

2022-2023 Receivership School Quarterly Report #3
Report Period: *February 1, 2023 to April 28, 2023 (Due April 28, 2023)*

This document is to be completed by the Superintendent/School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

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 by 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, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as ‘point-in-time’ for each reporting period.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Hempstead High School	280201030007	Hempstead Union Free School District		1	https://www.hempsteadschools.org/

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Regina Armstrong, Superintendent of Schools	Stephen Strachan	January 18, 2018	Ms. Reina Jovin, School Implementation Manager	9 th Grade – 12 th Grade	81%

*School Demographic and Four-Year Trend Data

Data Source: _____

Date of Capture: April 25, 2023

Total Current Enrollment/Registrant Counts:	N= 1824	} SWD/ELL percentage total 48%
	SWD 10%	
	ELL 38%	

Four-Year Trend Data

	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	81%	87%	77%	72%
Chronic Absenteeism Rate	54.4%	43.2%	65.2%	87.6_ %
Out-of-School Suspension % Rate and #	8.2% #2282	7% #2061	11.3% #1810	7.8% #1866
Duplicated Suspensions	24% #149	11% #114	3% #1042	3% #714
Unduplicated Suspensions	76% #149	89% #114	97% #1042	87% #714
ELL Suspensions	32.9% #149	39.5% #114	47.2%#1042	5.9% #714
SWD Suspensions	19.5% #149	21.9% #114	2.5% #1042	3.4%#714

School/District Notes:

Hempstead High School will continue to address the above data points, as the school community is committed to ensuring that all students receive high-quality instruction daily. For this goal to be achieved, the school will need to ensure all students are attending the school by lowering suspensions and raising attendance. It is important to note that the school's post-pandemic data show significantly lower suspensions for ELL students and out-of-school suspensions. Based on these data, our efforts will identify students representing the chronic absenteeism population.

Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were 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*. Applicable links must be made publicly available prior to submitting the report.

In March 2023, the Superintendent Receiver announced to the district and school community that as of the 2023-2024 school year, the Hempstead High School and the Alverta B. Gray Schultz Middle School are identified as Schools in Good Standing (now Local Support and Improvement Schools). The New York State Education Department officially recognized the nearly 40%ile points of graduation rate improvement. This herculean task was only possible with the academic growth of students attending the ABGS Middle School. Therefore, the Superintendent Receiver's objective to address both schools' needs by creating a continuum of 6th-grade – 12th-grade improvement approach was successful.

The HHS staff will continue to use data-driven practices that successfully increased student achievement and the graduation rate. Teachers will continue to have opportunities to work together and implement strategies that lead to successful teaching and learning practices. The district and school will continue to promote and ensure staff members use early warning indicators to and credit accumulation. The staff will focus on areas demonstrated in the 4-year trend document that must be addressed in order to continue success.

The Superintendent Receiver, district staff, and school leader, Hempstead High School will continue to create student profiles to ensure at-risk and students with special circumstances have additional support and all students are fully engaged during the regular school hours, after school, and Saturdays. The professional learning of vertical and horizontal grade-level and department meetings. The counselors and teachers will continue to work closely together to examine and respond to timely student data and connect with internal and external support programs to address knowledge gaps.

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 during the third quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #3 is an opportunity for district and school staff to provide a reflective outline of actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- 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.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.

- 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
Include 3-4 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.

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during
February 1, 2023 – April 28, 2023**

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.
<p>Teachers use data-driven protocols to collect, examine, and analyze students' data via professional learning communities and benchmark analyses.</p>		<p>Teachers will continue meeting during extended Wednesdays in department meetings to examine students' data, instructional decisions, and practices. The department meetings are ELA, World Languages, ENL/HLA, Social Studies and Life Skills, Mathematics, Science, Guidance, Business, Culinary, Home and Careers, Music/Theater, Art Teachers, Social Workers/Psychologist / Speech Teachers, PE and Health, and Media Center. Each week a list of topics, locations for meetings, and facilitators are announced so that teachers are fully aware of expectations. If materials are needed for the meeting, teachers are also alerted of the requirement.</p> <p>The International Academy continues to have four pillars that drive the school's small learning community work continue to be:</p> <ul style="list-style-type: none"> ● Pillar 1- Teacher teams & SLC ● Pillar 2- Curriculum & Instruction with Professional Development ● Pillar 3- Tiered Student Supports ● Pillar 4- Can-do Culture & Climate <p>The STEAM Academy works collaboratively with other organizations, and students have the opportunity to participate in various events and incorporate their experiences into their classroom learning. The organizations holding special events thus far are:</p> <ul style="list-style-type: none"> ● Northwell Community Scholars, ● New York Aquarium ● The Science Honor Society, and ● Adelphi University.

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.
Teachers edited their curricula to incorporate literacy across the content areas and socio-emotional learning via specific writing strategies, digital word walls, and Nearpod.	G	The teachers will continue to work collaboratively to examine, analyze, and edit the curricula offered to students. The teachers will audit the curriculum and monitor where adjustments need to occur based on the January 2023 Regents and course pass rate data. As per a schoolwide initiative, the teachers will continue incorporating writing into all students' learning experiences. The teachers will continue collaborating with the middle school teachers to ensure that writing is experienced as a continuum rather than a year-to-year course.
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.	G	An additional support the staff is providing students is peer leadership programs that provide exciting and more socially normed learning environments for students. The students participated in a Peer Group Connection program. Additionally, teachers continue to assess and address all learning losses caused by the COVID-19 Pandemic. There are specific indicators that teachers must prioritize to make progress adequate progress on all NYSED Performance Targets. Students have already exhibited a need for academic intervention services. Inconsistent learning opportunities remain at the forefront of HHS work. Therefore, teachers, counselors, and administrators will continue using the early warning indicator (EWI) protocol and data to identify when a student needs assistance and should be enrolled in a support program. Thus, students' immediate needs will be addressed via extended-day tutoring, counseling, intervention or enrichment programming opportunities, or community-based organization supports.
The school is implementing the NYSED-sponsored Smart Scholars Early College Program for incoming 9 th -graders.	G	Hempstead High School received a Smart Scholars Early College Grant from New York State Education Department to implement a program for 80 9 th -grade students to participate in a 4-year program that leads students to earn up to 60 college credits during their high school enrollment. The school is proud of the Smart Scholar program and the students' acceleration toward earning college credits. As of January 2023, 121 of cohort 1 (2022) are enrolled in mathematics Regent courses, 113 are enrolled in science Regent courses, 46 are enrolled in an English Regents course, and 43 are enrolled in a history Regent course. Similar successes are seen with cohort 2 (cohort 2023), which has 55 students enrolled in an algebra Regent course and 55 enrolled in a living environment Regent course. The number of students enrolled in college-level courses is 139, with 56 enrolled in year courses and 54 in year 2 courses. The students receive targeted support and guidance to ensure they successfully complete their high school and college-level courses.

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 informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during
February 1, 2023 – April 28, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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. 																																																																														
(67) 2021 Total Cohort (10th Graders) Passing Math Regents		<p>Teachers will continue to use the following strategies during the instructional period. These strategies have proven to address students' learning needs effectively during the first half of the school year and will continue to be available for students:</p> <ul style="list-style-type: none"> Classwork, Unit assessments, SAVVAS, Delta Math, NY Learns, CASTLE Learning iReady, Exit tickets, End-of-term tests, Homework assignments, Mock Regents assessments, Student engagement, and 	<p>The school's mathematics department continues to base the work to address this indicator on the following data:</p> <table border="1" data-bbox="1507 792 2443 1096"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%P</th> <th>%F</th> </tr> </thead> <tbody> <tr> <td>ALGEBRA 1 CORE R</td> <td>31</td> <td>7</td> <td>24</td> <td>23%</td> <td>77%</td> </tr> <tr> <td>ALGEBRA 1 CORE R-BI</td> <td>13</td> <td>1</td> <td>12</td> <td>8%</td> <td>92%</td> </tr> <tr> <td>ALGEBRA 1 CORE WORKSHOP</td> <td>3</td> <td>1</td> <td>2</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>ALGEBRA 1 CORE WORKSHOP BI</td> <td>3</td> <td>2</td> <td>1</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>ALGEBRA 2 CORE</td> <td>118</td> <td>96</td> <td>22</td> <td>81%</td> <td>19%</td> </tr> <tr> <td>GEOMETRY CORE R</td> <td>19</td> <td>2</td> <td>17</td> <td>11%</td> <td>89%</td> </tr> <tr> <td>GEOMETRY WORKSHOP</td> <td>8</td> <td>4</td> <td>4</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <table border="1" data-bbox="1507 1187 2443 1341"> <thead> <tr> <th>EXAM</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%P</th> <th>%F</th> </tr> </thead> <tbody> <tr> <td>ALGEBRA 1 CORE R</td> <td>19</td> <td>1</td> <td>18</td> <td>5%</td> <td>95%</td> </tr> <tr> <td>ALGEBRA 1 CORE R-BI</td> <td>6</td> <td>2</td> <td>4</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>ALGEBRA 2 CORE</td> <td>110</td> <td>40</td> <td>70</td> <td>36%</td> <td>64%</td> </tr> <tr> <td>GEOMETRY CORE R</td> <td>20</td> <td>1</td> <td>19</td> <td>5%</td> <td>95%</td> </tr> </tbody> </table>	COURSE	TOTAL	PASS	FAIL	%P	%F	ALGEBRA 1 CORE R	31	7	24	23%	77%	ALGEBRA 1 CORE R-BI	13	1	12	8%	92%	ALGEBRA 1 CORE WORKSHOP	3	1	2	33%	67%	ALGEBRA 1 CORE WORKSHOP BI	3	2	1	67%	33%	ALGEBRA 2 CORE	118	96	22	81%	19%	GEOMETRY CORE R	19	2	17	11%	89%	GEOMETRY WORKSHOP	8	4	4	50%	50%	EXAM	TOTAL	PASS	FAIL	%P	%F	ALGEBRA 1 CORE R	19	1	18	5%	95%	ALGEBRA 1 CORE R-BI	6	2	4	33%	67%	ALGEBRA 2 CORE	110	40	70	36%	64%	GEOMETRY CORE R	20	1	19	5%	95%
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		<ul style="list-style-type: none"> Benchmark assessments. 	<p>The data represent the student's course and examination data from the January Mathematics Regents.</p> <p>The instructional approach to instruction is based on the student's class performance and teachers' reflections on how students performed on January's Regents and courses. The data proves that the previous instruction demonstrated that students earned passing grades in Algebra and Geometry Core-Regents. However, based on the above data, proves that mathematics teachers must improve students' Algebra 1 Core bilingual and Algebra 2 Core examinations. The support offered will assist students with completing the mathematics courses that will lead to passing the necessary Mathematics Regents.</p> <p>The teachers and department chair will determine how to incorporate the results of interim and daily observation of students' data into the instructional strategies. Special emphasis will be placed on students' classwork, exit tickets, homework assignments, student engagement, and feedback from administrators. The administrators will incorporate</p>

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			<p>feedback highlighting how teachers can improve students' acquisition of mathematical concepts aligned with Regents-based NYSED standards.</p> <p>Additionally, the school will continue collaborating with the middle school to ensure that students entering the high school possess the foundational skills to assist with accessing and completing rigorous courses.</p>																								
<p>(69) 2020 Total Cohort (11th Graders) Passing ELA Regents</p>		<p>Teachers will continue to use the following strategies during the instructional period. These strategies have proven to address students' learning needs effectively:</p> <ul style="list-style-type: none"> Classwork, Unit assessments, Common Literature SAVVAS, NY Learns, CASTLE Learning – Regent Prep iReady, Exit tickets, End-of-term tests, 	<p>The school's English department based the work to address this indicator on the following data:</p> <table border="1" data-bbox="1507 1008 2542 1130"> <thead> <tr> <th>EXAM</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%P</th> <th>%F</th> </tr> </thead> <tbody> <tr> <td>ELACC</td> <td>157</td> <td>89</td> <td>68</td> <td>57%</td> <td>43%</td> </tr> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%P</th> <th>%F</th> </tr> <tr> <td>ELA</td> <td>181</td> <td>149</td> <td>32</td> <td>82%</td> <td>18%</td> </tr> </tbody> </table> <p>The data represent the student's course and examination data from the January English Regents.</p> <p>The instructional approach to instruction was based on the student's class performance and teachers' reflections on how students performed on January's Regents and courses. The data proves that the previous instruction demonstrated that only 57% of students earned a passing grade on English Common Core Regent. However, based on the above</p>	EXAM	TOTAL	PASS	FAIL	%P	%F	ELACC	157	89	68	57%	43%	COURSE	TOTAL	PASS	FAIL	%P	%F	ELA	181	149	32	82%	18%
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		<ul style="list-style-type: none"> Homework assignments, Mock Regents assessments, Student engagement, and Benchmark assessments. 	<p>data, many more students, approximately 82%, passed the English course. Teachers will do two things based on the data. They will provide students with additional support based on the examination of students' struggles with the English Regents, and they will re-examine the course-to-Regents grade alignment. The disparity between the two demonstrates that the grading policy may need to be explicitly aligned with standards-based expectations.</p> <p>The teachers and department chair will determine how to incorporate the results of interim and daily observation of students' data into the instructional strategies. Special emphasis will be placed on students' classwork, unit assessments, homework assignments, student engagement, and feedback from administrators. The administrators will incorporate feedback highlighting how teachers can improve students' acquisition of English concepts aligned with Regents-based NYSED standards.</p> <p>Additionally, the school will continue collaborating with the middle school to ensure that students entering the high school possess the</p>

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(70) 2019 Total Cohort 4-Year Grad Rate - All Students		The school used credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to review students' progress toward graduation. The data collected at various levels in the school indicated that the school is on track to meeting its graduation target. 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 2021-22 school year. Therefore, the school is confident that the school will continue to be successful.	<p>The 2019 cohort now has 501 students. The students in the cohort have earned the following credits as of January 2023:</p> <table border="1" data-bbox="1507 919 2542 1109"> <thead> <tr> <th># Of students</th> <th>Credits earned</th> <th>% Of students</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>0-5 credits</td> <td>15%</td> </tr> <tr> <td>35</td> <td>5.5-10</td> <td>7%</td> </tr> <tr> <td>41</td> <td>10.5-15</td> <td>8%</td> </tr> <tr> <td>352</td> <td>15.5-greater</td> <td>70%</td> </tr> </tbody> </table> <p>The current data show that approximately 78% of the 2019 cohort students are on track to graduate within four years of entering HHS. This anticipated data demonstrates the school's ability to meet and exceed the 2022-23 progress target of 54. Therefore, the school's staff will continue the current practices to ensure all students have opportunities to graduate during the 2023 school year.</p>	# Of students	Credits earned	% Of students	73	0-5 credits	15%	35	5.5-10	7%	41	10.5-15	8%	352	15.5-greater	70%
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		Additionally, this approach proved to be successful, as the 2022 graduation rate was 86%.	Additionally, the school administration and staff will continue working with the 22% of the students who need additional support to graduate with their 4-year cohort. The school has an Early Warning System in place to help students with socio-emotional, academic, and other life support that may negatively impact their ability to graduate.															
(88) 2018 Total Cohort 5-Year Grad Rate - All Students		Like 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 their hardship of staying in	<p>The 2018 cohort has 56 students. Those students credit accumulation is as follows:</p> <table border="1" data-bbox="1507 1052 2542 1243"> <thead> <tr> <th># Of students</th> <th>Credits earned</th> <th>% Of students</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>0-5 credits</td> <td>39%</td> </tr> <tr> <td>14</td> <td>5.5-10</td> <td>25%</td> </tr> <tr> <td>15</td> <td>10.5-15</td> <td>27%</td> </tr> <tr> <td>5</td> <td>15.5-greater</td> <td>9%</td> </tr> </tbody> </table> <p>The school has traditionally graduated most of the 5-year cohort students and anticipates continuing the tradition. The counseling staff, administrators, and teachers are working together to leverage the relationships students in this extended cohort have with staff members to ensure that the proper support is provided. Additionally, the school</p>	# Of students	Credits earned	% Of students	22	0-5 credits	39%	14	5.5-10	25%	15	10.5-15	27%	5	15.5-greater	9%
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		school for a prolonged time. These students are inherently over-aged and under-credited, making any level of additional struggle to attain credits more disconcerting for the 5-year cohort students. This strategy will assist the school with increasing the 5-year graduation rate.	administrators will meet with the school's counselors to create effective student support. Therefore, the school's staff will continue the current practices to ensure all students have opportunities to graduate during the 2023 school year.																				
(120) HS ELA All Students PI		The school has continued identifying specific strategies and data points to determine if students successfully pass their 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 advanced English and biliteracy credentials. English teachers will use the same	<p>The school will continue to support students' ELA achievement by offering academic support to all students in their English courses. Currently, there are 811 students enrolled in the below courses:</p> <table border="1" data-bbox="1507 1117 2255 1422"> <thead> <tr> <th>COURSE</th> <th>TOTAL ENROLLMENT</th> </tr> </thead> <tbody> <tr> <td>AP LANG COMP A</td> <td>55</td> </tr> <tr> <td>AP LITERATURE A</td> <td>46</td> </tr> <tr> <td>AP SEMINAR A</td> <td>20</td> </tr> <tr> <td>ENG RGNTS WRKSHP</td> <td>11</td> </tr> <tr> <td>ENGLISH 10</td> <td>104</td> </tr> <tr> <td>ENGLISH 11 CORE H</td> <td>37</td> </tr> <tr> <td>ENGLISH 11 CORE R</td> <td>147</td> </tr> <tr> <td>ENGLISH 11 R</td> <td>21</td> </tr> <tr> <td>ENGLISH 12</td> <td>75</td> </tr> </tbody> </table>	COURSE	TOTAL ENROLLMENT	AP LANG COMP A	55	AP LITERATURE A	46	AP SEMINAR A	20	ENG RGNTS WRKSHP	11	ENGLISH 10	104	ENGLISH 11 CORE H	37	ENGLISH 11 CORE R	147	ENGLISH 11 R	21	ENGLISH 12	75
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		<p>strategies identified for the 11th-grade students' performance.</p> <p>The strategies used are:</p> <ul style="list-style-type: none"> Classwork, Unit assessments, Common Literature SAVVAS, NY Learns, CASTLE Learning – Regent Prep iReady, Exit tickets, End-of-term tests, Homework assignments, Mock Regents assessments, Student engagement, and Benchmark assessments. 	<table border="1" data-bbox="1507 716 2255 837"> <tr> <td>ENGLISH 12H</td> <td>30</td> </tr> <tr> <td>ENGLISH 9</td> <td>45</td> </tr> <tr> <td>Strategic Reading</td> <td>308</td> </tr> <tr> <td style="text-align: right;">Total</td> <td>899</td> </tr> </table> <p>Due to the inordinate number of students in the strategic reading program, the English department will begin to examine the curriculum material and determine ways to incorporate foundational reading and writing skills within all basic English courses and other core discipline subjects. Additionally, the school will continue collaborating with the middle school to ensure that students entering the high school possess the foundational skills to assist with accessing and successfully completing rigorous courses.</p> <p>The teachers and department chair will determine how to incorporate the results of interim and daily observation of students' data into the instructional strategies. Special emphasis will be placed on students' classwork, unit assessments, homework assignments, student engagement, and feedback from administrators. The administrators will incorporate feedback highlighting how teachers can improve students'</p>	ENGLISH 12H	30	ENGLISH 9	45	Strategic Reading	308	Total	899
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			<p>acquisition of English concepts aligned with Regents-based NYSED standards.</p> <p>Teachers will also Teachers will provide support to ensure students successfully transition from ENL and reading to English courses to courses that lead to successfully obtaining the English Regents.</p>																						
(130) HS Math All Students PI		<p>The school will continue identifying specific strategies and data points to determine if students successfully pass their mathematics courses, positively impacting the All-Students Mathematics performance index (PI). Therefore, the school identified alternative data points to determine if students understood the state standards adequately.</p> <p>Teachers will continue to use the following strategies during the instructional period. These strategies have proven to address students' learning needs effectively:</p>	<p>The school will continue to support students' mathematics achievement by offering various mathematic courses to support all students. Currently, there are 1230 students enrolled in the following mathematics courses in the school:</p> <table border="1" data-bbox="1507 1081 2542 1416"> <thead> <tr> <th>COURSE</th> <th>TOTAL ENROLLMENT</th> </tr> </thead> <tbody> <tr> <td>ALGEBRA 1 CORE R</td> <td>44</td> </tr> <tr> <td>ALGEBRA 1 CORE R-BI</td> <td>22</td> </tr> <tr> <td>ALGEBRA 1 CORE WORKSHOP</td> <td>30</td> </tr> <tr> <td>ALGEBRA 1 CORE WORKSHOP BI</td> <td>24</td> </tr> <tr> <td>ALGEBRA 2 CORE</td> <td>126</td> </tr> <tr> <td>AP CALCULUS AB1</td> <td>22</td> </tr> <tr> <td>AP COMPUTER SCIENCE A</td> <td>12</td> </tr> <tr> <td>FINANCIAL ALGEBRA</td> <td>2</td> </tr> <tr> <td>FOUNDATIONS OF GEOMETRY</td> <td>248</td> </tr> <tr> <td>FOUNDATIONS OF GEOMETRY BI</td> <td>154</td> </tr> </tbody> </table>	COURSE	TOTAL ENROLLMENT	ALGEBRA 1 CORE R	44	ALGEBRA 1 CORE R-BI	22	ALGEBRA 1 CORE WORKSHOP	30	ALGEBRA 1 CORE WORKSHOP BI	24	ALGEBRA 2 CORE	126	AP CALCULUS AB1	22	AP COMPUTER SCIENCE A	12	FINANCIAL ALGEBRA	2	FOUNDATIONS OF GEOMETRY	248	FOUNDATIONS OF GEOMETRY BI	154
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(140) College, Career and Civic Readiness Index - All Students		The school's goal is to maintain or exceed the 2018 performance index. Therefore, like tracking the 4-year graduation rate, the school will use credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to determine students' progress toward earning CCCR 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 2023 school year.	<p>The school will continue to support students' involvement in advanced courses. Currently, there are 1,482 students enrolled in the school. Students have access to the following courses:</p> <table border="1" data-bbox="1507 982 2542 1409"> <thead> <tr> <th>COURSE</th> <th>TOTAL ENROLLMENT</th> </tr> </thead> <tbody> <tr><td>CAREER FIN MGNT</td><td>238</td></tr> <tr><td>COLLEGE AND CAREER PREPARATION</td><td>111</td></tr> <tr><td>COLLEGE AND CAREER READINESS</td><td>8</td></tr> <tr><td>COMPUTER APPLICATIONS</td><td>95</td></tr> <tr><td>CULINARY AND CATERING</td><td>15</td></tr> <tr><td>CULINARY ARTS</td><td>97</td></tr> <tr><td>CULTURE & FOOD</td><td>86</td></tr> <tr><td>EXCEL & POWER POINT</td><td>8</td></tr> <tr><td>JROTC LET 1A</td><td>96</td></tr> <tr><td>JROTC LET 2A</td><td>4</td></tr> <tr><td>JROTC LET 3A</td><td>5</td></tr> <tr><td>PEER MEDIATION</td><td>18</td></tr> <tr><td>PUBLIC SPEAKING</td><td>12</td></tr> </tbody> </table>	COURSE	TOTAL ENROLLMENT	CAREER FIN MGNT	238	COLLEGE AND CAREER PREPARATION	111	COLLEGE AND CAREER READINESS	8	COMPUTER APPLICATIONS	95	CULINARY AND CATERING	15	CULINARY ARTS	97	CULTURE & FOOD	86	EXCEL & POWER POINT	8	JROTC LET 1A	96	JROTC LET 2A	4	JROTC LET 3A	5	PEER MEDIATION	18	PUBLIC SPEAKING	12
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			<table border="1" data-bbox="1507 716 2548 743"> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;">793</td> </tr> </table> <p>As of January 2023, 24 students earned a Microsoft certification in either Microsoft Word, Microsoft PowerPoint, or both. Additionally, the school will continue collaborating with the middle school to ensure that students entering the high school possess the foundational.</p>	Total	793
Total	793				
(170) HS Chronic Absenteeism - All Students		<p>Due to the COVID-19 Pandemic's impact on students' attendance and chronic absenteeism, the school's approach to monitoring students' attendance will include extensive outreach and regular follow-up by student support team members. The strategy will also include outreach to students' families about absenteeism.</p> <p>The school continues to support students' involvement in reporting to school daily by increasing opportunities to expand their voices in programs and receive mentoring and leadership</p>	<p>There are 2079 students counted in the NYSED Student Attendance/Absenteeism Summary Report. Thus far for the 2022-23 school year, 32 students have 0-4% absences. Of the students who have full-time enrollment in the school, 1821 have 10% or more absences this school year resulting in being identified as chronically absent.</p> <p>The school initiated a 6-week inquiry cycle to target chronic absenteeism at the close of the 2022 school year. Staff members volunteered to serve as attendance champions. Attendance champions would be able to participate in the following:</p>		

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		<p>development. Students have access to the following supports:</p> <ul style="list-style-type: none"> • Extended Bell Schedule • Extended-Day Program • Right Reason Technologies • Assessments Data for Targeted Interventions • 7 Mindsets Resources • Spark E Academy • Smart Scholars 	<ul style="list-style-type: none"> • Tracking of a small group of identified students from an identified grade; • Establish a strong rapport with your students; • Periodic outreach to parents/ guardians; • Keeping a regular log of interventions; and • Celebrating student progress. <p>The expectation of the program is to develop relationships with students in the chronic absenteeism group to improve their attendance rates. Teacher volunteers were assigned to work with a group of students and provided direct numbers to family members, the student's demographic information, and the number of current credits earned.</p> <p>The counselors, community-based organizations, and other staff members collaborate and work with students and their families to ensure that these students' attendance improves and doesn't have learning consequences during the 2022-23 school year. Furthermore, the school will continue to work directly with students who demonstrate other signs</p>

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			<p>of struggle that may be the root cause for the absences (for example, housing, food, and resource insecurities) so that students can prioritize their time in school.</p> <p>The school will continue to work with families and students to ensure proper extended support to address any impediments to attending school and graduating with their 4-year cohort peers.</p>																				
(230) HS Science All Students PI		<p>The science department teachers presently meet as a department to discuss the curriculum, exam students, and data to adjust and make decisions about the most effective instructional strategies to support students' successful completion of the science courses. Thus far, teachers have embedded exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students took end-of-term tests, mock Science Regent's assessments, and benchmark assessments during this term.</p>	<p>The school will continue to support students' involvement in advanced courses. Currently, there are 1,164 students enrolled in science. Students have access to the following courses:</p> <table border="1" data-bbox="1583 1117 2400 1422"> <thead> <tr> <th>COURSE</th> <th>TOTAL ENROLLMENT</th> </tr> </thead> <tbody> <tr> <td>AP BIOLOGY A</td> <td>53</td> </tr> <tr> <td>AP CHEMISTRY A</td> <td>6</td> </tr> <tr> <td>AP ENVIRON SCIENCE A</td> <td>26</td> </tr> <tr> <td>BIOLOGY</td> <td>1</td> </tr> <tr> <td>CHEM R LAB+</td> <td>75</td> </tr> <tr> <td>CHEMISTRY AP</td> <td>1</td> </tr> <tr> <td>CHEMISTRY H</td> <td>73</td> </tr> <tr> <td>CHEMISTRY R</td> <td>6</td> </tr> <tr> <td>CHEMISTRY WORKSHOP</td> <td>1</td> </tr> </tbody> </table>	COURSE	TOTAL ENROLLMENT	AP BIOLOGY A	53	AP CHEMISTRY A	6	AP ENVIRON SCIENCE A	26	BIOLOGY	1	CHEM R LAB+	75	CHEMISTRY AP	1	CHEMISTRY H	73	CHEMISTRY R	6	CHEMISTRY WORKSHOP	1
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		<p>The data and supports students will receive are:</p> <ul style="list-style-type: none"> RRT Benchmark: These are uniform assessments designed by the department (content-specific) by units. <p>Additional support for students will be the following:</p> <ul style="list-style-type: none"> Baseline data; Benchmarks 1, 2, and 3; Summative Assessment Regents Data; Mock Regents January and June; Monitor and increase students' engagement in class; Monitor and provide feedback on homework; and Monitor and analyze students' exit slips. 	<table border="1"> <tbody> <tr><td>E SCI BI LAB+</td><td>53</td></tr> <tr><td>E SCI LAB+</td><td>58</td></tr> <tr><td>EARTH SCI WRKSHP</td><td>4</td></tr> <tr><td>EARTH SCIENCE R</td><td>78</td></tr> <tr><td>EARTH SCIENCE R-BI</td><td>58</td></tr> <tr><td>ENVIRON SCI</td><td>47</td></tr> <tr><td>ENVIRON SCI BI</td><td>34</td></tr> <tr><td>FORENSIC SCIENCE</td><td>52</td></tr> <tr><td>FORENSIC SCIENCE BI</td><td>33</td></tr> <tr><td>FORENSICS (SYRACUSE)</td><td>19</td></tr> <tr><td>LITERACY IN SCIENCE</td><td>48</td></tr> <tr><td>LIV ENVIRON WRKSHP</td><td>2</td></tr> <tr><td>LIV ENVR LB</td><td>82</td></tr> <tr><td>LIVING ENVIRON</td><td>1</td></tr> <tr><td>LIVING ENVIRON R</td><td>137</td></tr> <tr><td>LIVING ENVIRON R-BI</td><td>62</td></tr> <tr><td>MARINE BIO & OCEAN</td><td>138</td></tr> <tr><td>PHYSICS R</td><td>16</td></tr> <tr><td style="text-align: right;">Total</td><td>1164</td></tr> </tbody> </table>	E SCI BI LAB+	53	E SCI LAB+	58	EARTH SCI WRKSHP	4	EARTH SCIENCE R	78	EARTH SCIENCE R-BI	58	ENVIRON SCI	47	ENVIRON SCI BI	34	FORENSIC SCIENCE	52	FORENSIC SCIENCE BI	33	FORENSICS (SYRACUSE)	19	LITERACY IN SCIENCE	48	LIV ENVIRON WRKSHP	2	LIV ENVR LB	82	LIVING ENVIRON	1	LIVING ENVIRON R	137	LIVING ENVIRON R-BI	62	MARINE BIO & OCEAN	138	PHYSICS R	16	Total	1164
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		Thus far, a review of the strategies indicates that students' needs are effectively addressed.	<p>The school will continue collaborating with the middle school to ensure that students entering high school possess the foundational skills to assist with accessing and successfully completing rigorous courses, particularly in science.</p> <p>The school's wide variety of science courses allows students to earn their science credentials in interesting courses that include a college-level course associated with Syracuse University.</p>																		
(240) HS Social Studies All Students PI		The school will continue to identify specific strategies and data points to determine if students successfully pass their All-Students Science courses, positively impacting their science performance index (PI). Since the school needs to meet the anticipated gains in social studies, the school administrators and staff have collaborated to create support to ensure students successfully pass their science courses and obtain credit.	<p>The school will continue to support students' involvement in advanced courses. Currently, there are 1,188 students enrolled in social studies courses. Students have access to the following courses:</p> <table border="1" data-bbox="1561 1154 2352 1424"> <thead> <tr> <th>COURSE</th> <th>TOTAL ENROLLMENT</th> </tr> </thead> <tbody> <tr> <td>AP GOVERNMENT&POLITICS A</td> <td>20</td> </tr> <tr> <td>AP HUMAN GEOGRAPHY A</td> <td>45</td> </tr> <tr> <td>AP RESEARCH A</td> <td>12</td> </tr> <tr> <td>AP US HISTORY GOV A</td> <td>6</td> </tr> <tr> <td>ECONOMICS</td> <td>107</td> </tr> <tr> <td>ECONOMICS BI</td> <td>34</td> </tr> <tr> <td>GLBL HIST GEO 1R</td> <td>191</td> </tr> <tr> <td>GLOBAL HIST 1H</td> <td>118</td> </tr> </tbody> </table>	COURSE	TOTAL ENROLLMENT	AP GOVERNMENT&POLITICS A	20	AP HUMAN GEOGRAPHY A	45	AP RESEARCH A	12	AP US HISTORY GOV A	6	ECONOMICS	107	ECONOMICS BI	34	GLBL HIST GEO 1R	191	GLOBAL HIST 1H	118
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		<p>Similar to the science strategies, the teachers will collect data and provide social studies support in the following manner:</p> <ul style="list-style-type: none"> RRT Benchmark: These are uniform assessments designed by the department (content-specific) by units. <ul style="list-style-type: none"> Baseline Benchmarks 1, 2, and 3 Summative Assessment Regents Data <ul style="list-style-type: none"> Mock Regents January and June Students' engagement in class Students' homework Students' exit slips <p>The school administrators will work with the social studies department to ensure they understand the urgency of students' increasing their social studies achievement.</p>	<table border="1" data-bbox="1561 716 2349 1170"> <tbody> <tr><td>GLOBAL HIST GEO 1 BI</td><td>168</td></tr> <tr><td>GLOBAL HIST GEO 2R</td><td>26</td></tr> <tr><td>GLOBAL HIST GEO 2R BI</td><td>17</td></tr> <tr><td>GLOBAL WRKSHP BI</td><td>11</td></tr> <tr><td>HUMANITIES BI</td><td>36</td></tr> <tr><td>HUMANITIES</td><td>100</td></tr> <tr><td>HUMANITIES H</td><td>62</td></tr> <tr><td>PART IN GOV</td><td>104</td></tr> <tr><td>PART IN GOV BI</td><td>27</td></tr> <tr><td>PART IN GOVT</td><td>1</td></tr> <tr><td>US HISTORY GOV R</td><td>55</td></tr> <tr><td>US HISTORY GOV R BI</td><td>45</td></tr> <tr><td>US HISTORY BI WORKSHOP</td><td>1</td></tr> <tr><td>US HISTORY GOV R</td><td>2</td></tr> <tr><td style="text-align: right;">Total</td><td>1188</td></tr> </tbody> </table> <p>Teachers will provide extensive support to students who struggle with history and social studies since it is intrinsically connected to engaging with social studies. Additionally, the school will continue providing students with foundational skills to assist with accessing and successfully completing rigorous courses.</p>	GLOBAL HIST GEO 1 BI	168	GLOBAL HIST GEO 2R	26	GLOBAL HIST GEO 2R BI	17	GLOBAL WRKSHP BI	11	HUMANITIES BI	36	HUMANITIES	100	HUMANITIES H	62	PART IN GOV	104	PART IN GOV BI	27	PART IN GOVT	1	US HISTORY GOV R	55	US HISTORY GOV R BI	45	US HISTORY BI WORKSHOP	1	US HISTORY GOV R	2	Total	1188
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Part III – Demonstrable Improvement Indicators-Level 2

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 to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during
February 1, 2023 – April 28, 2023**

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 and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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. 																		
(65) 2022 Total Cohort (9th Graders) with five or more credits		These students have only been at Hempstead High School for six weeks. The school is creating a data tracking system highlighting quantitative and qualitative information for all students. The school and district staff members will appropriately support all students when early indicators identify students struggling.	<p>As of January 2023, there are 501 9th-grade students. The 9th-grade students have earned the following number of credits:</p> <table border="1" data-bbox="1499 1190 2521 1421"> <thead> <tr> <th>Credits Earned</th> <th># Of Students</th> <th>% Of Students</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>41</td> <td>8%</td> </tr> <tr> <td>0.5-1.5</td> <td>49</td> <td>10%</td> </tr> <tr> <td>2-2.5</td> <td>80</td> <td>16%</td> </tr> <tr> <td>3-4.5</td> <td>135</td> <td>27%</td> </tr> <tr> <td>5.5-7.5</td> <td>195</td> <td>39%</td> </tr> </tbody> </table>	Credits Earned	# Of Students	% Of Students	0	41	8%	0.5-1.5	49	10%	2-2.5	80	16%	3-4.5	135	27%	5.5-7.5	195	39%
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0	41	8%																			
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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 and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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>Additionally, the school has developed a relationship with the middle school to make the transition into high school seamless. The school will continue to focus on the following data sources to include in the credit accumulation data tracking system and determine which students require support:</p> <ul style="list-style-type: none"> • Students' performance in class. • Students' performance on unit exams. • Students' performance on homework and project assignments. <p>Students' progress reports and report cards.</p>	<p>All 9th graders should have earned at least 5 credits thus far. The school counselors and Freshman teachers will work closely with those students who have yet to earn credits to ensure the issues they may be experiencing do not stop their progress during the remainder of the school year.</p> <p>The school will use its data monitoring protocol to ensure that students are on-track to graduate in 2026.</p>												
(66) 2021 Total Cohort (10th Graders) with five or more credits		<p>During the 2022-2023 school year, the school will continue to maintain a data tracking system highlighting all students' quantitative and qualitative information. They will continue using the tool and ensure students earn credits every semester. The school and district staff members can appropriately support all students when</p>	<p>As of January 2023, there are 505 10th-grade students. The 10th-grade students have earned the following number of credits:</p> <table border="1" data-bbox="1499 1271 2507 1417"> <thead> <tr> <th>Credits Earned</th> <th># Of Students</th> <th>% Of Students</th> </tr> </thead> <tbody> <tr> <td>0-5</td> <td>111</td> <td>22%</td> </tr> <tr> <td>5.5-10</td> <td>137</td> <td>27%</td> </tr> <tr> <td>10.5-15.5</td> <td>230</td> <td>46%</td> </tr> </tbody> </table>	Credits Earned	# Of Students	% Of Students	0-5	111	22%	5.5-10	137	27%	10.5-15.5	230	46%
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		<p>identifying early indicators when students struggle.</p> <p>The school will continue to focus on the following data sources to include in the credit accumulation data tracking system and determine which students require support:</p> <ul style="list-style-type: none"> • Students' performance in class. • Students' performance on unit exams. • Students' performance on homework and project assignments. • Students' progress reports and report cards. 	<table border="1" data-bbox="1499 716 2507 751"> <tr> <td data-bbox="1499 716 1835 751">16 and more</td> <td data-bbox="1835 716 2171 751">27</td> <td data-bbox="2171 716 2507 751">5%</td> </tr> </table> <p>The data aligned with the 10th graders demonstrate that 78% of the students are already on track for graduating within or before their 4 years in school. Additionally, of the students who have earned less than 5.5 credits, slightly more than 88% have 2.5 credits and more. The data for the students with 2.5-5 credits indicate that 28 students have earned enough credits to get on track by the end of the 2023 school year.</p> <p>The school will continue to support students to earn credits at a pace that will ensure the school meets all the performance targets for graduation.</p>			16 and more	27	5%
16 and more	27	5%						
(72) 2019 Total Cohort 4-Year Grad Rate - Black Students		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	<p>The work in this indicator is based on the following data:</p> <p>One hundred and one out of 501 (~20%) students identify as Black. The students in this subgroup also identify as members of other subgroups.</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 and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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>supported and deemed necessary. That information is updated every marking period and reviewed by teachers and administrators during grade-level and cabinet meetings.</p> <p>The school will continue to focus on the following data sources to include in the credit accumulation data tracking system and determine which students require support:</p> <ul style="list-style-type: none"> • Students' performance in class. • Students' performance on unit exams. • Students' performance on homework and project assignments. <p>Students' progress reports and report cards.</p>	<ul style="list-style-type: none"> • Of 101 students, 7 (7%) earned 0-5 credits. • Of 101 students, 6 (6%) earned 5.5- 10 credits. • Of 101 students, 12 (12%) earned 10.5-15 credits. • Of 101 students, 76 (75%) earned 15.5 or more credits. <p>Based on this data, 88% of the students are on track to graduate in June 2023 with teachers and support staff support. The remaining 12% of the cohort will receive intensive support to ensure they are able to graduate with their peers. The school will continue to work with the students to gain early accumulation of credits. Again, the students demonstrate that they are on track to earning enough credits to graduate within the 4-year time with the rest of their peers.</p>
(73) 2019 Total Cohort 4-Year Grad Rate - Hispanic Students		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	The data trend demonstrates that HHS has already and will continue to meet the progress target for this indicator. Thus far, only 77 out of 365 (21%) students have entered 10th Grade with fewer credits than necessary for 10 th Grade.

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 and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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>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 grade-level and cabinet meetings.</p> <p>The school will continue to focus on the following data sources to include in the credit accumulation data tracking system and determine which students require support:</p> <ul style="list-style-type: none"> • Students' performance in class. • Students' performance on unit exams. • Students' performance on homework and project assignments. <p>Students' progress reports and report cards.</p>	<p>Due to the extensive opportunities to earn high school credit during middle school, the students have earned the following:</p> <ul style="list-style-type: none"> • Of 365 students, 64 (18%) earned 0-5 credits. • Of 365 students, 28 (8%) earned 5.5-10 credits. • Of 365 students, 27 (7%) earned 10.5-15 credits. • Of 365 students, 246 (67%) earned 16 or more credits. <p>Based on this data, the school will continue to work with the students to gain early accumulation of credits. Again, the students demonstrate that they are on track to earn enough credits to graduate within the 4-year period with the rest of their peers.</p>
(75) 2019 Total Cohort 4-Year Grad Rate - ED Students		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	There are 297 students in the Economically Disadvantaged student group. Since this subgroup of students typically overlaps with other minority subgroups, the school staff is particularly mindful of the support

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 and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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>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 grade-level and cabinet meetings.</p> <p>The school will continue to focus on the following data sources to include in the credit accumulation data tracking system and determine which students require support:</p> <ul style="list-style-type: none"> • Students' performance in class. • Students' performance on unit exams. • Students' performance on homework and project assignments. <p>Students' progress reports and report cards.</p>	<p>necessary to ensure the students' success and academic growth. The students earned the following credits:</p> <ul style="list-style-type: none"> • Of 297 students, 23 (8%) earned 0-5 credits. • Of 297 students, 16 (5%) earned 6-10 credits. • Of 297 students, 22 (7%) earned 10.5-15 credits. • Of 297 students, 236 (80%) earned 16 or more credits. <p>The school's efforts demonstrate that 80% of the students in this subgroup are on track to graduate in June 2023. The school's staff will use the same methods to provide extensive support to the other 20% of the students who are not on track to graduate in June 2023 without additional support.</p>

Part IV – Community Engagement Team (CET)

<p>Community Engagement Team (CET) <i>The role of the Community Engagement Team is to serve as an active thought partner in contributing to and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.</i></p>	
<p align="center">Report Out of 2022-2023 CET Plan Implementation</p>	
<ul style="list-style-type: none"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.</p>
<p>The Community Engagement Team has established an annual calendar of meetings.</p> <p>The spring meeting dates are:</p> <ul style="list-style-type: none"> March 15, 2023 April 19, 2023 May 17, 2023 June 14, 2023 <p>The committee will continue to meet as per the monthly calendar. The committee will discuss the options and need for adjustments based on students' data accumulated during the beginning of the school year.</p>	<p>Based on the monthly meetings, the CET provided the following recommendations.</p> <ol style="list-style-type: none"> The meetings are now focused on the sustainability of the school's new status of LSI. Mental Health Assessment blueprint plan: The committee continues to discuss and review the school's mental health assessment and support for students. Plans for tracking students who have graduated are still underway. The committee will create a communication track for post-graduate HHS students.

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 Superintendent Receiver has successfully used her authority to lead HHS toward academic success. Plans are now focused on the sustainability of the improved graduation rates and academic support provided to students. Additionally, the Superintendent Receiver will continue to create a 6-12 teaching support track for pedagogical and curricula support.

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 Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):

Signature of Receiver:

Date:

Ms. Regina Armstrong
Regina Armstrong

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, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print):

Signature of CET Representative:

Title of CET Representative:

Date:

Ms. Isoken Irowa
Isoken Irowa
CET Chairperson

*The CET Attestation must be signed by a CET member other than a school administrator.