

Middle-level Mathematics Continuum

Huntington Union Free School District
Parent Information Meeting
Tuesday, January 30, 2018



HUFSD District Mission Statement

“Recognizing the strengths of our district’s traditions, its history of community support, the diversity of our population and our commitment to educational excellence, the mission of the HUFSD is to educate students by effectively teaching an enriched body of knowledge through the active participation of all students, building upon their unique talents and abilities to produce creative, self-assured, responsible citizens who are capable of critical thought and action.”



Benefits of Curricular Shift

- Earn Regents/diploma credit prior to entering high school
- Greater opportunity for students to enroll in advanced math or other elective courses in high school
- Provide access to high level, appropriately rigorous math content for all students



Prior to 2012-13 ...

- Generally all students in grade 7 complete Math 7 course of study
- Majority of grade 8 students complete Math 8 course of study
 - Three sections of Regents Algebra I



Beginning in 2013-14 ...

- Increase from three to five sections of Regents Algebra I
- Rationale: To provide opportunities for a greater number of students to be challenged and to close achievement gaps



Algebra 1 for All

Provide a foundation for all students to benefit from a rigorous middle level mathematics curriculum, and to provide them with greater opportunity for advancement at the high school level



District Visits

- HUFSD teachers and administrators visited Middle Country SD, Rockville Centre SD and William Floyd SD
- Each district provides an inclusive math program for all grade 7 and 8 students
 - Each district provides an extended math block in grade 7 and either support or extended instruction in grade 8
 - Programs have met with considerable success



Proposed Three-Year Transition Year 1

2017-2018:

- Revise current grade 6 statistics unit in alignment with grade 6 and 7 New York State standards
- Unit will be taught post-NYS assessment

(will require curriculum writing and professional development)



Proposed Three-Year Transition Year 2

2018-2019:

- Grade 7 curriculum to include key concepts in alignment with grade 7 and 8 State standards
- Proposed alternating-day double period to provide additional time for content delivery
(will require curriculum writing and professional development; to begin in 2017-18)



Proposed Three-Year Transition Year 3

2019-2020:

- All students complete the State standards-based Algebra 1 course of study
- Proposed alternating-day double period for those who need additional support



Students with Disabilities

Students with disabilities must be provided access to high quality curricular opportunities and instruction to prepare them for college and career experiences.



Implications for Students with Disabilities

Resource Room and Integrated Co-Taught

- Students will be provided with an alternating-day second period of math in both grades 7 and 8.
- When recommended by the CSE, ICT students will receive supplemental instruction through a support class.



Implications for Students with Disabilities

Special Class (15:1:1)

- Students will receive a double period of math daily in grades 7 and 8.
- When recommended by the CSE, Special Class students will receive supplemental instruction through a support class.



Access & Equity

“The inclusion of all learners did not undermine the performance of the high achieving students, and all students received clear, long-term benefits.”

“High achievers are doing better and more students have become high achievers.”



Educational Leadership