

2021-2022 Receivership School Quarterly Report #3
Report Period: *January 14, 2022 – April 14, 2022 (Due April 29, 2022)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. **All sections of the report must be completed by fully responding to each prompt.**

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety ***must be posted*** in a conspicuous place on the district website. All responses should directly align with or be adaptations to the previously approved intervention plans and **require explicit engagement and input from community engagement teams.**

School Name	School BEDS Code	District	Lead Partner or EPO		Hyperlink to where this plan will be posted on the district website:			
Hempstead High School	280201030007	Hempstead Union Free School District			https://www.hempsteadschools.org/			
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Regina Armstrong, Superintendent of Schools	Stephen Strachan Appointment Date: January 18, 2018	Ms. Reina Jovin, School Implementation Manager	9 th Grade – 12 th Grade	81%	2061	~41%	~9%	~50%



Executive Summary

Please provide a *plain-language summary* of this completed report, reflecting changes and progress made since the last reporting period, with a focus on the action taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. **Any links included must be made publicly available prior to submitting the report.**

Hempstead High School's administrators and staff continue to work together to address students' needs by improving the curriculum, instructional practices, and use of data. The school's data and focus continue to ensure that the teachers support students' need for socio-emotional and academic support. Superintendent Armstrong continues to lead the efforts to provide students with the best educational experience upon returning to in-person schooling. Students continue to participate in before- and after-school tutoring. Based on the progress the teachers have made towards acclimating to in-person schooling, the high school and middle school continue to collaborate around professional development and curricula development.

Superintendent Armstrong has fulfilled her commitment to the community that instruction will be consistent and, when possible, teachers will provide students with remote instruction when in-person school is canceled. The district has used the additional American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP-ESSER) Funds to support initiatives that address both the student and staff needs. final allocation. The district continues to closely monitor and support efforts to address students' attendance by providing district-sponsored shuttle buses that will pick up and drop off students at their nearest catchment area school in the district. The transportation assistance helps students avoid delays on public transportation when COVID-based capacity restrictions.

The students continue to participate in the International Baccalaureate (IB) and Advanced Placement (AP) coursework and programs. The students also benefit from CTE programs and the adoption of the districtwide adoption of Seven Habits. The superintendent is fully aware of the need to continue steady improvements towards increasing its 4-year graduation rate and students' overall academic performance.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies since the second quarter. Include processes that were **used to assess the impact** of strategies implemented on student learning outcomes.

This is also an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2021-2022 Continuation Plan, with a **focus on how evidence** guided decisions made through continuous and comprehensive planning, by articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies addresses the needs of *all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should **assess the impact** of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.



Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement
List the 3-4 of core lead strategies that are central to the school’s improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement during this quarter.

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during
January 14, 2022 – April 14, 2022**

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets. If a strategy was discontinued since the prior reporting period, please provide an <i>evidence-based</i> explanation for why it was discontinued and if/how a new strategy will be implemented in its place. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.																				
Teachers engage in data-driven protocols to collect, examine, and analyze students' data via professional learning communities and benchmark analyses.		Teachers continue to meet and receive professional development around the use of data and ways to use it to address students’ academic needs. Teachers focus particular attention on students’ tests, class assignments, and independent project work to use as data to examine. Thus far, this practice has assisted the staff with addressing the demonstrable goals the Receiver and NYSED identified for improvement.																				
Teachers edited their curricula to incorporate literacy across the content areas and socio-emotional learning via specific writing strategies, digital word walls, and Nearpod.		<p>Once the school year began, teachers noticed that the time students participated in online learning, negatively impacted their literacy growth. Therefore, the work to incorporate literacy skills continues to be a priority. Teachers continue to teach the Claim-Evidence-Reasoning (CER), Cause and Effect, Content-Purpose-Audience (CPA), and What-How-Why strategies to assist students’ literacy growth. Teachers will continue to use these strategies to address the pandemic-based literacy loss because literacy is an indicator measured in Regents, performance, and other areas.</p> <p>The 90-minute professional development sessions are scheduled for:</p> <table border="1" data-bbox="811 1008 2601 1076"> <tr> <td>September</td> <td>October</td> <td>November</td> <td>December</td> <td>January</td> <td>February</td> <td>March</td> </tr> <tr> <td>28</td> <td>19 & 26</td> <td>9 & 30</td> <td>14</td> <td>11 & 18</td> <td>15</td> <td>15</td> </tr> </table>	September	October	November	December	January	February	March	28	19 & 26	9 & 30	14	11 & 18	15	15						
September	October	November	December	January	February	March																
28	19 & 26	9 & 30	14	11 & 18	15	15																
The school is offering Academic Intervention Services (AIS) to students. The AIS services are specifically aligned with the Early Warning Indicators (EWI) data meetings discussed every Thursday.		<p>The school is providing students with a variety of extra help. There are 81 opportunities for students to receive additional support after school.</p> <table border="1" data-bbox="811 1109 2601 1284"> <thead> <tr> <th colspan="4">EXTRA HELP CLASS SESSIONS</th> </tr> </thead> <tbody> <tr> <td>• 1 business class</td> <td>• 5 English as a new language</td> <td>• 2 Art & Theater Arts</td> <td></td> </tr> <tr> <td>• 1 world language (Spanish)</td> <td>• 2 music classes</td> <td>• 15 Social studies</td> <td></td> </tr> <tr> <td>• 2 Home language of Arts</td> <td>• 1 Home education & fashion (CTE)</td> <td>• 17 Science</td> <td></td> </tr> <tr> <td>• 20 mathematics</td> <td>• 16 English language arts</td> <td></td> <td></td> </tr> </tbody> </table> <p>The sessions are scheduled to allow students with varying schedules to have access to them. The sessions are scheduled from Monday-Friday from 1:45 PM – 3:45 PM in all core subject areas, English as a new language, and electives. Due to the pandemic, students continue to need academic and socio-emotional intervention services. Therefore, teachers, counselors, and administrators continue to use the early warning indicator (EWI) protocol and data to identify when a student needs</p>	EXTRA HELP CLASS SESSIONS				• 1 business class	• 5 English as a new language	• 2 Art & Theater Arts		• 1 world language (Spanish)	• 2 music classes	• 15 Social studies		• 2 Home language of Arts	• 1 Home education & fashion (CTE)	• 17 Science		• 20 mathematics	• 16 English language arts		
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		assistance and should participate in a support program. Students are able to receive assistance during the 11th-period classes focused on academic intervention and tutoring. Additionally, the school is in the process of offering night school and Saturday Academy.
The school is implementing the NYSED-sponsored Smart Scholars Early College Program for in-coming 9 th graders		Hempstead High School implements the Smart Scholars Early College Grant, which the New York State Education Department sponsors. The participating 9 th -grade students may earn up to 60 college credits during their high school enrollment. The school has recruited this year's participants and held two meetings for families to explain the program and garner support for participants. The families were able to participate during afternoon and evening sessions. This program will enlist additional cohorts of students every year for the next four years. Therefore, the students will assist the school with increasing the graduation rate with advanced standing.

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators during this quarter.

**Quarterly Report #3 Reflection on Activities Completed for this Indicator during
 January 14, 2022 – April 14, 2022**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.



<p>67: 2020 Total Cohort (10th Graders) Passing Math Regents</p>		<p>The school continued to implement strategies that led to increased instructional outcomes. Although some students inconsistently participated in mathematics during the past 18 months, it is essential to identify the strategies that can help support students' attainment of a passing grade on the Mathematics Regents:</p> <ul style="list-style-type: none"> • Classwork, • Unit assessments, • Exit tickets, • End-of-term tests, • Homework assignments, • Mock Regents assessments, • Student engagement, and • Benchmark assessments. 	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>Teachers continue to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level and subject meetings focused on mathematics. The results of the data are demonstrated in the chart below.</p> <table border="1" data-bbox="1481 418 2550 545"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%PASS</th> <th>%FAIL</th> </tr> </thead> <tbody> <tr> <td>ALGEBRA 2 CORE</td> <td>64</td> <td>58</td> <td>6</td> <td>90.6%</td> <td>9.4%</td> </tr> <tr> <td>FOUNDATIONS OF GEOMETRY</td> <td>144</td> <td>74</td> <td>70</td> <td>51.4%</td> <td>48.6%</td> </tr> <tr> <td>GEOMETRY CORE Regent</td> <td>3</td> <td>3</td> <td>0</td> <td>100%</td> <td>0%</td> </tr> </tbody> </table> <p>Based on the above data, teachers will continue to focus their instruction on scaffolds that provide students with foundational strategies of geometry, which is necessary for students to earn the proper credentials to graduate and progress. Specifically, students continue to struggle in Foundations of Geometry. Teachers found that more targeted support should be offered to small groups of students in Algebra 2 Core, while those enrolled in Geometry performed well.</p> <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Teachers will continue to embed exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock Mathematics Regent's assessments, and benchmark assessments later in the term. Thus far, a review of the strategies indicates that teachers effectively meet most students' needs.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area.</p>	COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL	ALGEBRA 2 CORE	64	58	6	90.6%	9.4%	FOUNDATIONS OF GEOMETRY	144	74	70	51.4%	48.6%	GEOMETRY CORE Regent	3	3	0	100%	0%
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<p>69: 2019 Total Cohort (11th Graders) Passing ELA Regents</p>		<p>The school continued to implement strategies that led to increased instructional outcomes. Although some students inconsistently participated in English during the past 18 months, it is essential to identify the strategies that can help support students' attainment of a passing grade on the English Regents:</p> <ul style="list-style-type: none"> • Classwork, • Unit assessments, • Exit tickets, • End-of-term tests, • Homework assignments, 	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>Teachers continue to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level and subject meetings focused on English. The results of the data are demonstrated in the chart below.</p> <table border="1" data-bbox="1481 1295 2411 1422"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%PASS</th> <th>%FAIL</th> </tr> </thead> <tbody> <tr> <td>ENGLISH 11 CORE H</td> <td>54</td> <td>49</td> <td>5</td> <td>91%</td> <td>9%</td> </tr> <tr> <td>ENGLISH 11 CORE Regent</td> <td>167</td> <td>114</td> <td>53</td> <td>68%</td> <td>32%</td> </tr> <tr> <td>ENGLISH 10</td> <td>1</td> <td>0</td> <td>1</td> <td>0%</td> <td>100%</td> </tr> </tbody> </table>	COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL	ENGLISH 11 CORE H	54	49	5	91%	9%	ENGLISH 11 CORE Regent	167	114	53	68%	32%	ENGLISH 10	1	0	1	0%	100%
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		<ul style="list-style-type: none"> • Mock Regents assessments, • Student engagement, and • Benchmark assessments. 	<table border="1" data-bbox="1481 228 2413 256"> <tr> <td>AP LANG COMP</td> <td>58</td> <td>54</td> <td>4</td> <td>93%</td> <td>7%</td> </tr> </table> <p>Based on the above data, teachers will continue to focus their instruction on scaffolds that provide students with students repeating their English courses, such as English 10. This course is necessary for students to earn the proper credentials to graduate and progress. Teachers will continue to provide small-group instruction and additional support to students struggling in English 11 Core H and AP Language Composition while providing scaffolded instruction to students enrolled in English 11 Core Regents.</p> <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock English Regent's assessments, and benchmark assessments later in the term. Thus far, teachers' review of the strategies indicates they effectively meet students' needs.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area.</p>	AP LANG COMP	58	54	4	93%	7%												
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70: 2018 Total Cohort 4-Year Grad Rate - All Students		<p>The school uses credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to review students' progress towards graduation. The data is collected at various levels in the school. Teachers collect student-level data, department chairs and assistant principals collect data at the department level, and the school cabinet collects data at the school level. The school staff will collect data for all core subjects and credit accumulations. These data points and approaches to tracking students' success assisted the school with meeting the graduation rate goal during the 2021-2022 school year.</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The 4-year graduation subgroup data show that most students are successfully on track to graduate by June 2022. There are now 410 2018 cohort members, and the following data indicate the status of credit accumulation to date:</p> <table border="1" data-bbox="1481 1044 2521 1247"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>.5 - 2 credits</td> <td>1%</td> </tr> <tr> <td>24</td> <td>2.5 – 10 credits</td> <td>6%</td> </tr> <tr> <td>26</td> <td>10.5 - 15 credits</td> <td>6%</td> </tr> <tr> <td>351</td> <td>15.5 – more credits</td> <td>86%</td> </tr> <tr> <td>5</td> <td>0</td> <td>1%</td> </tr> </tbody> </table> <p>Since the school's overarching goal for graduation is to achieve greater graduation rates every year, the administrators are looking closely at this cohort's data and considering the strategies that may help improve the outcomes. The staff provided these students support with assignments and overall</p>	# of Students	Credits Earned as of Jan. 2022	% of Students	4	.5 - 2 credits	1%	24	2.5 – 10 credits	6%	26	10.5 - 15 credits	6%	351	15.5 – more credits	86%	5	0	1%
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			<p>content using tutoring and after-school opportunities. The counseling staff is working with students to strongly encourage students to self-monitor their data via the following strategies:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately a little less than 86% of the students within the 2018 cohort have entered the 2nd half of the school year with more than 15 credits, the staff will provide intensive support and additional tutoring opportunities to the remaining 14% of students who require more care to graduate.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p>																		
88: 2017 Total Cohort 5-Year Grad Rate – All Students		<p>Similar to the strategies used for the four-year cohort graduation rate, the school will use credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to review students' progress towards graduation. The data are collected at various levels in the school. Teachers collect student-level data, department chairs and assistant principals collect data at the department level, and the school cabinet collects data at the school level. The staff will collect data for all core subjects and credit accumulations. Additionally, the student support team worked especially close with this cohort of students because of the hardship of staying in school for a prolonged time. These students are inherently over-aged and under-credited, making any level of additional struggle to attain credits more problematic for the 5-year cohort students. This strategy will assist the school with increasing the 5-year graduation rate.</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The 5-year graduation student subgroup data show that most students will successfully graduate by June 2022. There are 40 2017 cohort members, and the following data indicate the status of credit accumulation to date:</p> <table border="1" data-bbox="1481 982 2521 1187"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>.5 - 2 credits</td> <td>5%</td> </tr> <tr> <td>17</td> <td>2.5 – 10 credits</td> <td>43%</td> </tr> <tr> <td>10</td> <td>10.5 - 15 credits</td> <td>25%</td> </tr> <tr> <td>8</td> <td>15.5 – more credits</td> <td>20%</td> </tr> <tr> <td>3</td> <td>0</td> <td>8%</td> </tr> </tbody> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The support staff also strongly encourages students to self-monitor their data via the following strategies:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and 	# of Students	Credits Earned as of Jan. 2022	% of Students	2	.5 - 2 credits	5%	17	2.5 – 10 credits	43%	10	10.5 - 15 credits	25%	8	15.5 – more credits	20%	3	0	8%
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			<ul style="list-style-type: none"> Students' progress reports and report cards. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately 20% of the students within the 2017 cohort have entered the 2nd half of the school year with more than 15 credits, it is essential that the staff provide intensive support and additional tutoring opportunities so that all eligible students have the opportunity to graduate June 2022.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p>																																																						
<p>120: HS ELA All Students PI</p>		<p>The school will continue to identify specific strategies and data points to determine if students are successfully passing their All Students English courses, positively impacting their English performance index (PI). The school administrators, district staff, and English and bilingual departments have collaborated to create a cross-discipline plan to maximize the number of students earning English credit and earning advanced credentials in English and biliteracy.</p> <p>The literacy instructional team created a document for all teachers to learn and use as an instructional protocol.</p> <p>Theory of Action: To accomplish our instructional goals, we will take the following actions:</p> <ul style="list-style-type: none"> Implement the use of writing in all content areas such as o CER: Claim- Evidence- Reasoning <ul style="list-style-type: none"> Cause and Effect CPA: Content- Purpose- Audience What-How-Why <p>Teaching Staff will:</p> <ul style="list-style-type: none"> Embed researched-based lesson planning 	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>Teachers continue to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level and subject meetings focused on English. The results of the data are demonstrated in the chart below.</p> <p>The ELA data to date are:</p> <table border="1" data-bbox="1481 850 2413 1127"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%PASS</th> <th>%FAIL</th> </tr> </thead> <tbody> <tr> <td>ALPHA LAB</td> <td>80</td> <td>70</td> <td>10</td> <td>87.5%</td> <td>12.5%</td> </tr> <tr> <td>AP LANG COMP A</td> <td>59</td> <td>54</td> <td>5</td> <td>91.5%</td> <td>8.5%</td> </tr> <tr> <td>ENGLISH 10</td> <td>78</td> <td>65</td> <td>13</td> <td>83%</td> <td>17%</td> </tr> <tr> <td>ENGLISH 11 CORE H</td> <td>54</td> <td>49</td> <td>5</td> <td>91%</td> <td>9%</td> </tr> <tr> <td>ENGLISH 11 CORE Regent</td> <td>176</td> <td>117</td> <td>59</td> <td>66%</td> <td>44%</td> </tr> <tr> <td>ENGLISH 12</td> <td>68</td> <td>50</td> <td>18</td> <td>73.5%</td> <td>26.5%</td> </tr> <tr> <td>ENGLISH 12H</td> <td>32</td> <td>32</td> <td>0</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>ENGLISH 9</td> <td>1</td> <td>1</td> <td>0</td> <td>100%</td> <td>0%</td> </tr> </tbody> </table> <p>The data show that students need more support in certain sections, such as English 10, English 11 CORE Regent, and English 12. Therefore, the teachers of these sections will meet with the department coaches and administrator to identify strategies to increase student achievement. Both teachers and students will receive extensive support to address the teaching and learning occurring in the class. All teachers will continue to analyze their data during grade-level meetings. The school will continue to use the following identified alternative data points and strategies are:</p> <ul style="list-style-type: none"> Benchmark assessments. 	COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL	ALPHA LAB	80	70	10	87.5%	12.5%	AP LANG COMP A	59	54	5	91.5%	8.5%	ENGLISH 10	78	65	13	83%	17%	ENGLISH 11 CORE H	54	49	5	91%	9%	ENGLISH 11 CORE Regent	176	117	59	66%	44%	ENGLISH 12	68	50	18	73.5%	26.5%	ENGLISH 12H	32	32	0	100%	0%	ENGLISH 9	1	1	0	100%	0%
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	<ul style="list-style-type: none"> ➤ Participate in a professional learning Community to share effective strategies in writing. ➤ Collaboratively analyze/ evaluate proficiency through the implementation of writing across content areas <p>Students will:</p> <ul style="list-style-type: none"> ➤ Be able to self-evaluate their path to proficiency ➤ Have their voice be empowered through their writing experiences ➤ Become literate and meet college and career readiness standards. <p>Administration will:</p> <ul style="list-style-type: none"> ➤ Provide ongoing coaching support during the implementation process across content areas ➤ Give access to ongoing professional development to build school-wide capacity in writing. <p>Families will: Increase their partnership with the school and learn how to support their child at home by</p> <ul style="list-style-type: none"> ➤ Ensuring their child/children attend school daily and report to school on time ➤ Monitoring the progress of their child ➤ Maintain open and consistent communication practices with their child and teacher 	<ul style="list-style-type: none"> • End-of-unit examinations and quizzes. • Students' classwork. • Responses to exit slips and homework assignments. Performance on Mock Regents questions. • Student engagement. • Teacher and student attendance in class. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock English Regent's assessments, and benchmark assessments later in the term. Thus far, a review of the strategies indicates that teachers effectively address most students' needs.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p>																		
130: HS Math All Students PI	<p>The school will continue to identify specific strategies and data points to determine if students are successfully passing their mathematics courses, positively impacting their All Students Mathematics performance index (PI). The school administrators and mathematics department staff have collaborated to create increased advanced mathematics courses that will challenge students and result in greater credentials. Since all mathematics assessments other than Algebra 1 were canceled, the school cannot determine summative NYSED data. Therefore, the school identified alternative data points to determine if students adequately understood the state standards.</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>Teachers continue to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level and subject meetings focused on mathematics. The results of the data are demonstrated in the chart below.</p> <p>The mathematics data to date are:</p> <table border="1" data-bbox="1481 1328 2537 1421"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%PASS</th> <th>%FAIL</th> </tr> </thead> <tbody> <tr> <td>ALGEBRA 1 CORE Regent</td> <td>8</td> <td>8</td> <td>0</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>ALGEBRA 2 BI</td> <td>28</td> <td>27</td> <td>1</td> <td>96%</td> <td>4%</td> </tr> </tbody> </table>	COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL	ALGEBRA 1 CORE Regent	8	8	0	100%	0%	ALGEBRA 2 BI	28	27	1	96%	4%
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140: College, Career, and Civic Readiness (CCCR) Index – All Students		The school's goal is to maintain or exceed the 2017's cohort CCCR performance index. Therefore, similar to tracking the 4-year graduation rate, the school will use credit accumulation and Regents' results data tracking sheets (via examinations or course	Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.																								



pass rates) to determine students' progress towards earning CCR accreditation. The data will be collected at various levels in the school. Teachers collect student-level data, department chairs and assistant principals collect data at the department level, and the school cabinet collects data at the school level. The school staff will collect data for all core subjects and credit accumulations. These data points and approaches to tracking students' success assisted the school with meeting the graduation rate goal during the 2021-2022 school year.

The school administrators and staff examined students' data points and strategies in September 2021. They have continued the practice during the second semester using the following CCR category:

- A data-guided, tiered student support system.
- School leaders' and instructional coaches' observations of increased student engagement in classes.
- Ensuring more student diversity in courses.
- Examining the number of students participating in work-based learning programs and activities.
- Continuous examination of students' achievement with disabilities and English Language Learners in core content courses and Regents Examination.

The school collects and examines the three areas that demonstrate students' ability to graduate college and career ready. The three areas are the Seal of biliteracy, AP and college-level courses, and CTE pass rates. The data show

- There are 41 students who will earn their Seal of Biliteracy
- There are 524 students enrolled in AP and college-level courses
- There are 375 students enrolled in CTE courses

Describe how the data trends that emerged during this reporting period will inform future action steps.

The school examines credit accumulation and students' mock Regents' assessments aligned to the CCR index later in the term. That data create trends that reveal students' areas of proficiency and need. The school formed partnerships and programs to further succeed in students' achievement with CCR. The following organizations are assisting the students in various ways:

STEAM Academy: Timeline – 9 th -grade: Introduction to program, 10 th -grade: Admitted to program / 11 th -grade: Mentoring, career exploration, preparation for college entrance exams / 12 th -grade: College or	Northwell Community Scholars Program:	10 th -grade students receive academic and career support, mentorship, college prep, financial support, connections to Northwell Programs, scholarship opportunities, and career opportunities
	NYITCOM Mini-Medical School:	Students from various hospitals will visit the school, teach mini-lessons and give



							<ul style="list-style-type: none"> Professional learning community Professional development linked to instructional practice Data-guided, tiered student support system
							<p>Pillar 3 Tiered Student Supports</p> <ul style="list-style-type: none"> Attendance Initiatives Positive behavior & college-going culture incentives Student resiliency emphasis Expanded teacher roles/second shift of adults Parent/community involvement Coordination of partnerships Case management Data-guided, tiered student support system
							<p>Pillar 4 Can-Do Culture & Climate</p> <ul style="list-style-type: none"> Supportive school environment with clear pathways to success Highly engaging and relevant learning experiences Formal vehicles for student and teacher voice Initiatives to recognize student progress and teacher accomplishments Data-guided, tiered student support system



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<p>170: HS Chronic Absenteeism – All Students</p>		<p>The school continues to address students' attendance issues. There is a team of counselors, administrators, and other support staff and partners who work to reach out to students and their families when a student is absent for a couple of days. The strategy continues to include regular team meetings to discuss attendance concerns and follow-up results. The team also discusses the next steps to provide students and their families the support necessary to improve the students' overall attendance issues.</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The team's efforts have yielded a current average daily attendance of 77.4% to date. This attendance is significantly lower than anticipated but aligns with the struggles many students are experiencing returning to in-person learning. The data for students' attendance that the team used to create support plans is as follows:</p> <table border="1" data-bbox="1526 553 2448 818"> <thead> <tr> <th>Students</th> <th># of Students</th> <th>4/2022 % of Chronically Absent Students</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>1,086</td> <td>53%</td> </tr> <tr> <td>Black</td> <td>369</td> <td>65%</td> </tr> <tr> <td>Hispanic</td> <td>1265</td> <td>57%</td> </tr> <tr> <td>SWD</td> <td>170</td> <td>56%</td> </tr> <tr> <td>ED</td> <td>1266</td> <td>59%</td> </tr> <tr> <td>ELLs</td> <td>742</td> <td>61%</td> </tr> </tbody> </table> <p>Students continue to receive the following support from the attendance and student support teams:</p> <ul style="list-style-type: none"> • Review of daily log-in to classes. • Creation of a feedback loop with students and families, • Examining the collaboration with community-based organizations to address students' and families' food and shelter insecurities, • Analyzing the total assignments students complete and submit (including those attending and not attending daily classes), and • Providing teachers feedback about the impact of the support provided. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>The trend for this data point has shed light on the team's impact on increasing attendance. The team will continue to meet to discuss additional support to offer students and their families. Additionally, the team is discussing other types of partnerships with community-based organizations and in-school incentives that may help to encourage students' attendance.</p>	Students	# of Students	4/2022 % of Chronically Absent Students	All students	1,086	53%	Black	369	65%	Hispanic	1265	57%	SWD	170	56%	ED	1266	59%	ELLs	742	61%
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230: HS Science All Students PI		<p>The school will continue to identify specific strategies and data points to determine if students are successfully passing their All Students Science courses, positively impacting their science performance index (PI). The school administrators and staff have collaborated to create supports that ensure students successfully pass their science courses and obtain credit.</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>Teachers continue to use the benchmark data to assess students’ needs. The assessment of such data was discussed during grade level and subject meetings focused on science. The results of the data are demonstrated in the chart below.</p> <table border="1" data-bbox="1481 542 2413 878"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%PASS</th> <th>%FAIL</th> </tr> </thead> <tbody> <tr> <td>AP ENVIRON SCIENCE A</td> <td>8</td> <td>8</td> <td>0</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>CHEMISTRY H</td> <td>76</td> <td>51</td> <td>25</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>CHEMISTRY R</td> <td>25</td> <td>18</td> <td>7</td> <td>72%</td> <td>28%</td> </tr> <tr> <td>EARTH SCIENCE R</td> <td>232</td> <td>212</td> <td>20</td> <td>91%</td> <td>9%</td> </tr> <tr> <td>EARTH SCIENCE R-BI</td> <td>52</td> <td>45</td> <td>7</td> <td>86.5%</td> <td>13.5%</td> </tr> <tr> <td>LIVING ENVIRON H</td> <td>22</td> <td>22</td> <td>0</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>LIVING ENVIRON R</td> <td>61</td> <td>37</td> <td>24</td> <td>60.7%</td> <td>39.3%</td> </tr> <tr> <td>LIVING ENVIRON R-BI</td> <td>20</td> <td>20</td> <td>0</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>MARINE BIO & OCEAN</td> <td>131</td> <td>89</td> <td>42</td> <td>68%</td> <td>32%</td> </tr> <tr> <td>PHYSICS R</td> <td>155</td> <td>108</td> <td>47</td> <td>70%</td> <td>30%</td> </tr> </tbody> </table> <p>The data show that students need more support in certain sections, such as Chemistry H, Chemistry Regents, Living Environment Regents, Marine Biology & Ocean, and Physics Regents. Therefore, the teachers of these sections will meet with the department coaches and administrator to identify strategies to increase student achievement. Both teachers and students will receive extensive support to address the teaching and learning occurring in the class. All teachers will continue to analyze their data during grade-level meetings. The school will continue to use the following identified alternative data points and strategies are:</p> <ul style="list-style-type: none"> • Benchmark assessments. • End-of-unit examinations and quizzes. • Students' classwork. • Responses to exit slips and homework assignments. • Performance on Mock Regents questions. • Student engagement. • Teacher and student attendance in class. 	COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL	AP ENVIRON SCIENCE A	8	8	0	100%	0%	CHEMISTRY H	76	51	25	67%	33%	CHEMISTRY R	25	18	7	72%	28%	EARTH SCIENCE R	232	212	20	91%	9%	EARTH SCIENCE R-BI	52	45	7	86.5%	13.5%	LIVING ENVIRON H	22	22	0	100%	0%	LIVING ENVIRON R	61	37	24	60.7%	39.3%	LIVING ENVIRON R-BI	20	20	0	100%	0%	MARINE BIO & OCEAN	131	89	42	68%	32%	PHYSICS R	155	108	47	70%	30%
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<p>240: HS Social Studies All Students PI</p>		<p>During the pandemic, NYSED announced that one Social Studies Regents Examination would be administered in June 2021. Therefore, the school identified alternative data points to determine if students successfully passed their science courses and obtained credit. The school will continue to identify specific strategies and data points to determine if students are successfully passing their All Students Social Studies courses, positively impacting their social studies performance index (PI). The school administrators and staff have collaborated to create supports that ensure students successfully pass their social studies courses and obtain credit.</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>Since students need to pass the social studies Regents and courses to count positively towards the school's performance data, monitoring students' data is imperative. Therefore, the school will continue using alternative data points to determine if students successfully pass their social studies courses and obtain credit.</p> <table border="1" data-bbox="1481 781 2413 1360"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%PASS</th> <th>%FAIL</th> </tr> </thead> <tbody> <tr><td>AP GOVERNMENT&POLITICS A</td><td>11</td><td>10</td><td>1</td><td>91%</td><td>9%</td></tr> <tr><td>AP HUMAN GEOGRAPHY A</td><td>17</td><td>17</td><td>0</td><td>100%</td><td>0%</td></tr> <tr><td>AP US HISTORY GOV A</td><td>11</td><td>9</td><td>2</td><td>82%</td><td>18%</td></tr> <tr><td>CIVIL LAW</td><td>55</td><td>51</td><td>4</td><td>93%</td><td>7%</td></tr> <tr><td>CRIMINAL LAW</td><td>95</td><td>65</td><td>30</td><td>68%</td><td>32%</td></tr> <tr><td>CRIMINAL LAW Bilingual</td><td>59</td><td>41</td><td>19</td><td>69%</td><td>31%</td></tr> <tr><td>GLBL HIST GEO 1R</td><td>160</td><td>120</td><td>40</td><td>75%</td><td>25%</td></tr> <tr><td>GLOBAL HIST 1H</td><td>100</td><td>94</td><td>6</td><td>94%</td><td>6%</td></tr> <tr><td>GLOBAL HIST GEO 1 Bilingual</td><td>160</td><td>107</td><td>53</td><td>67%</td><td>33%</td></tr> <tr><td>GLOBAL HIST GEO 2R</td><td>39</td><td>31</td><td>8</td><td>79%</td><td>21%</td></tr> <tr><td>GLOBAL HIST GEO 2R Bilingual</td><td>4 (1 std. ex.)</td><td>3</td><td>0</td><td>100%</td><td>0%</td></tr> <tr><td>HUMANITIES Bilingual</td><td>30</td><td>27</td><td>3</td><td>90%</td><td>10%</td></tr> <tr><td>HUMANITIES</td><td>98</td><td>64</td><td>31</td><td>65%</td><td>35%</td></tr> <tr><td>HUMANITIES H</td><td>67</td><td>63</td><td>4</td><td>94%</td><td>6%</td></tr> <tr><td>PART IN GOV</td><td>117</td><td>98</td><td>19</td><td>84%</td><td>16%</td></tr> <tr><td>PART IN GOV Bilingual</td><td>14</td><td>11</td><td>3</td><td>78.5%</td><td>21.5%</td></tr> <tr><td>US HISTORY GOV R</td><td>26</td><td>20</td><td>6</td><td>77%</td><td>33%</td></tr> <tr><td>US HISTORY GOV R Bilingual</td><td>30</td><td>29</td><td>1</td><td>97%</td><td>3%</td></tr> </tbody> </table>	COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL	AP GOVERNMENT&POLITICS A	11	10	1	91%	9%	AP HUMAN GEOGRAPHY A	17	17	0	100%	0%	AP US HISTORY GOV A	11	9	2	82%	18%	CIVIL LAW	55	51	4	93%	7%	CRIMINAL LAW	95	65	30	68%	32%	CRIMINAL LAW Bilingual	59	41	19	69%	31%	GLBL HIST GEO 1R	160	120	40	75%	25%	GLOBAL HIST 1H	100	94	6	94%	6%	GLOBAL HIST GEO 1 Bilingual	160	107	53	67%	33%	GLOBAL HIST GEO 2R	39	31	8	79%	21%	GLOBAL HIST GEO 2R Bilingual	4 (1 std. ex.)	3	0	100%	0%	HUMANITIES Bilingual	30	27	3	90%	10%	HUMANITIES	98	64	31	65%	35%	HUMANITIES H	67	63	4	94%	6%	PART IN GOV	117	98	19	84%	16%	PART IN GOV Bilingual	14	11	3	78.5%	21.5%	US HISTORY GOV R	26	20	6	77%	33%	US HISTORY GOV R Bilingual	30	29	1	97%	3%
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US HISTORY GOV R Bilingual	30	29	1	97%	3%																																																																																																																



			<p>The data show that students need more support in certain sections, such as Criminal Law, AP US History, Criminal Law, Criminal Law Bilingual, Global History Geography 1R, Global History Geography 1 Bilingual, Humanities, Part in Government, Participate in Government Bilingual, and US History Government Regents. Therefore, the teachers of these sections will meet with the department coaches and administrator to identify strategies to increase student achievement. Both teachers and students will receive extensive support to address the teaching and learning occurring in the class. All teachers will continue to analyze their data during grade-level meetings. These data are:</p> <ul style="list-style-type: none"> • Coursework. • Mock Regents questions. • The teacher made assessments and homework. • Mid-term progress reports. • Baseline and benchmark assessments from Right Reasons Technology and the Castle Learning assignments. • Grades for projects that foster students' use of document-based information. • Scores for evidence-based essays and constructed-response assignments. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock Social Studies Regent's assessments, and benchmark assessments later in the term. Thus far, a review of the strategies indicates that students' needs are being effectively addressed.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area.</p>									
250: Total Cohort 6-Year Grad Rate – All Students		<p>Similar to the strategies used for the four- and five-year cohort graduation rate strategies, the school, will use credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to review students' progress towards graduation. The data are collected at various levels in the school. Teachers collect student-level data, department chairs and assistant principals collect data at the department level, and the school cabinet collects data at the school level. The staff will collect data for all core subjects and credit</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The 6-year graduation subgroup data show that many students are not on track to graduate by June 2022. There are 9 2016 cohort members, and the following data indicate the status of credit accumulation to date:</p> <table border="1" data-bbox="1481 1312 2521 1412"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>.5 - 2 credits</td> <td>11%</td> </tr> <tr> <td>4</td> <td>2.5 – 10 credits</td> <td>44%</td> </tr> </tbody> </table>	# of Students	Credits Earned as of Jan. 2022	% of Students	1	.5 - 2 credits	11%	4	2.5 – 10 credits	44%
# of Students	Credits Earned as of Jan. 2022	% of Students										
1	.5 - 2 credits	11%										
4	2.5 – 10 credits	44%										



		<p>accumulations. Additionally, the student support team worked especially close with this cohort of students because of the hardship of staying in school for a prolonged time. These students are inherently over-aged and under-credited, making any level of additional struggle to attain credits more problematic for the 6-year cohort students. This strategy will assist the school with increasing the 6-year graduation rate.</p>	3	10.5 - 15 credits	33%
			0	15.5 – more credits	0%
			1	0	11%
			<p>The staff must provide these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourages and supports students' self-monitoring of their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that only one student currently has 15 credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>The school will need to provide students opportunities to earn enough credits to graduate by June 2022.</p>		

Part III – Demonstrable Improvement Indicators-Level 2

<p>Level 2 Indicators Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators during this quarter.</p>			
<p>Quarterly Report #3 Reflection on Activities Completed for this Indicator during January 14, 2022 – April 14, 2022</p>			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.



			<ul style="list-style-type: none"> Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. 																		
<p>65: 2021 Total Cohort (9th Graders) with five or more credits</p>		<p>The school is implementing strategies to support the freshman students in Hempstead High School to ensure they are successful. The school uses a data tracking system to highlight quantitative and qualitative information for all students. The staff uses the following practices to ensure that students' data is known and understood by all adults supporting the students:</p> <ul style="list-style-type: none"> Assign each freshman student to a counselor who will work closely with the student; Have regular meetings with the freshman; Offer tutoring services to students who are struggling with their coursework; and <p>Student conferences with teachers to address students' academic progress.</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>There are 478 9th graders in the school at this time. The freshman students' data show that approximately 78% of the freshmen completed their courses and earned the prerequisite credits for half a year of school. The following data shows the status of credit accumulation to date:</p> <table border="1" data-bbox="1507 505 2542 708"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>0.5-1.5 credit</td> <td>13%</td> </tr> <tr> <td>87</td> <td>2-3 credits</td> <td>18%</td> </tr> <tr> <td>107</td> <td>3.5-5</td> <td>22%</td> </tr> <tr> <td>177</td> <td>5.5 and more</td> <td>37%</td> </tr> <tr> <td>45</td> <td>0</td> <td>9%</td> </tr> </tbody> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourage and support students' self-monitoring their data via the following:</p> <ul style="list-style-type: none"> Students' performance in class; Students' performance on unit exams; Students' performance on homework and project assignments; and Students' progress reports and report cards. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that more than half of the first-year students have entered the 2nd half of the school year with at least half the credits needed to be on track for completing 9th grade with five credits, the staff will continue their current practices and support opportunities.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p>	# of Students	Credits Earned as of Jan. 2022	% of Students	62	0.5-1.5 credit	13%	87	2-3 credits	18%	107	3.5-5	22%	177	5.5 and more	37%	45	0	9%
# of Students	Credits Earned as of Jan. 2022	% of Students																			
62	0.5-1.5 credit	13%																			
87	2-3 credits	18%																			
107	3.5-5	22%																			
177	5.5 and more	37%																			
45	0	9%																			
<p>66: 2020 Total Cohort (10th Graders) with five or more credits</p>		<p>The school is implementing strategies to support the sophomore students in Hempstead High School to ensure they are successful. The school uses a data tracking system to highlight quantitative and qualitative information for all students. The staff uses the</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p>																		



	<p>following practices to ensure that students' data is known and understood by all adults supporting the students:</p> <ul style="list-style-type: none"> • Assign each sophomore student to a counselor who will work closely with the student; • Have regular meetings with the sophomores; • Offer tutoring services to students who are struggling with their coursework; and • Student conferences with teachers to address students' academic progress. 	<p>There are 406 10th graders in the school at this time. The freshman students' data show that approximately 78% of the freshmen completed their courses and earned the prerequisite credits for half a year of school. The following data shows the status of credit accumulation to date:</p> <table border="1" data-bbox="1507 358 2542 561"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>.5 - 2.5 credits</td> <td>10.4%</td> </tr> <tr> <td>73</td> <td>3 - 5 credits</td> <td>16.2%</td> </tr> <tr> <td>82</td> <td>5.5 - 7 credits</td> <td>18.1%</td> </tr> <tr> <td>182</td> <td>7.5 – more credits</td> <td>40.3%</td> </tr> <tr> <td>67</td> <td>0</td> <td>15%</td> </tr> </tbody> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourages and supports students' self-monitoring of their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately a little less than half of the sophomore students have entered the 2nd half of the school year with less than eight credits, the staff will continue their current practices and support opportunities.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p>	# of Students	Credits Earned as of Jan. 2022	% of Students	47	.5 - 2.5 credits	10.4%	73	3 - 5 credits	16.2%	82	5.5 - 7 credits	18.1%	182	7.5 – more credits	40.3%	67	0	15%
# of Students	Credits Earned as of Jan. 2022	% of Students																		
47	.5 - 2.5 credits	10.4%																		
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182	7.5 – more credits	40.3%																		
67	0	15%																		
<p>72: 2018 Total Cohort 4-Year Grad Rate – Black Students</p>	<p>The school's data-tracking system highlights quantitative and qualitative information for all students and includes subgroups of students. The Black students' data is easily accessible for teachers to examine and respond to when supported and deemed necessary. That information is updated every marking period and reviewed by teachers and administrators during the grade level meetings and cabinet meetings.</p>	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The Black student subgroup data shows that most students are on track for successfully graduating within their 4-year high school period. There are 83 2018 cohort members who are in the Black student subgroup, and the following data show the status of credit accumulation to date:</p> <table border="1" data-bbox="1507 1382 2542 1414"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> </tbody> </table>	# of Students	Credits Earned as of Jan. 2022	% of Students															
# of Students	Credits Earned as of Jan. 2022	% of Students																		



			<table border="1" data-bbox="1507 228 2548 396"> <tr><td>1</td><td>.5 - 2 credits</td><td>1%</td></tr> <tr><td>5</td><td>3.5 – 10.5 credits</td><td>6%</td></tr> <tr><td>6</td><td>11.5 - 15 credits</td><td>7%</td></tr> <tr><td>69</td><td>15 – more credits</td><td>83%</td></tr> <tr><td>2</td><td>0</td><td>2%</td></tr> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourages and supports students' self-monitoring of their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately 14% of the Black students within the cohort have entered the 2nd half of the school year with less than 15 credits, the staff will provide additional tutoring opportunities for the students in need of that type of support to graduate in June 2022.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p>	1	.5 - 2 credits	1%	5	3.5 – 10.5 credits	6%	6	11.5 - 15 credits	7%	69	15 – more credits	83%	2	0	2%					
1	.5 - 2 credits	1%																					
5	3.5 – 10.5 credits	6%																					
6	11.5 - 15 credits	7%																					
69	15 – more credits	83%																					
2	0	2%																					
73: 2018 Total Cohort 4-Year Grad Rate – Hispanic Students		<p>The school's data-tracking system highlights quantitative and qualitative information for all students and includes subgroups of students. The Hispanic students' data is easily accessible for teachers to examine and respond to when supported and deemed necessary. That information is updated every marking period and reviewed by teachers and administrators during the grade level meetings and cabinet meetings.</p> <p>The school staff created the International Academy to provide students with experiences that represent their culture. The program is created based on four pillars.</p> <table border="1" data-bbox="720 1377 1427 1414"> <tr> <td>SLC Guiding Principles</td> <td>SLC Essential Components</td> </tr> </table>	SLC Guiding Principles	SLC Essential Components	<p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The Hispanic student subgroup data shows that most students are on track to successfully graduate within their 4-year high school period. There are 297 2018 cohort members who are in the Hispanic student subgroup, and the following data show the status of credit accumulation to date:</p> <table border="1" data-bbox="1507 1219 2548 1421"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr><td>3</td><td>.5 - 2 credits</td><td>1%</td></tr> <tr><td>17</td><td>2.5 – 10 credits</td><td>5.7%</td></tr> <tr><td>16</td><td>10.5 - 15 credits</td><td>5.4%</td></tr> <tr><td>259</td><td>15.5 – more credits</td><td>87%</td></tr> <tr><td>2</td><td>0</td><td>0.7%</td></tr> </tbody> </table>	# of Students	Credits Earned as of Jan. 2022	% of Students	3	.5 - 2 credits	1%	17	2.5 – 10 credits	5.7%	16	10.5 - 15 credits	5.4%	259	15.5 – more credits	87%	2	0	0.7%
SLC Guiding Principles	SLC Essential Components																						
# of Students	Credits Earned as of Jan. 2022	% of Students																					
3	.5 - 2 credits	1%																					
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16	10.5 - 15 credits	5.4%																					
259	15.5 – more credits	87%																					
2	0	0.7%																					



		<p>Pillar 1 Teacher Teams & Small Learning Communities</p>	<ul style="list-style-type: none"> • Distributed leadership • Collaborative work time • Manageable number of students (25- 35 students per classroom) • Access to real-time data about shared students' Early Warning Indicators 	<p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourage and support students' self-monitoring their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately a little less than 12% of the Hispanic students within the cohort have entered the 2nd half of the school year with less than 15 credits, the staff will continue the support and tutoring opportunities for students.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p>
<p>Pillar 2 Curriculum & Instruction with Professional Development</p>	<ul style="list-style-type: none"> • Common instructional core • Acceleration opportunities to keep students on-track • Job-embedded professional development • Math and English instructional coaches • Professional learning community • Professional development linked to instructional practice • Data-guided, tiered student support system 			
<p>Pillar 3 Tiered Student Supports</p>	<ul style="list-style-type: none"> • Attendance Initiatives • Positive behavior & college-going culture incentives • Student resiliency emphasis • Expanded teacher roles/second shift of adults • Parent/community involvement • Coordination of partnerships • Case management 			



		<p>Pillar 4 Can-Do Culture & Climate</p>	<ul style="list-style-type: none"> • Data-guided, tiered student support system • Supportive school environment with clear pathways to success • Highly engaging and relevant learning experiences • Formal vehicles for student and teacher voice • Initiatives to recognize student progress and teacher accomplishments • Data-guided, tiered student support system 																		
<p>74: Total Cohort 4-Year Grad Rate - ED Students</p>		<p>The school's data-tracking system highlights quantitative and qualitative information for all students and includes subgroups of students. The economically disadvantaged students' data is easily accessible for teachers to examine and respond to when supported and deemed necessary. That information is updated every marking period and reviewed by teachers and administrators during the grade level meetings and cabinet meetings.</p>	<p><i>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</i></p> <p>The ED student subgroup data shows that most of the 309 students are on track for successfully graduating within their 4-year high school period. Two hundred fifty-six 2018 cohort members are in the ED student subgroup, and the following data show the status of credit accumulation to date:</p> <table border="1" data-bbox="1505 1079 2540 1282"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>.5 - 2 credits</td> <td>0.6%</td> </tr> <tr> <td>18</td> <td>2.5 – 10 credits</td> <td>5.8%</td> </tr> <tr> <td>21</td> <td>10.5 - 15 credits</td> <td>6.8%</td> </tr> <tr> <td>267</td> <td>15.5 – more credits</td> <td>86%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0.6%</td> </tr> </tbody> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourages and supports students' self-monitoring of their data via the following:</p>	# of Students	Credits Earned as of Jan. 2022	% of Students	2	.5 - 2 credits	0.6%	18	2.5 – 10 credits	5.8%	21	10.5 - 15 credits	6.8%	267	15.5 – more credits	86%	2	0	0.6%
# of Students	Credits Earned as of Jan. 2022	% of Students																			
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			<ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately a little less than 14% of the ED students within the cohort have entered the 2nd half of the school year with less than 15 credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p>
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Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

The role of the CET is to serve as an active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community (i.e., school principal, parents and guardians, teachers and other school staff and students) was engaged to seek input/feedback to guide implementation of the school's improvement plan, should be addressed in response to the prompts below.

Report Out of 2021-22 CET Plan Implementation

<ul style="list-style-type: none"> • List the categories of stakeholders that have participated as members this reporting period. • Include any changes made to the CET's membership since the development of the Quarter #2 Report. Include the role/title of any new members. 	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.						
The Community Engagement Team continues to meet to discuss the school's SCEP commitments and other goals the school community is attempting to accomplish this school year. The list of stakeholders who participated as members of the CET this reporting period are:	The committee members regularly communicate with administrators to inform them of any suggestions each department has aligned with the school's improvement plan. Currently, the school is managing COVID-related issues and students' attendance and socio-emotional needs.						
<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Administrators</td> <td style="width: 33%;">Parents</td> <td style="width: 33%;">Teachers</td> </tr> <tr> <td>District representative</td> <td>Community Partners</td> <td>Students</td> </tr> </table>	Administrators	Parents	Teachers	District representative	Community Partners	Students	
Administrators	Parents	Teachers					
District representative	Community Partners	Students					



The committee members meet with other staff from their respective departments to discuss current student data and ensure each department focuses on achieving increased student achievement. Additionally, CET members informally communicate with each other to check in on current issues with COVID-related issues that may impact CET-aligned plans.

The committee plans to continue to meet throughout the school year to discuss any changes to the school's plans for addressing student support and families' needs.

Part V - Receivership Powers

Powers of the Receiver

Provide a summary of the use of the School Receiver's powers during this reporting period.

The Receiver continues to focus on acclimating students and staff to in-person schooling following the COVID-19-related school closures. Additionally, the Receiver is using the federal funding to support the district and schools due to hardships caused by COVID-19. The budget focuses on providing students and schools with updated technology and academic struggles, causing students to decrease their ability to focus academically.



Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge, and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print):
Signature of Receiver:
Date:

Regina Armstrong
Regina Armstrong
5/4/2022

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update as necessary, the 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print):
Signature of CET Representative:
Title of CET Representative:
Date:

Mrs. Irowa Isoken
[Signature]
CET Chairperson
5/4/2021