMENT TEAM**

One of our first initiatives was to continue our SEL “Word of the Month” program (which we called “Give Kids a Chance to Shine”) where a student was chosen from each class who best represented the feeling word. Recipients were announced on LHTV and each student received a certificate. Pictures of each student were placed on our “Shining Stars” bulletin board in the cafeteria and their names were published in the Friday notes. We also started

an Encore version of “Give Kids a Chance to Shine” for which each student was given a trinket of recognition.

During the year we organized two “Mix-it up days” with grades 2 and 3. The goal of these events was to foster interaction between children in other classes. The groups were carefully “mixed up” by SIT. Grade 2 participated in a team building activity in which students created structures with interesting materials provided by the parents. Awards were given to each group for their uniqueness (i.e. most creative, fanciest, funniest). Projects were displayed in the hallway and on the “Jumbotron.” Grade 3 sat at different lunch tables in order to have the opportunity to create new friendships. After the event was over, the students were surveyed to see if they felt it was worthwhile.

SIT parents organized the recess carts and purchased new games for when the students were indoors. The Little theater was turned into an “indoor game room”. We received great feedback from the students. We also implemented a Yoga Class during 2nd and 3rd grade recess time to promote fitness and relaxation. Weather permitting, they used the Peace Garden, and students reported that they felt “in the green”.

Mrs. Massimo and Mr. Gray read **How Full is Your Bucket** to each class in grades 3 and 5. A joint project between the grades gave children the opportunity to interact with another grade level while creating positive and negative messages on water drops. Their work will be displayed on a “Back to School” bulletin board in September.

#### ***D. Cold Spring Harbor Jr/Sr High School***

***Jay Matuk, Principal***

***Helen Browne, Ph.D., Assistant Principal & Director of Secondary Curriculum***

***Joseph Monastero, Jr. HS Assistant Principal***

The leadership teams at the junior/senior high school continued to emphasize the need and importance of social/emotional outreach programs in grades 7-12. Sharing information and strategies with students and parents regarding how to handle issues such academic stress, college application pressure, social alienation, high expectations as well as the ongoing impact of alcohol and substance abuse issues on our children was a top priority for administration and support staff. These initiatives resulted in a multi-pronged approach utilizing a combination of small group activities, guest speakers and organized programs using outside facilitators.

Below is a detailed summary of each endeavor:

## **Meeting the Social and Emotional Needs of Students**

### **New Initiatives:**

- The creation of **two drop-in student lounges** for both junior and senior high students was a huge success. Each room was staffed by a social worker with an aide providing assistance between H-1 and the JHS Library. The 7<sup>th</sup> and 8<sup>th</sup> grade room was located in the JHS Library. With the addition of a moveable wall by mid-year, we were able to preserve the use of the library as a functional instructional space, while still providing a relaxing space for JHS students. Each room saw a significant amount of student “traffic” and both social workers were able to intervene and provide assistance to dozens of students who felt comfortable sharing their experiences in this non-threatening environment. The high school facility remained open after school hours and was staffed by a Teacher Aide.
  
- **Caumsett State Park** was the location for an all-8<sup>th</sup> grade experience in September. Returning students were divided into groups and spent the day with a nature guide as well as teacher chaperones. Students were led through a series of low-ropes activities. Among the goals of this outdoor experience:
  - Contribute their efforts to those of their group members to solve a problem or complete a task.
  - Identify a time when the group was collaborative and cooperative in its approach to solving a problem.
  - Demonstrate a sensitivity and respect for members of their groups.
  - Take on various roles: as leader, as supporter.
  - Demonstrate conflict management and negotiation skills.
  - Practice good communication skills-both listening and speaking.
  - Be more aware of the existence of cliques in the school and to be more aware of their own behaviors which may unknowingly exclude other individuals from various activities.
  - Students ultimately reported that many barriers were broken down that day, and that for many students the positive impact carried well into the school year
  
- The administration of **Challenge Day** for students in grades 10, 11 in January 2015. Students took part in a day-long interactive workshop where they participated in several thought-provoking games, activities and discussions under the guidance of skilled facilitators who have been conducting this program in hundreds of schools around the nation since 1987. The overall goals of the program were to:
  - Reduce teasing, stereotyping and bullying behaviors
  - Build empathy and shift negative peer pressure to positive peer support.

- Related issues which are also addressed include harassment, conflict management and substance abuse.
  - Afterwards, many students reported that there was a better atmosphere of “acceptance” among students and that new friendships were created as a result of the day’s activities.
- An additional **Senior Challenge Day** was added in June, with goals and outcomes adjusted to meet the needs and concerns specific to graduating seniors.
  - The creation of a **.5 FTE social worker dedicated to grades 7 and 8** was a welcome addition to our wellness program.
  - Creation of a new one-on-one **Student/Staff Mentoring Program** involving 21 students and staff members.
  - Guest speaker **Frank Bruni of The New York Times** addressed parents regarding the stress and anxiety of the college application process on both students and their families.
  - The high school welcomed back **Dr. Steven Dewey, Director of the Laboratory for Molecular and Behavioral Neuroimaging** at the Feinstein Institute for Medical Research, North Shore-LIJ School of Medicine:
    - Illustrated for students how the adolescent brain differs from the adult brain and how drug exposure during adolescence produces different effects than it does in the adult brain.
    - Described the direct effects of various drugs of abuse, including legal drugs like caffeine, alcohol, and stimulants like Ritalin, on brain metabolism and chemistry, and examined how the environment influences the addictive process and how particular cues produce relapse to drug seeking behavior.
    - Shared state-of-the-art medical imaging techniques used to non-invasively investigate brain chemistry.

**Ongoing:**

- Continuation of the **Kids in Need** committee which utilizes an RTI model of intervention.
- Continuation and evaluation of the **Substance Abuse Prevention Program**, a joint effort of Guidance counselors, mental health staff, Health and Physical Education teachers in addressing drug and alcohol related issues and its impact on teenagers.
- Continued the quarterly **Character Recognition Program** for students, honoring those who best demonstrated attributes such as *perseverance, resiliency and responsibility* with a special recognition luncheon. Over 75 students were recognized in three separate ceremonies, with over 125 parents and family members in attendance.
- Continuation of the **Student Assistance Committee** to review programs regarding social media issues for the 2015-2016 school year.

### **Curriculum/Instruction**

- Recognized again by ***The US News and World Report*** as a **GOLD** level school (*ranked #218 nationally out of 19,400 schools.*)
- **Improved scores** from June 2014 in 6 out of 9 Regents exams.
- Achieved **100% passing rate** on English Language Arts, Living Environment and U.S. History and Government Regents exams in June 2015.
- **Increased the number of Advanced Placement exams** administered from 693 in 2014 to 814, an increase of 15%.
- Expand the role of Reading and AIS support by hiring a **full time Reading support teacher** for the 2015-2016 school year.
- First year running **online courses** through Nassau BOCES and Virtual High School

### **School Safety**

- Installation of several new cameras and an improved server to better monitor inside and outside the school property.
- Installation of alarm system on all exterior doors

### **Staff**

- Many staff members trained in the use of new technologies to assist instruction, such as ***Achieve 3000, Google Docs and use of Chrome Books.***
- World Language Dept. received training in TPRS (**Teaching Proficiency through Reading and Storytelling**) a highly successful method of incorporating reading literacy into the World Language curriculum.
- Ongoing **faculty meetings** were devoted to the understanding and development of Student Learning Objectives and the use of performance- based assessments as part of the new APPR evaluation rubric.
- Continuation of all staff members being **formally observed** at least twice a year as part of the announced and un-announced evaluation process as required by APPR.
- **Staff members volunteered** to participate on numerous committees including School Improvement, National Honor Society, Senior Awards and new teacher hiring committees.

### **School Improvement Team**

- The 2014-2015 team was comprised of 19 members:
  - 6 students
  - 2 administrators
  - 6 parents
  - 5 teachers

- **Accomplishments/Activities:**

- **Testing Days:**

- A survey was forwarded to all teachers requesting their feedback on the current format used for testing days.
- Student government leaders conducted their own survey of students.
- Snow days and holidays have proven to be disruptions in the testing calendar.
- **Outcome:** A modified testing day schedule was created for the 2015-2016 school year.

- **Engaging seniors after AP exams:**

- The team discussed ways to keep seniors engaged after AP exams are done as well as prepare them for transitioning after graduation.
- **Outcome:** The Challenge Day organization was contracted to provide a special Senior Challenge Day in June, 2015 to address transition issues for seniors.

### ***Counseling Center – Andrew Rosenberg, Director***

#### **Updates on Naviance**

Naviance continues to be the most effective way to communicate with our students and parents and update them on all relevant information happening during the school year. Families use it for all college matters and the counseling center submits the bulk of required documents via Naviance. Naviance is also used for scholarship opportunities.

#### **Parent evening meetings**

Mr. Rosenberg conducted many parent meetings throughout the year. The College Planning parent meeting was very well attended as we continued to help guide the students and parents through the college process. The Financial Aid night was also very well attended. Parents were guided through the FAFSA form and were able to ask many questions. The 10<sup>th</sup> grade Parent Workshop was also very well attended, as this was the first chance for parents to hear about the redesigned SAT.

The Counseling Center also held numerous workshops in the beginning of the school year to assist the parents and students. These workshops included The Senior Parent Meeting, 9<sup>th</sup> Grade Parent Meeting, and 8<sup>th</sup> grade Parent Meeting. The purpose of these meetings are to help answer questions that families might have and help learn all of the resources that are available through their years in the building.

## Guidance curriculum by grade level:

Counselors go into the classrooms at various times throughout the year to facilitate guidance lesson plans for each grade level. Counselors meet in small groups with their own counselees for process-related lessons and in full classrooms for more informational sessions. The curriculum is aligned with National and State Standards in Counseling.

- **Grade 7:** Transition to Junior High School; Seven Steps for Study Skills Success; Bully “Busters”; Active Listening; Exploring Career Interests; Introduction to Scheduling for Grade 8; Transition to Grade 8; Preparing for Final Exams.
- **Grade 8:** Transition to Grade 8; Managing Time; What is a Transcript?; Introduction to GPAs, Community Service; importance of extracurriculars and GPAs; SAPP\* session: “Natural Highs”; Career Development activities; Q and A sessions with high school students to prepare for transition to grade 9.
- **Grade 9:** Introduction to High School; Building your Transcript; Extracurricular Activities/Commitment; GPAs and course selection. SAPP Lessons: Understanding Drug Use; “wreck-ED Game”: scenarios that students process and discuss.
- **Grade 10:** A career interest module using our online system called Career Dimension. We work together in the computer labs with students and give them individual help. Our purpose here is to familiarize them with both the tool they have at their disposal and the notion of continued research about self and educational options related to their preferences. Some find nirvana; others find things to explore. This work is useful again in junior and senior years when narrowing the vast array of possible paths students can consider, and we often find juniors and seniors updating their preferences on their own.
- **Grade 11:** Two small group sessions in fall and one in winter devoted to knowing oneself, criteria to consider when investigating colleges, decisions and who they belong to, how to work with the counselor to achieve a list of viable colleges, etc. This series is followed by information sent home requesting a “Junior Biography” to be submitted to the counselor any time between February and early June so that a Junior Family Conference can be scheduled to aid the family individually.
- **Grade 12:** The Guidance Director visited senior classrooms in September to go over procedures for applying to college and requesting letters of recommendation and transcripts. Thereafter all communication is either individual with students/families or in bulk via Naviance emails.

\*Participation in SAPP – The counselors, as well as PE teachers and psychologists, participated in updating information about the latest research on addiction and alter their lesson plans accordingly. They also continue to use the Teen Intervene Model with students

they suspect are dabbling or using. These matters are discussed, as are individual cases, in the biweekly KIN meetings that counselors attend.

**College visits:**

**By the Counselors:** Baruch, Cooper Union, Fordham, Manhattanville, Ohio State, Pennsylvania State, Purdue, SUNY Farmingdale, SUNY Purchase, University of Dayton, University of Miami

**Goals for the future:**

To improve the Counseling Center web page to include descriptions of the academic, career and social goals and ways counselors meet them.

To continue to strengthen relationships with students and parents by offering new and relevant programs.

To continue to develop relationships with college admissions counselors in order to provide the most current data to our students.

**To the HS:** Please see the following list of college visits to our campus.

<u>College</u>	<u>Date</u>
<u>Indiana University at Bloomington</u>	Mon September 8, 2014
<u>University of Delaware</u>	Thu September 11, 2014
<u>Manhattan College</u>	Fri September 12, 2014
<u>Johnson &amp; Wales University (Providence)</u>	Fri September 12, 2014
<u>University of Connecticut</u>	Fri September 12, 2014
<u>The Ohio State University</u>	Mon September 15, 2014
<u>Ithaca College</u>	Mon September 15, 2014
<u>Monmouth University</u>	Mon September 15, 2014
<u>Emmanuel College</u>	Mon September 15, 2014

<u>SUNY College at Oneonta</u>	Tue September 16, 2014
<u>University of Miami</u>	Tue September 16, 2014
<u>Loyola University Maryland</u>	Wed September 17, 2014
<u>The University of Scranton</u>	Wed September 17, 2014
<u>Sacred Heart University</u>	Wed September 17, 2014
<u>Lasell College</u>	Thu September 18, 2014
<u>Guilford College</u>	Fri September 19, 2014
<u>SUNY Maritime College</u>	Fri September 19, 2014
<u>Colgate University</u>	Fri September 19, 2014
<u>Bay Path University</u>	Fri September 19, 2014
<u>The College of Saint Rose</u>	Mon September 22, 2014
<u>The University of Georgia</u>	Mon September 22, 2014
<u>Florida Atlantic University</u>	Mon September 22, 2014
<u>Lynn University</u>	Tue September 23, 2014
<u>University of Michigan</u>	Tue September 23, 2014
<u>Marist College</u>	Wed September 24, 2014
<u>Stanford University</u>	Mon September 29, 2014
<u>High Point University</u>	Mon September 29, 2014
<u>Mercy College</u>	Mon September 29, 2014
<u>Hobart and William Smith Colleges</u>	Mon September 29, 2014
<u>Muhlenberg College</u>	Mon September 29, 2014
<u>Michigan State University</u>	Tue September 30, 2014
<u>Vanderbilt University</u>	Wed October 1, 2014

<u>Adelphi University</u>	Wed October 1, 2014
<u>Lynchburg College</u>	Wed October 1, 2014
<u>Roanoke College</u>	Wed October 1, 2014
<u>The Catholic University of America</u>	Wed October 1, 2014
<u>Bentley University</u>	Thu October 2, 2014
<u>Rollins College</u>	Thu October 2, 2014
<u>Villanova University</u>	Thu October 2, 2014
<u>The University of Alabama in Huntsville</u>	Thu October 2, 2014
<u>Carnegie Mellon University</u>	Thu October 2, 2014
<u>Saint Mary's College</u>	Fri October 3, 2014
<u>Fairfield University</u>	Fri October 3, 2014
<u>College of Charleston</u>	Fri October 3, 2014
<u>Stonehill College</u>	Fri October 3, 2014
<u>Roger Williams University</u>	Mon October 6, 2014
<u>Randolph-Macon College</u>	Mon October 6, 2014
<u>Purdue University</u>	Mon October 6, 2014
<u>McDaniel College</u>	Mon October 6, 2014
<u>University of Wisconsin, Madison</u>	Mon October 6, 2014
<u>The University of Tampa</u>	Tue October 7, 2014
<u>Providence College</u>	Tue October 7, 2014
<u>Manhattanville College</u>	Tue October 7, 2014
<u>University of Colorado at Boulder</u>	Tue October 7, 2014
<u>Siena College</u>	Tue October 7, 2014

<u>Boston College</u>	Wed October 8, 2014
<u>Tulane University</u>	Wed October 8, 2014
<u>University of Massachusetts, Amherst</u>	Wed October 8, 2014
<u>Washington University in St. Louis</u>	Wed October 8, 2014
<u>The George Washington University</u>	Wed October 8, 2014
<u>Amherst College</u>	Thu October 9, 2014
<u>New York University</u>	Thu October 9, 2014
<u>Gettysburg College</u>	Thu October 9, 2014
<u>University of Maryland, College Park</u>	Thu October 9, 2014
<u>Lafayette College</u>	Fri October 10, 2014
<u>Fashion Institute of Design and Merchandising, Los Angeles</u>	Fri October 10, 2014
<u>Florida State University</u>	Fri October 10, 2014
<u>Boston University</u>	Fri October 10, 2014
<u>Western Connecticut State University</u>	Wed October 15, 2014
<u>Georgetown University</u>	Wed October 15, 2014
<u>University of Southern California</u>	Wed October 15, 2014
<u>Columbia University</u>	Wed October 15, 2014
<u>Fordham University - Lincoln Center Campus/Rose Hill Campus</u>	Wed October 15, 2014
<u>Duke University</u>	Thu October 16, 2014
<u>University of New Haven</u>	Thu October 16, 2014
<u>Mount Saint Mary College</u>	Thu October 16, 2014
<u>Wagner College</u>	Thu October 16, 2014

<u>Utica College</u>	Thu October 16, 2014
<u>Worcester Polytechnic Institute</u>	Mon October 20, 2014
<u>Christopher Newport University</u>	Mon October 20, 2014
<u>Alfred University</u>	Mon October 20, 2014
<u>Syracuse University</u>	Tue October 21, 2014
<u>Dartmouth College</u>	Tue October 21, 2014
<u>Eckerd College</u>	Tue October 21, 2014
<u>The University of Arizona</u>	Tue October 21, 2014
<u>Iona College</u>	Tue October 21, 2014
<u>Ursinus College</u>	Wed October 22, 2014
<u>University of Dayton</u>	Wed October 22, 2014
<u>University of Vermont</u>	Wed October 22, 2014
<u>Lehigh University</u>	Wed October 22, 2014
<u>Bucknell University</u>	Wed October 22, 2014
<u>University of Rhode Island</u>	Thu October 23, 2014
<u>Union College</u>	Thu October 23, 2014
<u>Bryant University</u>	Thu October 23, 2014
<u>John Jay College of Criminal Justice of the CUNY</u>	Fri October 24, 2014
<u>Pace University, New York City</u>	Mon October 27, 2014
<u>Colby College</u>	Tue October 28, 2014
<u>St. Francis College</u>	Wed October 29, 2014
<u>University of Hartford</u>	Wed October 29, 2014

<u>Skidmore College</u>	Wed October 29, 2014
<u>Miami University, Oxford</u>	Thu October 30, 2014
<u>Northwestern University</u>	Thu October 30, 2014
<u>The College of New Jersey</u>	Thu October 30, 2014
<u>Merrimack College</u>	Fri October 31, 2014
<u>Stony Brook University</u>	Fri October 31, 2014
<u>George Mason University</u>	Fri October 31, 2014
<u>Hofstra University</u>	Mon November 3, 2014
<u>University of Massachusetts, Lowell</u>	Mon November 3, 2014
<u>SUNY College of Environmental Science and Forestry</u>	Mon November 3, 2014
<u>High Point University</u>	Mon November 3, 2014
<u>State University of New York at New Paltz</u>	Wed November 5, 2014
<u>City University of New York</u>	Wed November 5, 2014
<u>St. Mary's College of Maryland</u>	Thu November 6, 2014
<u>Washington College</u>	Thu November 6, 2014
<u>University of Richmond</u>	Thu November 6, 2014
<u>School of the Museum of Fine Arts</u>	Thu November 13, 2014
<u>SUNY College at Geneseo</u>	Thu November 13, 2014
<u>Ringling College of Art and Design</u>	Tue November 18, 2014
<u>New York Institute of Technology</u>	Wed November 19, 2014
<u>Yale University</u>	Tue November 25, 2014
<u>SUNY at Farmingdale</u>	Fri December 5, 2014

## ***Physical Education, Health & Athletics – Michael Bongino, Director***

### **Athletic Department**

The participation in the Athletic Program was outstanding this school year. Each sports season, a high percentage of the student population competed in interscholastic athletics for Cold Spring Harbor: (See Spreadsheet for breakdown by Sport)

- Fall season
  - High School = 58.77%
  - Junior High = 63.07%
- Winter season
  - High School = 42%
  - Junior High = 53.23%
- Spring
  - High School = 60.30%
  - Junior High = 89.20%

Mr. Bongino held four Code of Conduct meetings for student-athletes, parents and coaches. The message delivered to the audience was about commitment, character, conduct, and communication. Mr. Bongino has developed an Athletic Vision. All stakeholders were involved in the development process. The last phase was completed in the spring when a survey, using “survey monkey”, was sent to the entire community for input into components of the Athletic Vision.

The Athletic Department uses many methods of technology to deliver information to the community and highlight our student-athletes. Athletes, Coaches, parents and community members can follow all athletics on Twitter, Instagram, YouTube and an updated website. To highlight our student-athletes, Mr. Bongino produces an Athletic Newsletter called “The Seahawk”. Athletics, Health and Physical Education activities and accomplishments are highlighted.

Mr. Bongino designed a new method for Athletic Awards. The athletics department established seasonal awards held in PAC for the Varsity teams and a Varsity Senior Athlete Recognition Dinner held at the Huntington Crescent Club. At each event, picture montages of the athletes were shown. Mr. Bongino worked collaboratively with teachers and students to put together these montages.

## **Varsity Team Highlights**

### **Fall Season:**

#### **Varsity Girls Soccer**

Advanced to Nassau County Final Playoff Game

#### **Varsity Field Hockey**

Advanced to the Nassau County Final Playoff Game

#### **Varsity Football**

Advanced to the Nassau County Playoffs

#### **Varsity Boys Soccer**

Won the NYS Scholar Athlete #1 team

### **Winter Season:**

#### **Varsity Girls Basketball**

Conference IV Champions

Advanced to the Nassau County Final Playoff Game

#### **Wrestling**

Won the Division II County Qualifier

### **Spring Season:**

#### **Varsity Girls Lacrosse**

Nassau County Class C Champions

#### **Varsity Boys Lacrosse**

Nassau County Class C Champions

Long Island Class C Champions

New York State Class C Champions

#### **Varsity Boys Tennis**

Conference Champions

#### **Varsity Baseball**

Conference Champions

### **Individual Highlights:**

Three students received the highest accolade an athlete may receive in high school.

- John Shea was named to the All-American Boys Lacrosse team
- Samantha DeBellis was named to the All-American Girls Lacrosse team
- Ashley Lynch was named to the All-American Girls Lacrosse team

## **Health and Physical Education**

Teaching and learning this year focused on supporting the overall department vision of “A Commitment to Excellence”. Below you will find new initiatives and highlights pertaining to the work of the faculty and students in the 2014-2015 school year.

The Physical Education Department at the Junior/Senior High School certified our students in CPR. The Substance Abuse Prevention Program (SAPP) was taught this year to the 8<sup>th</sup> and 9<sup>th</sup> grade. It is a comprehensive unit designed to educate students on making smart decisions when it comes to drugs, alcohol, peer pressure and other adolescent concerns.

FitnessGram was implemented in grades 4 through 8. Assessments results were recorded into the program which generated a report for the students and parents. This assessment was uploaded to the parent portal. The program incorporates exercise and technology to make students aware of their fitness zone at their age level.

Physical Education Teachers and students from the high school assisted at the Elementary schools Field Days.

Two teachers and six students attended a leadership conference at Hofstra University. The information learned was brought back to Mr. Bongino and incorporated at the Spring Junior High Code of Conduct meeting. These six students developed 20 impactful questions with answers that were valuable to their success in athletics. Mr. Bongino facilitated the Code of Conduct meeting and the six students presented to Junior High Athletes.

In the area of Health Education, Mr. Bongino oversees and supervises our grades 4 through 6 health program. Ms. Christine Parent implemented the “Too good for Drugs” program with the 4<sup>th</sup> through 6<sup>th</sup> grade classes. Mr. Chris Homer and Ms. Christine Parent continued the maturation program with the 6<sup>th</sup> grade classes.

Mr. Bongino is continuing discussion with Ms. Christine Parent about the development of a Kindergarten through 3<sup>rd</sup> grade health curriculum. The goal is to have a sequential Kindergarten through 12<sup>th</sup> grade curriculum.

## **Section III: District Office**

### **A. Business Office**

***William Bernhard, PhD. Interim Assistant Superintendent for Business***

#### Audits

Three financial audits were completed during the 2014-2015 school year. They were:

- Independent External Audit for year Ended June 30, 2015 (Audit in process)
- Risk Assessment Update for year Ended June 30, 2015
- Internal Audit Report on Fund Balance Management

#### Audit Response Plans

The Audit Response Plan for the Independent External Audit was prepared by the Business Office and approved by the Board of Education on December 9, 2014. In the audit there were “no current instances of noncompliance findings and no noted deficiencies in internal controls”. There were three current year recommendations that have been addressed and one prior year recommendation that is in the process of being implemented. The Business Office also prepared the Audit Response Plan for the Risk Assessment Update report for the period ending June 30, 2014 which was approved by the Board of Education on January 7, 2015. The report identified eighteen areas in which a risk assessment was evaluated. Fifteen of the sixteen received a risk assessment level that were classified as low. The one area that received a moderate risk assessment was in the area of “Reserves and Fiscal Health” which has been addressed and received a low classification in the subsequent Risk Assessment Audit dated June 30, 2015. The Board of Education also approved the Audit Response Plan on July 1, 2014 for the Cash Management Audit. There were three minor areas for which a recommendation was made for improvement and they have been addressed and corrected by the Business Office.

#### Audit Committee

The audit committee met three times during the 2014-2015 school year. On September 24, 2014 the audit committee reviewed both the Internal Risk Assessment Update report and the Internal Audit for Cash Management with representative of R. S. Abrams. On November 18, 2014 the committee met with representatives of Nawrocki and Smith to discuss the findings and draft report of the independent audit for the 2013-2014 school year. A final meeting during the school year was conducted on June 18, 2015 with Mike Nawrocki and

Ted Campbell of Nawrocki Smith to review the plans for the 2014-2015 external audit, which will be completed during the summer of 2015.

### Bond Rating

The school district continues to maintain the AAA/Stable bond rating by Standard & Poor's. This is the highest bond rating category. The AAA bond rating was again reaffirmed in July 2014 when the district refunded bonds. The Standard and Poor's report noted the "good financial management practices contributing to the maintenance of healthy reserves" and the "manageable debt position".

### Bond Refunding

In July 2014 we completed the refunding sale of the remaining un-refunded bonds from the original 2002 \$40.7 million bond issue. The majority of the original bond was refunded in 2010 and this refunding sale represented the balance of those original bonds which were not callable until this past year. As a result of the sale, the net interest rate was reduced from 3.83% to 1.47% which resulted in a reduction of actual interest costs of \$160,435 over the remaining eight years of the bond.

### Budget Development

Although the tax levy limit was 2.1% for Cold Spring Harbor we were again able to maintain our class sizes as well as all student programs and services in the adopted 2015-2016 school budget. The actual tax levy increase needed to balance the budget was the limit permitted under the law. There were also several initiatives in the budget such as the continuation of the eSpark program, the introduction of the "Digital" curriculum for Academic Support, the Renaissance STAR assessments program, the LightSail literacy project, and expanded high school electives. Of particular note, the district budget included an additional \$875,000 to supplement our Capital Reserve program. The relatively low tax levy increase was contributed to the significant budget approval rate of 72%. As part of the effort to encourage participation in the budget vote, Dr. Wilansky and Dr. Bernhard presented information regarding the budget and tax cap implications at the Community Budget Forum that was held on January 27, 2015. In addition, they made various presentations to parents' groups during the Budget Development process. These presentations were well received and parents seem supportive of the district's efforts to develop a fiscally prudent budget that maintained all student services.

### Capital Projects Committee

The Capital Projects Committee met on 9/12/14, 1/29/15, and 2/4/15 with John Grillo, the school architect, and Mark Margolies to develop the project scope for the Capital Reserve Project. The committee also reviewed the plans and recommendations for the proposed new Capital Reserve Plan.

The scope of the 2015 Capital Reserve Project had been determined by the committee, reviewed by the Board of Education and was presented to the voters on May 19, 2015. The approved projects are planned for the summer of 2016 and will include building shell repairs at Goosehill, corridor doors and case work at West Side, art room reconstruction, upgraded stage lighting, corridor doors, and security upgrades at Lloyd Harbor, and Field House gymnasium improvements, art room renovations, field house bathrooms reconstruction, running track renovations, irrigation system improvements, and security upgrades at the High School.

### Capital Reserve Expenditure Vote

This past year, the school district had a successful vote on the Capital Reserve Program. On May 19, 2015 the voters approved a referendum by a margin of 75% Yes votes to 25% No votes to expend \$1,000,000 from the 2010 Capital Reserve Authorization. The full Capital Reserve Plan included an additional \$875,000 for the General Fund which will be transferred to the Capital Fund.

### Establish New Capital Reserve Fund

With the passage of the Capital Reserve expenditure of \$1,000,000 the full funding authorization for the Capital Reserve II fund had been maximized. In order to continue the Capital Reserve program, it was necessary to seek approval from the voters to establish a new fund. This was one of the goals of the Business Office during the 2014-2015 school year. This goal was successfully achieved when the voters approved the funding limits for the new Capital Reserve III program in the amount of \$10,000,000. This authorization was approved by a margin of 73% Yes votes to 27% No votes.

### Facilities Use Policy

Working with the school attorney and policy committee, the school district made significant changes in the Facilities Use Policy for outside groups. The purpose of revising this policy was to ensure that our facilities are not being used for commercial purposes and that permits will only be granted when such use is only for a valid school purpose or provides a benefit to

the community. The Business Office has been working with the Director of Athletics to monitor compliance.

#### Government Efficiency Plan – Tax Freeze Program

As part of the New York State two-year Tax Freeze Plan, all governmental agencies were required to develop an Efficiency Plan that showed savings of 1% of the 2014-2015 tax levy each year for the next three years starting in fiscal year 2016-17 through 2018-19. The amount of the efficiencies, as reported, exceeded the 1% threshold of \$581,606 for each of the three years. The plan was developed by the Business Office and was combined with 13 other school districts in Western Suffolk BOCES as a joint plan. Cold Spring Harbor was the lead agency in the submission of this plan to the Director of the New York State Budget office. We are still awaiting notification if the plan is approved. If that approval is received then Cold Spring Harbor residents will receive a rebate from the state on any increase in their 2015-2016 school taxes.

#### Health Insurance – The Affordable Care Act

The Business Office continues to monitor the compliance regulations for the Affordable Care Act. Beginning with calendar year 2016, employers of 50 or more employees will be required to provide health insurance for any employee who works more than 30 hours per week. The law requires these large employers to offer or provide health insurance for 95% of those eligible employees who meet the ACA definition of “full-time” employees.

#### Long-Term Fiscal Planning

Another goal of the Business Office during the 2014-2015 school year was the development of a Long Range Fiscal plan especially as it relates to the fiscal implications of the limited funding requirements of the Tax Cap. The Plan has been developed and will be presented at a public meeting in August 2015.

#### Negotiations

The School District successfully completed negotiations on all remaining open contracts during the past year. In addition to the Custodial and Nurses’ contracts that were settled in the prior fiscal year, settlements were reached with the Teachers, Administrators, Clerical Employees, Teacher Aides and Assistants, and the Food Service Workers. The Business Office contributed to the direct negotiations as well as providing the Board of Education with detailed negotiation analysis and proposal costs estimates. This documentation assisted the

Board in developing their own proposals. As noted, all contracts have been settled with no major contracts expiring until the end of the 2018-2019 school year.

### Tax Anticipation Notes

In October 2014, the district completed the sale of Tax Anticipation Notes in the amount of \$5.13 million to fund our cash flow requirements for 2014-2015 school year. These notes are necessary to fund our obligations while awaiting the receipt of property tax revenues.

### The Tax Cap

Although the tax levy limit was only 1.62%, based on the CPI, the district was able to increase the levy over the 1.62% with an additional .64% for the assessment growth factor. The tax levy increase was 2.10% and in compliance with the tax levy limits.

## **B. Office of Curriculum and Instruction**

### ***Lydia Bellino, Assistant Superintendent for Curriculum and Instruction***

The Department of Curriculum and Instruction oversees the District's instructional programs and provides support to implement the goals of the Cold Spring Harbor Board of Education and the initiatives of the New York State Education Department (NYSED).

During the 2014-2015 academic year, the New York State Education Department remained focused on the triad of academic reform that includes Higher Learning Standards, Assessments that Monitor Student Growth, and Accountability for Teachers and Principals. These higher learning standards grew from the goal to create coherent curriculum with new models of assessments. The third component, the teacher accountability system, is what we all now know as the Annual Professional Performance Review (APPR).

The District's administrators have worked together with the Assistant Superintendent for Curriculum and Instruction to implement this standards-based curriculum that encompasses data-driven instruction. The common core curriculum design we follow is from the State Education Department which builds a staircase that readies students for the demands of college and career. From the start, the writers of the ELA and Math learning standards looked at the performance of U.S. students' on international comparisons, such as The Program for International Student Assessment (PISA), the Trends in International Mathematics and Science (TIMMS,) and the National Assessment for Educational Progress (NAEP) and saw the decline of students in our country. The U.S. Department of Education

called for consistent, rigorous standards which subsequently resulted in a revision and refocus of our standards.

**THE NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS (CCLS) in ENGLISH LANGUAGE ARTS**

During the 2013-2014 year, the District continued implementation of the teaching practices reflected in the instructional shifts outlined in the Common Core State Standards (CCLS) for ELA. Professional development and resources were provided starting in the summer of 2014.

Resources were added at all grade levels that included units of study annually published by Teachers College, Columbia University, professional materials requested by grade levels including trade books for classroom libraries, and *The Ready New York ELA Practice Workbooks*. Wisely, our teachers built these workbook materials into routine lessons and then used them as a unit of study prior to the State assessments to ensure that students are familiar with the format of questions on the assessments.

Vertical alignment was an important goal and ensured that teachers at one grade level could count on students entering their classrooms with certain foundational skills that could be built upon. Our ongoing curriculum development in-district and with Teachers College staff developers has supported these efforts to continue to grow a shared curriculum. This is evident in the literacy instruction provided at the elementary level as well as in English classes in Grades 7 and 8. All instruction is now unit-based and each grade level has its own units of study that ensures consistency across grades and schools.

The District's partnership with Teachers College Reading and Writing Project (TCRWP), Columbia University includes work on-site five days a year in each elementary school. With support of the school principals, teachers from Goosehill, Lloyd Harbor and West Side regularly met together with the staff developers for planning on these days and to learn from classroom demonstrations of best practices. At all levels teachers were given access to workshops at Teachers College throughout the year. Teachers attended these days with colleagues to prepare for units of study or to enhance their knowledge of best practices.

Our reading curriculum work was also strengthened this year through eight workshops presented over the year in the area of assessment, specifically the Fountas and Pinnell Reading and assessment system. Staff development days throughout the year included teachers of all content areas and Kindergarten through sixth grade to ensure common understanding of how students are assessed in reading to determine instructional and independent reading levels. Workshops in this area ensures that teachers have common expectations for students and share a common language to be able to speak to parents, the

Instructional Support Teams in each school, and to one another when assessing the needs of individual students.

The Assistant Superintendent for Curriculum and Instruction presented workshops at faculty meetings in December, January, and February highlighting instructional practices for vocabulary and reading strategies for reading complex informational texts. Teachers were given materials to support these instructional practices in their classrooms.

In June, teachers ended the year by selecting a set of exemplars for each grade and for several representative units of study in writing. These exemplars are posted for all teachers to have access to for instructional purposes.

Curriculum Projects continued through the year with the development of lessons for reading and writing for Grades 3, 4, and 6 and foundational skills using the ***Words Their Way*** word study program. These newly developed curriculum materials are available to teachers in the “Lesson vault” on the District shared drive.

The District further supported work in curriculum development and instruction in English Language Arts through development of English 10 Curriculum units for the texts, *Animal Farm*, *Frankenstein*, *Dystopian Literature Research Project*, and *Grammar Through Writing*, and unit on *Anna Karenina* (HS). Teachers also worked on the Introduction to College English (ICE) courses which were developed for acceptance from NCAA to change the one year course to two half-year courses each with their own grade.

As a result of the assessment work accomplished this year, “Guidelines for Assessment Development” were developed to serve as a template as we continue to author our own assessments across curriculum.

The Assistant Superintendent for Curriculum and Instruction continued to serve as support for the English department in collaboration with Principal Jay Matuk.

### **THE NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS (CCLS) in MATHEMATICS**

During the academic year teachers who worked on the Data team reviewed the benchmarks including those for math and recommended revisions of the benchmark assessments to include extended response items. New math benchmark assessments were developed by teachers in Grades 4 - 6 and used later in the year.

Teachers continued their work aligning daily instruction with the NYS Common Core Standards in Mathematics using the district program, the **enVisionMATH** series. Near the end of the year, after reviewing the new iteration of the math program *enVisionMATH2.0*, the updated materials were purchased. The new materials included a digital component that includes almost all material in digitized format. The *Ready New York Practice Math Workbooks* provided additional support for instruction.

Summer workshops during 2014 were once again offered with **Brian Cohen**. Based on outstanding positive feedback from teachers who worked with Brian in past years, he returned to the district. Brian is a member of the NYS Advisory Panel and the Executive Board for The Association of Math Teachers in NYS (AMTNYS) and one of the field experts with the NYSED on the new Common Core Mathematics Assessment.

At the Junior-Senior High School, support was provided for teachers throughout the year for the development and implementation of comprehensive curricula in the continued realignment of Algebra curriculum to correspond to the new Common Core Algebra course. Teachers also designed lessons using digital materials to support students in their learning and retention of concepts for the Algebra 2 and Trigonometry Extended course. In Geometry, curriculum work aimed at developing materials aligned with the new Common Core standards expected to be assessed in 2014-2015 with Regents in June 2015.

*Note:* This did not occur, but was planned at the time this project was approved.

The District further supported work in curriculum development and instruction in Mathematics through participation in Western Suffolk BOCES Common Core Geometry two-part Curriculum Writing Academy which started in the summer 2014 and continued to December 2014. Teachers from local school districts joined together to create original questions, tasks, and activities aimed at improving instruction and promote student engagement. In Algebra, teachers participated in Common Core Mathematics Pedagogy workshops utilizing the State provided materials, specifically Module 3 in Algebra.

Additionally, teachers participated in workshops focused on helping students with special needs, learning best practices in Flipped Classrooms for Mathematics, Google Camp, Molloy College Summer Institutes for Mathematics, and the opportunity to attend a one week experience focused on AP Calculus.

Dr. Helen Browne, who serves as Chairperson of the Math department, provides additional support for the teachers through her affiliations with Nassau and Suffolk BOCES math coordinator meetings.

### Math and Technology and eSpark initiative

In support of individual learning the board's technology goal, the Assistant Superintendent for Curriculum and Instruction continued to lead a collegial circle for teachers engaged with eSpark at Grades 1- 4. On-site visits in classrooms with students and with teachers were also organized with eSpark staff developers to support this initiative using iPads.

### **The Elementary Data Team**

The District Data team, formed in the spring of 2013, consists of teachers who represent all elementary grades who examine our assessments and assessment practices and offer feedback to the administrators. The District AIS Coordinator, Ferne Chase, co-chairs the Data Team with the Assistant Superintendent for Curriculum and Instruction.

The development of an Annual Elementary District Assessment Calendar representing a timeline for all district assessments was initially the primary work of the team. This involved discussions of all assessments administered to the students as well as the use and purpose of each assessment.

The Data Team continued to meet this past year and once again designed the annual calendar to ensure that all assessments, whether formative, interim, or summative, be scheduled with time considered for teachers to collaborate, score, and analyze the assessments of their students. This close study of student work within and across grade levels has been the single most important part of assessment. It has provided a common language and common understanding of what student work looks like at different levels. At the analysis stage, teachers work together to identify classroom instructional implications. to measure individual student progress toward academic goals, and to help teachers identify content areas that need further attention or students who need extra help.

The conversation that started with this small team of teachers expanded this year with the support of a BOCES grant, ***Teaching is the Core***. As a participating district, the Assistant Superintendent for Curriculum and Instruction organized a team of teachers and administrators from elementary and secondary to participate in this grant. The work of the teams involved reviewing criteria for effective assessments based on Webb's Depth of Knowledge (Webb, 2002). BOCES staff and expert data consultants facilitated the professional development.

The nine participating districts, including Cold Spring Harbor, reviewed various assessments that students take in core subjects. As part of the grant, workshops in technology, specifically Google tools were also provided to participating districts. Our own teachers were able to participate in four opportunities to learn the basics of Google docs and forms.

Over the course of the year, teachers and administrators reviewed locally developed assessments in Elementary English, Elementary Math and sixth grade Math. The recommendations were to keep the sixth grade math exam and modify the elementary English and math exams. Other district teachers and administrators attended sessions that focused on the evaluation of third party assessments, such as Fountas and Pinnell and STAR, used by the district for alignment to the NYS CCSS. At the conclusion of our work in June 2014, a team of English teachers revised the Grade 9 English Final exam realigning the content to the Common Core standards and social studies teachers expressed interest in using the regional assessment on Global Studies.

### **Annual Professional Performance Review (APPR)**

The Assistant Superintendent for Curriculum and Instruction continued to oversee the APPR process and ensure that local and State requirements were met. Throughout the year, information was provided to teachers and administrators regarding the implementation of the District's Annual Professional Performance Review plan. With the support of administrators and the District Technology Director, John Contess, electronic forms were created to facilitate the process of creating documents, such as Student Learning Objectives (SLOs), required for the State growth and District's Local assessments. A School Information folder was created containing support tools and documents for all teachers. This information was in the presentations at faculty meetings at all schools, memos, attendance at BOCES workshops, and administrative and Board of Education meetings.

As identified in the Commissioner's Regulations, Subpart 30-2.9, the Assistant Superintendent for Curriculum and Instruction organized the required Annual Lead Evaluator training in the summer of 2014. Using materials from Teachers College, the workshop included viewing of videos of teaching from pre to post conference, a review of the NYS standards and use of the Danielson rubric to discuss inter rater reliability and decisions regarding scores.

The Board of Education recertified Dr. Wilansky and Mrs. Bellino as well as all principals who serve as lead evaluators.

The Board of Regents has directed NYSED to create and convene an Evaluation Workgroup during the 2015-16 school year, which will consider and make recommendations for potential modifications to the State-provided growth model. NYSED has therefore postponed any expansion of the current model until the workgroup completes its work and presents the Board of Regents with its recommendations.

### ***Professional Development:***

During the 2014-2015 academic year, both teachers and administrators in the district attended conferences in support of the best teaching practices in all areas of the curriculum. Many studies have examined data from the National Assessment of Educational Progress (NAEP) to learn the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that measures of teacher preparation and professional development make an important difference in the qualifications and capacities that teachers bring to their work. (Darling-Hammond, 2006).

With this research in mind, our District has always provided access to many professional development opportunities. In addition to those cited in the earlier parts of this report specific to ELA and Math, in the area of special education and mental health faculty members attended conferences that included mathematics support for students with special needs, Cognitive Behavior Therapy, Dyslexia, ADHD, and Executive Functions, Student-directed Mindfulness-based Interventions, SEL and Life Skills, Long Island Conference for Guidance Counselors, Conference for school-based speech pathologists, Response to Intervention, and IEP workshop series.

These workshops are just a sampling of the more than sixty-seven workshops attended by professional staff during the 2014-2015 academic year.

Following attendance at workshops, teachers submit a summary report to the Office of Curriculum and Instruction and to their school principals. Arrangements are often made to have teachers share their learning with colleagues either in department meetings or full faculty meetings. Most important, these workshops impact what the teachers bring back to their classrooms in terms of improved instructional practice.

### ***SCIENCE***

At the District level, our Summer Science Research program continues to grow and once again students worked with science research teacher, Jaak Raudsepp on individual research projects.

Curriculum projects were added this year in the area of Physics with teachers creating assessments for AP Physics C-Electricity and Magnetism.

The Cold Spring Harbor CSD continues to have an ongoing collaboration with the DNA Learning Center and lessons are delivered on-site in Grades 5 and 6 at each of our elementary schools. For more information on our District Science program and affiliation with the Cold

Spring Harbor DNA Learning Center, please visit the K-6 Parent Website at the following link:<http://www.csh.k12.ny.us/webpages/k6curriculum/index.cfm>

### New York State P-12 Science Learning Standards (NYSSLS)

At the State level, in January 2015, the Board of Regents approved the Statewide Strategic Plan for Science and directed the Education Department to develop new draft New York State P-12 Science Learning Standards (NYSSLS).

The Mission of this initiative is to ensure that students are scientifically literate and able to participate in a global economy, and sustaining the physical and living environment. The vision includes providing access to exemplary teachers, cohesive science curriculum and instructional practices and standards-based assessments reflective of research and best practices - and to provide quality resources

During the summer of 2015, a preliminary draft of K-12 NYSSLS was prepared. This preliminary draft was based on feedback received from a survey in 2013 and from science education stakeholders across the State. The starting point for this preliminary draft was the Next Generation Science Standards and the tenets of the National Research Council's Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. New York State's Learning Standards for Mathematics, Science, and Technology and the six associated core curriculum resource guides were also consulted during the development of this preliminary draft.

The Science Standards' Writing Team met in late September 2015 and recommendations were considered and incorporated into a third iteration of draft K-12 NYSSLS that is being prepared for public review and comment.

### **SOCIAL STUDIES**

In April 2014, the Board of Regents adopted the New York State K-12 Social Studies Framework but the support materials were not released this year.

Our work with Teaching is the Core did however involve teachers in reviewing test items and collaborating with other districts...to gain greater understanding of the new assessments.

During the summer of 2014, the Assistant Superintendent and the Assistant Principal and chair of Social Studies at the Jr/Sr. HS, Mr. Monastero attended the Social Studies conference in Albany and received the toolkits and resources to share with the District for the C3 Framework and new standards.

In November 2014, the Assistant Superintendent for Curriculum and Instruction met with a team of elementary teachers across the grade levels and together we developed a scope and sequence for social studies which will be used as a foundation for the work in social studies in the 2015-2016 academic year as we implement the new standards and framework.

CSH Educational Foundation

Assistant Superintendent for Curriculum and Instruction continued to work with the Superintendent and the President of the CSH Educational Foundation to support and implement the Spark program and promote use of the technology donated in the service of Literacy and mathematics instruction.

COMMUNITY EDUCATION 2014-15

<u>Session</u>	<u># of Classes Offered</u>	<u># of Classes that Ran</u>	<u># of New Class Offerings</u>
Fall	13	12	0
Spring	15	10	2(of which 1 ran)

This year the classes that seem to be the most popular were Drawing and Painting, Fitness Fusion and Maj Jongg. The instructors of these classes have a strong following and consistently have strong attendance. The average class size is about 7-12 students. This is the second year that the Mah Jongg class has run and still has a very strong interest. The new courses offered in the Spring were Qi Gong and Acting Workshop, which did not run due to low enrollment.

Once again, we included a survey for suggestions, thoughts, recommendations, new teachers, new courses, etc. in our Fall and Spring brochures. Little response was received. The brochure is also on the Cold Spring Harbor Central School District’s website.

## **C. Special Education and Pupil Services**

***Denise Campbell, Executive Director***

In 2014-2015 we piloted a self-determination project. This work involves engaging students more in the processes surrounding their special education. Students of all ages are engaging in dialogue and exercises to help them better understand their learning profile, strengths, weaknesses and preferences. Additionally, they are brought in to the IEP development process and attend their own CSE meetings where they present information to the Committee on Special Education members. The students, teachers and parents involved in this project this year reported positive, empowering experiences. We look forward to involving more students each year in this meaningful endeavor.

The last several years have seen much expansion in our social emotional wellness programs and this year was no exception. A K-12 mentoring program was initiated. The HS participated in "Challenge Day". Challenge Day is sponsored by an organization where a day of activities are designed to bring attention and understanding for all students that they are more alike than different and have more shared experiences than they realize. The feedback from students and faculty was so encouraging that we added on a senior experience and will continue the program next year. The opening of a junior and senior high lounge has been a huge success where we find many students interacting and getting to know one another in different ways. In addition to the student initiatives we also sponsored several activities to support parents more. This was delivered as evening presentations and several focused book talks aimed at discussing the challenges of parenting.

In the area of professional development, special education and PPS faculty members attended many worthwhile trainings and conferences. Many of our staff members attended training for Foundations and Wilson reading programs. Additionally, conferences and trainings were attended in the area of reading fluency, executive functioning, ADHD, social media, special education law, social emotional learning, LGBT, social anxiety, school phobia, psychiatric disorders impacting school aged children, RtI, Common Core in Special Education, crisis prevention, and self-determination.

Specific to the high school, our co-teach classes continue to be the cornerstone of classified students' success rates. We continued our work with a consultant that helps us strengthen the co-teach partnerships and expand on various teaching methodologies. Throughout grades 7-12 we offered 20 sections of co-teach classes. We also expanded the number of sections of extended math classes and this has proven to be a very effective model for both general education and special education students.

For our moderate – severe disabled population we have expanded our academic and occupational curriculum. Many of our students have “jobs” in the building and are rotating through experiences to increase their candidacy for jobs in the community in the coming years.

For 2015-2016, we look forward to monitoring the success of the Achieve 3,000 program at the JSHS. This is a very promising tool! We are also expecting more initiatives as a new slate of SEPTA officers comes forward with a strong vision for what they can offer students and families.

## **D. Technology**

*John Contess, Director*

A vast amount of work was done in supporting the technology-related Board goals, discussed in detail elsewhere in this document. The following activities supported the goals as well as moved the district forward in the areas of developing student technical skills, efficiency and modernization of our infrastructure.

Our student offerings were expanded to include a **3D Animation Course**. This course, run in the Art department, teaches students skills in working with three-dimensional objects on “film”. An Apple computer mini-lab was designed and built in room A-6 to run the course. To further support the entire digital art curriculum, the full Apple computer lab in AR-8 was replaced. This equipment was over six years old and had difficulty running the latest versions of our software. The new systems run much faster, particularly when rendering video. Students are able to complete much more during class time.

The district also acquired its first 3-dimensional printer. This device is shared by the Art and Technology departments. Students design 3D objects and “print”, or extrude them, on the printer, moving from concept to design to production.

Another major project implemented this year was the expansion of our **mobile computing capability**. Mobile computing give us the ability to use technology tools right in the classroom, in many cases on a one-to-one basis (each student using a device). Scheduling issues related to fixed computer labs “went away” as students worked on projects supporting the curriculum right where they are. Travel time between classroom and lab was eliminated. Having the devices available on these carts allows the scheduling of the technology to be much more flexible...they’re rolled from place to place as needed.

This school year additional iPads, which are stored, charged and synched in rolling carts, were deployed in all buildings. These devices supported the eSpark individualized learning

initiative, as well as provided the platform for other activities/facilities such as ePublishing, foreign language activities, physical education, our elementary libraries and others. These devices also connect to the CSH Virtual Desktop, and can run Windows programs while accessing network home folders and other shared resources. In addition to the iPads, two new class sets of Chromebooks arrived and were deployed during September. Each class set is comprised of 30 units which are stored in a cart nightly for security and charging purposes. The carts are dedicated to the Mathematics and Social Studies departments. Initially, the devices were used primarily to connect to the CSH Virtual Desktop so students can access all of our software and their home and shared folders. As we progressed through the year, teachers received training on Google products so we can fully realize the benefits of collaboration and digital workflow afforded by Google Apps for Education.

To help make teachers comfortable with the devices, we continued our device loaner program this summer. Teachers were given the option of borrowing iPads or Chromebooks over the summer, allowing for them to “live with the device” for eight weeks. Thirty units were loaned out, the vast majority of them Chromebooks. This indicates a growing level of comfort with the iPads as well as an eagerness to get to know the Chromebook. This is especially important as we are scheduled to receive 346 Chromebooks this summer (120 replacing traditional laptops, 226) from the regular budget. Ninety **additional** Chromebooks and three charging carts are scheduled to be donated to the Jr/Sr High by the Cold Spring Harbor Educational Foundation this summer. This will allow for many more 1:1 activities to be conducted in the classrooms.

The district conducted its second annual **Educational Technology Showcase** on May 19<sup>th</sup>. The showcase was held in hopes of accomplishing the following goals: increasing community (both parent and student) awareness of technology integration and opportunities in the classrooms; illustrating to the community how our technology funding is utilized, giving students a forum to show their skills, increasing community awareness of the Educational Foundation, and sparking interest in younger students who were exposed to technologies/possibilities available in the district. Some of the 21<sup>st</sup>-century skills developed in the students by these activities, and showcased that evening, included global awareness, creativity and innovation, critical thinking and problem solving, communication and collaboration, media literacy, information, communications and technology literacy, initiative and self-direction, social and cross-cultural skills, and blended learning. The students truly enjoyed “showing off” what they’d learned and sharing their knowledge with younger students. Technologies exhibited that evening:

1. Bringing FLES to Life with Technology
2. LightSail: Interactive Reading on the iPad
3. Differentiating Instruction with Achieve3000
4. eSpark Personalized Learning

5. Virtual Enterprise
6. The Art of Typography
7. Art (History) Technology Video
8. Animation Station
9. Hawk Talk
10. Media Mania
11. CSH Virtual Desktop
12. Gateway to Technology STEM using LEGO and VEX Robotics
13. Gateway to Technology 3-D Engineering CAD Software / 3-D Printer
14. Elementary Robotics: First Lego League
15. Junior High Robotics Club
16. Cold Spring Harbor CyberHawks

**Recognition of staff members** for their use of technology continued throughout 2014-2015. Ms. Patricia Connolly, Business/Math teacher at the Jr/Sr High, was recognized as a “Bright Light” by the Association of Suffolk Supervisors for Educational Technology (ASSET). Bright Lights are chosen for the leadership role they play in integrating technology in their classrooms. Ms. Meredith Martino, English teacher at the Jr/Sr High, was selected as a Teacher Honoree at the June ASSET luncheon. The write up from the program:

*“Ms. Martino is a recent graduate of LIU C.W. Post’s Educational Technology Master’s program, and has been an English teacher at Cold Spring Harbor Junior Senior High School for 13 years. She used technology extensively this school year to promote independent reading with her English 8 classes. Ms. Martino believes students graduating high school in 2019 will need the skills necessary to manipulate and adapt to various presentation mediums and eventually share their information with a global audience. She also utilized Instagram to share homework, due dates, and notes from lessons.”*

During the year we continued to improve our infrastructure to support our expanding educational programs. We replaced our network security hardware and software and installed a redundant Internet connection. This will allow the district to continue operations if one path fails. Since a significant part of our instructional program, as well as administrative functions, require Internet access, this upgrade was critical. Many of our students use our Internet connection during evenings and weekends to access their documents, and our software, from home. We require a high level of accessibility, and this redundant connection provides that.

## **E. Food Services**

***Gerri Tiger, Director***

The Food Service Program, just like the students of Cold Spring Harbor, is always on the move. Going back to November of 2014, the Board of Education approved the withdrawal of the Junior/ Senior High School from the National School Lunch Program, NSLP. The district decided to make this change mainly due to the new federal guidelines that were not completely beneficial. This change went without notice to the majority of students. We continue to offer all of the required fruits, vegetables and whole grains. In addition, we kept a few favorites such as white wraps and Kaiser rolls for the made- to-order deli bar.

New regulations have propelled drastic changes to beverages offered to students, which include those with artificial sweeteners, flavors and colors. The district's policy has always been to avoid artificial colors, flavors and sweeteners to the maximum extent possible. We also try to limit products that contain HFCS. We continue to serve natural iced teas, pure fruit juice beverages, skim and fat free milk and nutrient enhanced drinks without artificial ingredients. The beverage industry is striving to create new products to meet the new guidelines and as they become available, we introduce them to our students.

Ala carte snack regulations are becoming more stringent every year and now must have a first ingredient of fruit, vegetable, or whole grain and be less than 200 calories with 7 grams of fat or less. Sodium levels are scheduled to be lowered over the next three years and are currently at a maximum 200 mg for individual snacks. All items served in the elementary schools meet these standards, as do approximately 90 % in the secondary schools.

On another note, we said goodbye to three valued employees in June of 2014. These dedicated employees collectively served and nourished our students for more than 47 years. We were fortunate to have great staff members to step up and take their places. Two of them became lead cooks in Lloyd Harbor and West Side. In addition, we were fortunate to find some new members to add to our team and look forward to many more years with them.

In May 2015, New York State Education Department conducted an administrative review of our Child Nutrition Program. This was the first review we have had since the new guidelines have been in effect. Two minor suggestions were made by the reviewer for changes in record keeping. These recommendations were implemented immediately.

In closing, our program continues to remain self-sufficient, while many other districts are falling behind. This enables us to keep up with maintenance and new equipment purchases. We continue to serve fresh, high quality meals to our students and are committed to adhere to New York State and Federal recommendations for healthier meals. One of the most important tasks is to teach the children to make good decisions on their own about what they consume; ultimately they have the final say. Our efforts to provide educational information

and an expanded variety of offerings are consciously directed to lead them in the right direction.

## **F. Buildings and Grounds**

***Mark Margolis, Director***

Cold Spring Harbor CSD B & G continues to address and improve room comfort issues as well as energy conservation issues. The new Building Energy Management System provided by the Energy Performance Contract enables us to look at and diagnose and often correct problems all on the computer. For example we welcome hearing about cold rooms. We would rather look into the problem and correct it than have a teacher plug in an electric heater that is only going to cause more problems down the line. We do not expect our building occupants to suffer in silence. We have been able to identify and correct problems that have existed for many years either with adjustments of corrective installations.

Unfortunately NYSED delayed for 49 weeks the approval of our most recent Capital Reserve Projects, (submitted in October 2014) too late for any of that work to be bid and completed this summer. Summer 2015 did see completion of the Lloyd Harbor Main Office renovation. That project was approved too late in the 2014-2015 school year to complete the work over the summer in 2014. There are still a few details remaining / in progress on that project fine tuning and adjustments to the original plans. Every time the contractor's opened a wall they found surprises that needed to be addressed.

The list of Capital Reserve Projects completed through the 2014 -15 school year was extensive. We identified those project we could complete using existing Municipal purchasing Contracts, those projects we could award using 3 written quotes.

CSH staff completed projects over the summer - some examples;

- At the Jr Sr HS relocated the purchasing and IT department to create space for 2 new Special Ed instructional spaces.
- Divided up existing Special Ed spaces to create more individual spaces for instruction
- Installed air conditioners for students as directed by Special Ed
- Renovated room 100 at Lloyd Harbor to be the new Faculty room
- Relocated the TV Studio at Lloyd Harbor
- Relocated the TV Studio at the Jr Sr HS
- Relocated classroom teachers – that typically means moving an average or 30 boxes per room

In addition to numerous repairs and modifications requested on work orders

- Every light fixture was addressed, lamps and ballasts replaced as needed, lenses cleaned
- Every window was washed
- All student desks cleaned, gum removed
- All floors stripped and waxed
- All lockers cleaned out and washed
- Classroom and office carpets and entrance walk off mats were shampooed/extracted
- All classrooms and restrooms were extensively cleaned
- Cafeteria tables and chairs were cleaned gum removed etc
- Classrooms and corridors were painted
- Stained ceiling tiles were replaced

CSHCSD has been able to address a long list of building conditions, deficiencies and renovations as well as accommodations and modernizations through the Capital Reserve Projects. Working from the Building Condition Survey, from Principals requests, ongoing annual surveys and the problems that show up day to day the Architect and the Committee continue to develop lists, identify priorities and address these issues.

## **APPENDIX A**

### **STUDENT ACHIEVEMENT DATA**

COLD SPRING HARBOR SCHOOL DISTRICT

State Testing Results

Comparison of Results 2009 through 2015

	<u>2009</u>	<u>2010 Scores w/2009 Cuts</u>	<u>2010 Scores w/2010 Cuts</u>	<u>2011</u>	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>
ELA –Grade 3	95	90	74	74	79	59	47	44
ELA – Grade 4	91	96	79	82	85	52	55	57
ELA – Grade 5	97	95	72	81	85	54	51	52
ELA – Grade 6	95	96	82	80	82	59	48	50
ELA – Grade 7	94	97	81	78	81	47	57	56
ELA – Grade 8	89	86	74	78	82	61	56	72
Math –Grade 3	99	99	74	79	84	59	61	63
Math – Grade 4	96	96	83	86	89	63	70	74
Math – Grade 5	98	99	84	88	87	50	62	65
Math – Grade 6	97	98	87	88	89	55	72	82
Math – Grade 7	98	97	89	93	92	45	69	69
Math – Grade 8	95	96	78	83	88	54	24**	20**

\* 2013 state assessments are the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. State Education Commissioner John B. King, Jr. said that, as expected, the percentage of students deemed proficient is significantly lower than in 2011-2012. This change in scores – which will effectively create a new baseline of student learning – is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students’ progress toward college and career readiness.

\*\*A waiver approved by the US Department of Education ended the “double-testing” of accelerated math students beginning with the 2014 assessments. In CSH, eighth graders took the Algebra 1 Common Core Regents and the Integrated Algebra Regents with students receiving the higher of the two scores. They were not required to take the NYS Math 8 assessment.

*All numbers are percents; representing the percent of students scoring a 3 or 4.*

**COLD SPRING HARBOR Jr./Sr. HIGH SCHOOL**  
**NEW YORK STATE REGENTS EXAMINATION RESULTS**

2010 - 2015

DISCIPLINE	Number Tested					Percentage Passed					Percentage Mastery*								
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015	
Comp. English	167	171	165	170	153	158	99	98	98	98	100	100	77	87	70	82	69	84	
Integrated Algebra	194	171	168	197	162		99	99	99	98	99		61	46	52	60	73		
Common Core Algebra I \$				164	170					98	97						18	27	
Geometry	153	169	156	171	186	155	98	96	95	94	95	98	46	53	46	47	58	51	
Common Core Geometry #					153						93							29	
Algebra 2/Trig.^	147	166	145	163	161		95	92	93	90	92		53	63	57	58	48		
Biology(Living Environment)@	143	174	345	269	205	201	99	99	100	99	99	100	72	72	77	63	72	82	
Chemistry	131	135	145	180	138	109	98	98	99	98	97	89	28	42	34	34	36	11+	
Earth Science	191	148	0	93	145	171	96	95	99	97	98		73	67	48	60	64		
Physics	140	122	103	121	158	109	88	88	75	92	87	88	51	43	40	37	41	44	
Global Studies	171	164	169	151	160	165	99	98	99	97	99	96	73	63	67	58	79	78	
U.S. History & Govt.	167	171	162	170	154	168	99	100	99	99	99	100	86	85	77	78	88	82	

\*Mastery - 85% or above

^ June 2011 beginning of Algebra 2/Trig. at CSHHS - Math has gone from a 3 year sequence with 2 Regents, Math A and Math B, to a 3 year sequence with 3 Regents - Integrated Algebra, Geometry and Algebra 2 Trig.

@June 2012 - Living Environment Regents was administered to non-accelerated Science students in grade 9 and Science accelerated students in grade 8. Since then all grade 8 students take the Living Environment Regents

\$June 2014 - All Integrated Algebra students took both the Integrated Algebra Regents and the Common Core Algebra Regents;

Students are permitted to choose their higher score to appear on their transcript and to be used in computing their final grade for the course.

#June 2015 - All Geometry students took both the Geometry Regents and the Common Core Geometry Regents. This is the first year the common core

Geometry Regents was given. The scores for both are reported above. Students are permitted to choose their higher score to appear on their

transcript and to be used in computing their final grade for the course.

+June 2015 - There were no Chemistry Honors classes taught this year.

# English Regents

## June 2015

<u>Grade Range</u>	<u>Number of Students</u>	<u>Percent</u>
100	17	10.8%
91-99	72	45.6%
81-90	48	30.4%
71-80	19	12.0%
65-70	1	.6%
Below 65%	1	.6%
Total	158	100%
<b>Mastery Level (85-100%)</b>	<b>134</b>	<b>84.8%</b>

# Statistical/Academic Comparison of the Classes (2010 through 2015)

## CLASS PROFILES

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Students	162	167	168	164	170	155
Average GPA	3.38	3.398	3.419	3.372	3.415	3.448
Average SAT 1600	1196	1206	1211	1177	1192	1174
Average SAT 2400	1808	1809	1810	1772	1787	1762
Average ACT	26	26	27	26	27	26
Submitted Applications	1209	1196	1214	1220	1368	1241
Applications per Student	7.5	7.2	7.2	7.4	8	8

# Breakdown of College Type By Male and Female Applicants

<u>Students/Colleges 2015</u>	<u>Male</u>	<u>Female</u>
4 Yr College – 4 Yr College	77	71
4 Yr College – Public In-State	8	10
4 Yr College – Private In-State	14	10
4 Yr College – Public Out-of-State	19	19
4 Yr College – Private Out-of-State	36	32
2 Yr College – 2 Yr College	4	2
2 Yr College – Public In-State	3	1
2 Yr College – Public Out-of-State	1	1
Non U.S. College	0	1
<b>Total Students – Total Students</b>	<b>81</b>	<b>74</b>

**SAT/ACT/Subject Test Scores  
(2010 through 2015)**

# Summary Data for Net Applications (2015)

## CLASS OF 2015 Application Outcome Summary

Note: Withdraw indicates student withdrew before college rendered decision

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
University of Aberdeen	0	1	0	0	0	0
Academy of Art University	0	1	1	0	0	0
Adelphi University	11	60	45	7	5	0
The University of Alabama	7	33	33	7	0	0
Albany College of Pharmacy	0	1	0	0	0	0
Albright College	1	6	5	0	1	0
Alfred University	0	7	5	0	1	0
Allegheny College	2	7	6	0	0	2
American Academy of Dramatic Arts	0	1	1	0	0	0
American University	15	44	25	4	12	5
The American University of Paris	0	2	1	0	0	0
Amherst College	7	24	7	4	11	4
Anna Maria College	0	1	1	0	0	0
Arcadia University	0	1	1	0	0	0
Arizona State University	3	17	16	3	0	0
The University of Arizona	3	25	21	5	2	0
Arkansas State University	0	2	2	0	0	0
Art Center College of Design	1	0	0	0	0	0
Assumption College	0	5	4	0	0	0
Auburn University	3	19	16	3	0	0
Babson College	3	11	3	0	4	3
Ball State University	0	1	1	0	0	0
Bard College	5	9	9	2	0	0
Barnard College	4	9	3	1	4	2
Barry University	0	2	2	0	0	0
Baruch College of the CUNY	3	15	6	0	7	0
Bates College	8	13	6	3	4	4
Belmont Abbey College	0	1	1	0	0	0
Belmont University	0	4	4	2	0	0
Beloit College	1	2	1	1	1	0
Bennington College	0	1	1	0	0	0
Bentley University	5	20	17	3	0	2
Berkeley College NYC Midtown Location	0	1	0	0	0	0
Berklee College of Music	2	4	3	1	0	0
Berkshire School	0	1	0	0	1	0
Binghamton University	54	209	140	25	38	19
Borough of Manhattan Community College of the CUNY	0	1	1	0	0	0
Boston College	30	146	74	29	48	22
Boston University	43	101	70	12	21	4
Bowdoin College	8	16	2	0	7	6

<b>College</b>	<b>Withdraw</b>	<b>Net apply</b>	<b>Accept</b>	<b>Attend</b>	<b>Deny</b>	<b>Waitlist</b>
Bowling Green State University	1	1	0	0	0	0
Bradley University	0	1	1	0	0	0
Brandeis University	7	18	13	3	0	5
Briarcliffe College - Bethpage	0	1	1	0	0	0
University of Bridgeport	0	1	1	0	0	0
Bridgton Academy	0	1	1	1	0	0
University of British Columbia	0	1	0	0	0	0
Brooklyn College of the CUNY	1	4	3	0	1	0
Brown University	19	68	11	6	54	4
Bryant University	9	16	10	1	2	4
Bryn Mawr College	0	3	2	2	1	0
Bucknell University	54	114	52	29	26	35
Buffalo State College of SUNY	2	35	31	3	1	0
Butler University	1	1	1	0	0	0
Cabrini College	0	3	3	1	0	0
Caldwell University	0	1	1	0	0	0
California College of the Arts (San Francisco)	0	2	2	0	0	0
California Institute of Technology	0	5	1	0	1	3
California Institute of the Arts	0	2	1	0	1	0
California Lutheran University	0	1	1	0	0	0
California Polytechnic State University, San Luis Obispo	0	1	0	0	1	0
California State University, San Bernardino	0	1	1	0	0	0
University of California, Berkeley	6	7	2	0	5	0
University of California, Davis	2	3	2	0	1	0
University of California, Irvine	0	2	1	1	1	0
University of California, Los Angeles	7	10	4	1	5	1
University of California, San Diego	1	5	2	0	3	0
University of California, Santa Barbara	0	8	3	1	4	1
University of California, Santa Cruz	0	1	0	0	1	0
Canisius College	1	1	1	0	0	0
Carleton College	2	4	1	1	1	2
Carnegie Mellon University	19	40	18	5	14	7
Case Western Reserve University	2	7	5	0	2	0
Castleton University	2	3	3	0	0	0
The Catholic University of America	12	61	44	11	3	13
Cazenovia College	0	1	1	0	0	0
Centenary College	0	1	1	0	0	0
University of Central Florida	1	13	9	1	1	0
Central Michigan University	0	1	1	0	0	0
University of Central Missouri	0	1	1	0	0	0
Centre College	0	1	1	0	0	0
Champlain College	2	8	7	1	1	0

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
Chapman University	0	6	2	0	3	0
College of Charleston	17	84	59	10	17	1
University of Charleston	0	2	2	0	0	0
University of Chicago	9	14	5	0	4	5
Christopher Newport University	0	1	1	0	0	0
University of Cincinnati College-Conservatory of Music	1	1	1	0	0	0
The Citadel, the Military College of South Carolina	0	1	1	0	0	0
City College of New York CUNY	3	7	4	0	1	0
City University of New York	1	1	1	0	0	0
Claremont McKenna College	1	3	1	0	2	0
Clark University	4	11	8	2	2	0
Clarkson University	4	14	14	3	0	0
Clemson University	20	57	33	9	15	13
Clinton Community College	0	2	1	1	0	0
Coastal Carolina University	4	33	28	6	1	0
Colby College	9	9	6	5	2	1
Colgate University	19	47	22	8	9	16
University of Colorado at Boulder	9	42	32	11	3	1
Colorado College	1	8	4	2	4	0
Colorado School of Mines	1	1	0	0	1	0
Colorado State University	4	14	12	1	1	0
Columbia College Chicago	0	1	1	0	0	0
Columbia University	9	58	13	6	39	8
Concordia University - Montreal	0	3	1	0	0	0
Connecticut College	17	12	5	2	4	3
University of Connecticut	20	67	45	6	11	7
The Cooper Union for the Advancement of Science & Art	1	6	3	2	2	0
Cornell College	1	0	0	0	0	0
Cornell University	35	135	52	28	66	12
Creighton University	0	1	0	0	0	0
The Culinary Institute of America	0	2	1	1	0	0
CUNY-Macaulay Honors College	0	4	3	0	1	0
Curry College	2	5	2	0	2	0
Dartmouth College	14	55	15	7	32	6
Davidson College	4	8	7	5	0	2
University of Dayton	2	14	12	2	0	0
Delaware College of Art and Design	1	0	0	0	0	0
University of Delaware	71	198	142	31	36	18
Denison University	4	9	5	2	1	2
University of Denver	1	10	4	0	2	1
DePaul University	0	1	0	0	0	0
DeSales University	0	2	2	0	0	0

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
Dickinson College	25	40	28	10	3	3
Dominican University of California	0	1	1	0	0	0
Dowling College	2	10	9	2	0	0
Drew University	7	13	12	0	0	1
Drexel University	4	61	54	5	2	4
Duke University	17	68	24	12	37	9
Duquesne University	0	2	2	0	0	0
Earlham College	0	1	0	0	0	0
East Carolina University	0	7	5	0	0	0
East Stroudsburg University of Pennsylvania	0	2	0	0	1	0
Eastern Connecticut State University	1	3	3	0	0	0
Eastman School of Music of the U of Rochester	0	1	0	0	1	0
Eckerd College	0	11	10	3	1	0
Edinboro University of Pennsylvania	0	1	1	0	0	0
Elizabethtown College	0	1	1	0	0	0
Elmira College	0	1	1	0	0	0
Elon University	22	66	35	7	7	17
Embry-Riddle Aeronautical University - Daytona Beach	0	1	1	0	0	0
Emerson College	1	20	10	1	6	1
Emmanuel College	0	2	1	0	0	0
Emory University	19	42	21	7	11	10
Endicott College	1	4	3	1	0	0
Fairfield University	26	151	114	20	9	21
Fairleigh Dickinson University - Florham Campus	1	4	3	0	1	0
Fairleigh Dickinson University - Metropolitan Campus	1	7	7	1	0	0
Fashion Institute of Design and Merchandising, Los Ange	0	1	0	0	1	0
Fashion Institute of Technology	7	18	8	4	8	0
Fisher College	0	2	2	0	0	0
Flagler College	0	2	2	0	0	0
Florida A&M University	0	1	0	0	0	0
Florida Atlantic University	1	12	6	1	2	0
Florida Gulf Coast University	2	4	3	2	0	0
Florida International University	0	5	5	0	0	0
Florida Southern College	0	5	5	0	0	0
Florida State University	6	20	14	2	4	0
University of Florida	14	24	9	4	13	0
Fordham University - Lincoln Center Campus/Rose Hill Ca	20	113	75	10	20	11
Fort Lewis College	1	0	0	0	0	0
Franklin and Marshall College	16	22	14	4	1	6
Franklin Pierce University	0	4	3	0	0	0
Franklin W. Olin College of Engineering	1	2	1	1	1	0
French Culinary Institute	0	1	1	0	0	0

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
Full Sail University	0	1	1	1	0	0
Furman University	3	11	10	2	1	0
George Mason University	9	16	14	1	1	0
The George Washington University	42	56	28	16	18	8
Georgetown University	21	69	22	12	34	14
Georgia Institute of Technology	1	16	9	3	6	0
Georgia Southern University	1	0	0	0	0	0
The University of Georgia	3	20	6	2	8	1
Gettysburg College	33	49	35	11	0	13
Gonzaga University	0	1	0	0	1	0
Goucher College	3	9	9	1	0	0
Green Mountain College	0	1	1	1	0	0
Grinnell College	2	1	0	0	0	1
Guilford College	1	2	2	0	0	0
Hamilton College - NY	9	15	7	2	5	5
Hamilton College - IA	1	0	0	0	0	0
Hampshire College	3	2	2	0	0	0
University of Hartford	10	26	21	5	1	0
Hartwick College	5	11	9	0	0	0
Harvard University	6	65	7	6	45	13
Harvey Mudd College	0	2	2	0	0	0
Haverford College	5	11	4	2	1	5
University of Hawaii at Manoa	0	1	1	1	0	0
Herkimer County Community College	0	2	2	1	0	0
High Point University	12	54	49	9	2	3
Hobart and William Smith Colleges	14	26	22	4	1	2
Hofstra University	9	103	83	15	6	1
College of the Holy Cross	27	43	18	3	9	17
Hood College	0	4	4	1	0	0
Humboldt State University	0	1	1	0	0	0
Hunter College of the CUNY	3	18	11	1	5	0
Husson University	0	2	2	0	0	0
University of Illinois at Urbana-Champaign	2	11	8	2	2	0
Illinois College	1	0	0	0	0	0
The Illinois Institute of Art	1	0	0	0	0	0
Immaculata University	0	1	1	0	0	0
Imperial College London	0	1	0	0	0	0
Indiana State University	2	0	0	0	0	0
Indiana University at Bloomington	8	80	71	8	4	4
Indiana University-Purdue University Indianapolis	0	1	1	0	0	0
Institute of Audio Research	0	1	1	0	0	0
Iona College	6	31	29	5	1	0

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
The University of Iowa	1	2	2	0	0	0
Ithaca College	15	49	43	5	2	1
Jacksonville University	1	7	5	1	0	0
James Madison University	23	72	56	5	8	8
John Carroll University	0	1	1	0	0	0
John Jay College of Criminal Justice of the CUNY	1	2	1	0	0	0
Johns Hopkins University	19	41	16	7	11	11
Johnson & Wales University (North Miami)	0	1	0	0	1	0
Johnson & Wales University (Providence)	1	13	11	1	1	0
Johnson State College	1	4	3	0	0	0
The Juilliard School	0	2	0	0	2	0
Juniata College	1	4	3	0	0	0
Kalamazoo College	0	1	1	0	0	0
University of Kansas	1	1	1	0	0	0
Keene State College	2	4	2	0	1	0
University of Kentucky	1	2	2	0	0	0
Kenyon College	2	5	3	0	0	1
The King's College	1	0	0	0	0	0
Kutztown University of Pennsylvania	0	2	1	0	0	0
La Salle University	0	3	3	0	0	0
University of La Verne	0	1	1	0	0	0
Lafayette College	42	29	18	6	4	9
Lake Forest College	0	1	1	0	0	0
Landmark College	0	3	2	1	1	0
Lasell College	0	2	2	0	0	0
Lawrence University	2	0	0	0	0	0
Le Moyne College	0	2	2	0	0	0
Lebanon Valley College	0	3	0	0	2	0
Lehigh University	45	62	29	16	9	25
Lehman College of the CUNY	1	2	1	0	1	0
Lesley University	2	3	2	0	1	0
Lewis & Clark College	1	3	2	0	1	0
LIM College (Laboratory Institute of Merchandising)	0	4	3	2	0	0
Long Island University, Brooklyn	2	7	7	1	0	0
Long Island University, Post	8	73	63	10	3	0
University College London	0	1	1	0	0	0
Long Island University, Southampton College(DO NOT US	1	0	0	0	0	0
Louisiana State University	2	6	5	0	0	0
University of Louisiana	0	1	0	0	0	0
University of Louisville	1	0	0	0	0	0
Loyola Marymount University	4	10	5	0	5	0
Loyola University Chicago	0	3	2	0	1	0

<u>College</u>	<u>Withdraw</u>	<u>Net apply</u>	<u>Accept</u>	<u>Attend</u>	<u>Deny</u>	<u>Waitlist</u>
Loyola University Maryland	48	150	127	17	5	19
Loyola University New Orleans	0	3	3	1	0	0
Luther College	0	1	1	0	0	0
Lynchburg College	0	4	4	0	0	0
Lyndon State College	1	2	2	0	0	0
Lynn University	4	18	14	1	1	0
Macalester College	5	0	0	0	0	0
Maine College of Art	0	1	1	0	0	0
University of Maine	1	3	2	1	0	0
Manhattan College	2	25	17	5	4	1
Manhattan School of Music	0	2	0	0	2	0
Manhattanville College	4	10	6	0	1	0
Mannes College of Music	0	1	0	0	1	0
Marietta College	1	1	1	0	0	0
Marist College	23	150	73	20	28	30
Marquette University	2	5	4	1	0	1
Marshall University	0	1	0	0	0	0
University of Mary Washington	11	10	9	1	1	0
Maryland Institute College of Art	6	14	11	1	1	0
University of Maryland, Baltimore County	0	5	4	1	0	0
University of Maryland, College Park	41	105	73	10	24	2
Marymount Manhattan College	1	26	22	4	1	1
Marymount University	0	4	3	0	0	0
Marywood University	0	2	2	0	0	0
Massachusetts College of Art and Design	1	3	2	0	1	0
Massachusetts College of Liberal Arts	0	1	1	1	0	0
MCPHS - Massachusetts College of Pharmacy & Health Sc	1	1	1	1	0	0
Massachusetts Institute of Technology	2	18	2	1	14	1
University of Massachusetts, Amherst	22	115	96	8	8	1
University of Massachusetts, Boston	0	3	3	0	0	0
University of Massachusetts, Dartmouth	0	4	4	0	0	0
University of Massachusetts, Lowell	0	2	1	0	0	0
McDaniel College	0	15	12	1	2	0
McGill University	5	10	5	1	3	1
Mercy College	2	3	2	1	0	0
Mercyhurst University	1	1	0	0	1	0
Merrimack College	1	7	6	0	0	0
Messiah College	0	1	1	1	0	0
Miami International University of Art & Design	0	1	0	0	0	0
Miami University, Oxford	11	54	41	8	7	7
University of Miami	30	121	77	16	22	26
Miami Dade College - Wolfson Campus	1	0	0	0	0	0

<b>College</b>	<b>Withdraw</b>	<b>Net apply</b>	<b>Accept</b>	<b>Attend</b>	<b>Deny</b>	<b>Waitlist</b>
Michigan State University	3	15	14	3	1	0
University of Michigan	46	156	76	24	38	15
Middlebury College	9	33	8	4	14	9
University of Minnesota, Twin Cities	0	1	0	0	0	0
Misericordia University	2	1	1	0	0	0
University of Mississippi	0	1	0	0	0	0
Mitchell College	1	4	4	3	0	0
Mohawk Valley Community College	0	1	1	0	0	0
Molloy College	0	14	11	0	2	0
Monmouth University	0	5	4	1	1	0
Montana State University, Bozeman	0	1	1	0	0	0
Montclair State University	0	1	1	0	0	0
Montserrat College of Art	0	1	0	0	0	0
Moravian College	0	3	3	0	0	0
Mount Holyoke College	0	1	1	0	0	0
Mount Saint Mary College	3	3	2	0	0	0
Mount Saint Mary's University	2	5	4	1	0	1
College of Mount Saint Vincent	0	2	1	0	0	0
Muhlenberg College	20	34	21	4	2	10
Nassau Community College	4	36	28	26	0	0
NCAA Eligibility Center	0	7	1	0	0	0
University of Nebraska at Lincoln	0	1	1	0	0	0
University of Nevada, Las Vegas	0	1	1	0	0	0
University of Nevada, Reno	0	1	1	0	0	0
New College of Florida	0	1	1	0	0	0
New England Conservatory of Music	0	1	1	1	0	0
University of New England	0	1	1	0	0	0
University of New Hampshire	5	24	18	0	5	0
University of New Haven	0	8	7	0	0	0
The College of New Jersey	1	6	6	1	0	0
University of New Orleans	0	1	1	0	0	0
New York City College of Technology	0	1	1	0	0	0
New York Institute of Technology	0	24	20	3	0	0
New York University	29	96	43	21	41	10
Niagara University	1	1	1	0	0	0
North Carolina A&T State University	0	1	0	0	0	0
University of North Carolina at Asheville	0	4	2	0	2	0
The University of North Carolina at Chapel Hill	20	69	27	4	29	9
University of North Carolina at Charlotte	1	9	6	1	2	0
University of North Carolina at Greensboro	1	7	5	0	2	0
University of North Carolina at Wilmington	6	18	7	1	7	0
University of North Carolina School of the Arts	0	1	1	1	0	0

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North Carolina State University	3	5	1	0	3	1
North Country Community College	0	1	1	0	0	0
University of North Texas	2	0	0	0	0	0
Northeastern University	34	130	83	9	24	10
Northern Arizona University	0	1	1	0	0	0
Northwestern College - Chicago Campus	1	0	0	0	0	0
Northwestern University	30	61	28	12	25	7
Notre Dame de Namur University	0	1	1	0	0	0
Notre Dame University	1	0	0	0	0	0
University of Notre Dame	14	48	22	10	16	8
Nova Southeastern University	2	3	3	0	0	0
Oberlin College	4	5	0	0	4	2
Oberlin Conservatory of Music	1	0	0	0	0	0
Occidental College	3	3	1	0	1	1
Ohio University	0	1	1	0	0	0
Ohio Wesleyan University	2	13	13	4	0	0
Oklahoma City University	0	2	2	0	0	0
Oklahoma State University	0	1	1	1	0	0
University of Oklahoma	0	2	2	0	0	0
Old Dominion University	0	2	2	0	0	0
University of Oregon	2	1	0	0	0	0
Pace University, New York City	7	41	35	6	2	1
Pace University, Westchester Campus	1	2	1	0	1	0
University of the Pacific	1	2	0	0	2	0
Palm Beach Atlantic University	1	2	1	0	0	0
Palm Beach State College	0	1	1	1	0	0
Pennsylvania State University - All Campuses	25	93	76	6	12	0
Pennsylvania State University - World Campus	0	1	1	0	0	0
Pennsylvania State University, Abington	0	1	1	0	0	0
Pennsylvania State University, Altoona	0	1	1	0	0	0
Pennsylvania State University, Erie: The Behrend College	0	1	1	0	0	0
Pennsylvania State University, Harrisburg	1	2	2	0	0	0
Pennsylvania State University, Schreyer Honors College	0	1	1	1	0	0
University of Pennsylvania	19	78	16	13	55	5
Pepperdine University	4	4	1	0	1	0
Philadelphia University	0	3	1	0	1	0
University of Phoenix-Southern Arizona Campus	1	0	0	0	0	0
University of Pittsburgh	6	20	19	0	1	0
Pitzer College	1	1	0	0	1	0
Plymouth State University	1	6	5	0	0	0
Point Park University	0	1	1	0	0	0
Polytechnic Institute of NYU	1	0	0	0	0	0

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Pomona College	2	5	2	0	1	1
Pratt Institute	5	10	5	2	2	2
Princeton University	15	60	12	8	43	4
Providence College	15	52	34	4	3	14
University of Puget Sound	1	1	0	0	0	0
Purchase College State University of New York	4	24	17	3	3	1
Purdue University	4	20	20	3	0	0
Queen's University	0	1	1	1	0	0
Queens College of the CUNY	1	7	5	2	1	0
Queens University of Charlotte	0	1	1	0	0	0
Queensborough Community College of the CUNY	0	1	1	0	0	0
Quinnipiac University	27	126	107	19	3	12
Randolph College	0	1	1	0	0	0
Randolph-Macon College	0	4	3	0	0	0
University of Redlands	0	1	1	0	0	0
Reed College	0	1	0	0	1	0
Rensselaer Polytechnic Institute	10	29	18	8	2	8
Rhode Island College	0	1	0	0	0	1
Rhode Island School of Design	4	7	2	2	4	1
University of Rhode Island	20	80	64	5	4	2
Rhodes College	1	3	3	0	0	0
Rice University	4	4	1	0	3	0
University of Richmond	49	89	46	20	10	31
Rider University	1	9	9	0	0	0
Ringling College of Art and Design	0	2	2	0	0	0
Roanoke College	5	19	18	2	0	1
Roberts Wesleyan College	1	0	0	0	0	0
Rochester Institute of Technology	3	17	16	2	0	0
University of Rochester	18	24	14	2	8	2
Roger Williams University	9	66	52	7	4	0
Rollins College	10	31	19	4	3	2
Rutgers University-New Brunswick	3	4	3	0	1	0
Rutgers, The State University of New Jersey at Camden	0	3	2	0	0	1
Ryerson University	1	0	0	0	0	0
Sacred Heart University	8	75	61	7	4	0
Saint Anselm College	1	2	1	0	0	0
Saint Joseph's College-ME	0	2	2	0	0	0
Saint Joseph's University	0	18	18	1	0	0
Saint Leo University	1	2	1	0	0	0
Saint Louis University	0	1	1	0	0	0
Saint Michael's College	0	8	7	1	1	0
The College of Saint Rose	1	3	3	0	0	0

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Salisbury University	2	4	3	0	0	0
Salve Regina University	3	24	17	1	1	2
San Diego State University	0	6	3	1	3	0
University of San Diego	4	21	12	2	6	2
San Francisco Art Institute	0	2	2	1	0	0
University of San Francisco	1	10	8	0	1	0
Santa Clara University	0	4	3	0	1	0
Santa Monica College	0	1	1	1	0	0
Sarah Lawrence College	2	2	2	1	0	0
Savannah College of Art and Design	1	5	5	0	0	0
Savannah College of Art and Design-Atlanta	1	0	0	0	0	0
School of the Art Institute of Chicago	2	14	13	3	0	0
School of the Museum of Fine Arts	1	3	3	1	0	0
School of Visual Arts	2	9	8	2	0	0
University of the Sciences in Philadelphia	0	2	2	0	0	0
The University of Scranton	3	31	26	1	0	2
Scripps College	1	0	0	0	0	0
Seattle University	0	1	1	0	0	0
Seton Hall University	4	12	10	0	0	0
Seton Hill University	0	4	4	1	0	0
Sewanee: The University of the South	1	2	2	1	0	0
Shenandoah University	0	3	2	1	1	0
Siena College	14	57	37	4	10	3
Sierra Nevada College	0	1	0	0	0	0
Simmons College	0	1	1	0	0	0
Skidmore College	16	35	27	9	3	5
Slippery Rock University of Pennsylvania	0	1	1	0	0	0
Smith College	1	0	0	0	0	0
University of South Carolina, Beaufort	0	1	0	0	0	0
University of South Carolina, Salkehatchie	0	1	1	1	0	0
University of South Carolina	11	39	22	5	7	4
University of South Florida, Tampa	0	9	3	0	3	0
University of Southern California	13	33	11	4	19	0
Southern Connecticut State University	0	1	0	0	0	0
Southern Illinois University, Edwardsville	0	1	1	0	0	0
University of Southern Maine	1	1	1	0	0	0
Southern Methodist University	3	16	10	5	4	2
Southern New Hampshire University	1	0	0	0	0	0
Springfield College	1	3	2	1	0	0
St. Andrews University	0	1	1	0	0	0
University of St. Andrews	1	0	0	0	0	0
St. Bonaventure University	0	7	7	1	0	0

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St. Francis College	0	3	1	2	0	0
St. John's University - Queens Campus	3	31	27	3	0	1
St. Joseph's College - Long Island Campus	1	2	2	0	0	0
St. Lawrence University	6	3	1	0	1	0
St. Mary's College of Maryland	5	2	2	1	0	0
St. Thomas Aquinas College	1	1	0	0	0	0
Stanford University	8	26	1	1	23	0
State University of New York - Plattsburgh	1	34	21	2	7	0
State University of New York at Albany	4	108	92	6	7	2
State University of New York at New Paltz	8	67	44	5	13	4
State University of New York Upstate Medical University	0	1	1	0	0	0
College of Staten Island	1	0	0	0	0	0
Stetson University	0	6	6	0	0	0
Stevens Institute of Technology	1	5	4	0	0	0
Stevenson University	0	1	1	1	0	0
Stockton University	0	1	1	0	0	0
Stonehill College	8	28	20	1	5	2
Stony Brook Southampton	1	1	1	0	0	0
Stony Brook University	16	94	61	13	20	4
Suffolk County Community College, Ammerman	0	1	0	1	0	0
Suffolk County Community College, Eastern Campus	0	2	1	1	0	0
Suffolk County Community College, Western Campus	0	8	4	3	0	0
Suffolk University	0	12	12	2	0	0
SUNY Alfred State College	0	5	5	2	0	0
SUNY College at Brockport	3	24	16	0	3	1
SUNY College at Cobleskill	1	7	7	2	0	0
SUNY College at Cortland	6	74	41	6	23	2
SUNY College of Environmental Science and Forestry	1	3	2	0	1	0
SUNY College at Geneseo	17	84	72	19	7	4
SUNY Morrisville State College	0	8	7	0	0	0
SUNY College at Old Westbury	3	17	9	3	0	0
SUNY College at Oneonta	8	72	31	3	25	0
SUNY College at Potsdam	1	22	19	1	1	0
SUNY College of Technology at Canton	0	3	1	0	0	0
SUNY Delhi	0	11	10	0	1	0
SUNY at Farmingdale	6	39	22	6	6	1
SUNY Fredonia	0	15	15	1	0	0
SUNY Maritime College	4	13	10	4	1	0
SUNY Oswego	6	49	33	5	10	0
SUNY Polytechnic Institute	1	1	1	0	0	0
Susquehanna University	1	7	7	1	0	0
Swarthmore College	4	14	4	3	6	3

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Syracuse University	51	112	77	28	13	14
The University of Tampa	2	71	55	9	10	1
Temple University	1	7	5	0	0	1
University of Tennessee, Chattanooga	1	1	0	0	1	0
University of Tennessee, Knoxville	1	7	6	0	1	0
University of Tennessee, Martin	0	1	1	0	0	0
Texas A&M University	0	1	1	0	0	0
Texas Christian University	0	5	3	0	1	1
The University of Texas, Austin	9	29	15	2	14	0
The University of Texas, San Antonio	0	1	1	0	0	0
The Art Institute of Philadelphia	0	1	1	0	0	0
The New School - All Divisions	9	12	8	0	1	1
The Ohio State University	12	41	17	1	22	2
Thomas College	0	1	1	1	0	0
Tompkins Cortland Community College	0	2	2	0	0	0
Touro College	1	0	0	0	0	0
Towson University	7	31	20	2	5	5
Trinity College	7	23	18	3	0	4
Trinity College Dublin	0	1	0	0	0	0
Troy University	0	1	1	0	0	0
Tufts University	25	57	25	10	26	7
Tulane University	22	141	79	10	31	12
Union College	14	12	8	1	2	2
United States Air Force Academy	0	1	1	0	0	0
United States Coast Guard Academy	1	0	0	0	0	0
United States Military Academy - Army	1	1	1	1	0	1
United States Naval Academy	0	3	2	2	1	0
University at Buffalo The State University of New York	12	53	41	9	7	2
University of Oxford	0	1	1	1	0	0
University of South Carolina- Beaufort South	0	1	0	0	0	0
The University of the Arts	3	3	2	0	1	0
Ursinus College	4	12	12	2	0	0
University of Utah	2	1	1	0	0	0
Utica College	2	4	3	0	0	0
Vanderbilt University	26	103	27	9	45	31
Vanderbilt University - Blair School of Music	0	1	0	0	1	0
Vassar College	8	20	5	1	7	7
University of Vermont	21	128	94	11	8	18
Villanova University	36	135	81	15	16	35
Virginia Commonwealth University	2	2	2	0	0	0
Virginia Military Institute	0	2	1	0	0	0
Virginia Tech	5	16	14	2	2	0

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University of Virginia	25	90	33	12	34	21
Wagner College	0	6	5	1	0	1
Wake Forest University	34	53	21	9	11	22
Washington and Jefferson College	2	2	1	0	1	0
Washington and Lee University	11	17	7	3	2	8
Washington College	3	8	6	0	1	0
Washington University in St. Louis	20	44	16	3	14	14
University of Washington	5	4	4	1	0	0
Webb Institute	1	1	1	0	0	0
Wellesley College	1	4	2	0	0	1
Wentworth Institute of Technology	0	3	2	0	0	0
Wesley College	0	1	1	0	0	0
Wesleyan University	6	22	5	2	12	4
West Chester University of Pennsylvania	0	2	2	0	0	0
West Virginia University	2	29	28	3	0	1
Western Connecticut State University	0	4	3	0	0	0
Western Michigan University	0	1	1	0	0	0
Western New England University	0	15	12	2	2	0
Western State Colorado University	0	1	0	0	0	0
Westminster College	0	1	1	0	0	0
Wheaton College IL	1	1	1	0	0	0
Wheaton College MA	1	2	1	0	0	1
Whitman College	1	2	1	0	0	0
Whittier College	0	1	1	1	0	0
Wichita State University	0	1	1	0	0	0
Widener University	0	2	2	0	0	0
Wilkes University	0	2	2	0	0	0
Willamette University	0	1	1	0	0	0
College of William and Mary	18	45	18	7	11	13
Williams College	7	24	5	4	14	4
Wingate University	0	1	1	0	0	0
Winthrop University	0	1	1	0	0	0
University of Wisconsin, Madison	13	50	30	10	15	2
Wittenberg University	0	1	1	0	0	0
Wofford College	0	2	1	0	0	0
The College of Wooster	1	2	1	0	0	0
Worcester Polytechnic Institute	6	8	4	2	0	1
University of Wyoming	0	1	1	0	0	0
Xavier University	0	1	1	1	0	0
Yale University	9	54	4	2	48	1
York College of Pennsylvania	0	6	6	1	0	0