

2023-2024 Receivership School Quarterly Report #1
Report Period: July 22, 2023, to October 30, 2023 (Due October 30, 2023)

This document is to be completed by the Superintendent 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, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
School 2	491700010002	Troy City School District			https://www.troycsd.org/school-2/receivership/
Superintendent	School Principal (If appointed since the last reporting period, attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Mr. Carmello	Amanda Klopott	8/2021	Dr. Donna Watson Jull Currey	PK-5	

Executive Summary

Please provide a plain-language summary of this Quarterly Report-based Continuation Plan to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year.

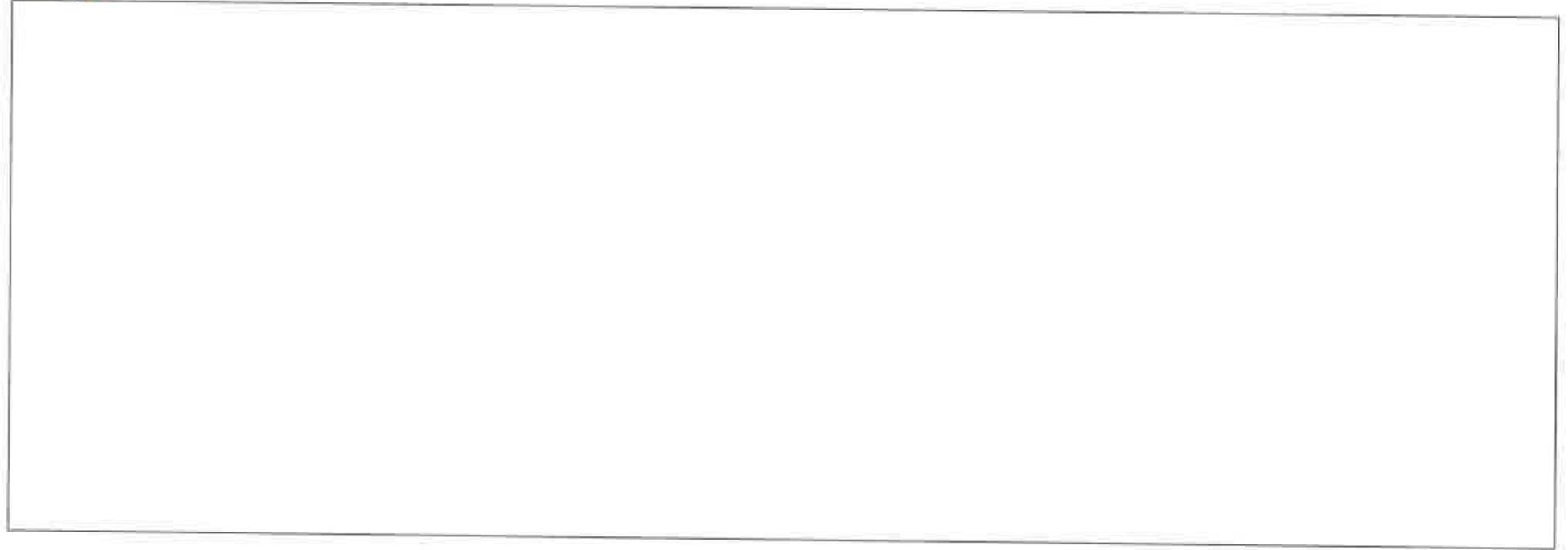
The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to no more than 500 words. Applicable links must be made publicly available prior to submitting the report.

School 2 has been focused on increasing student achievement by focusing on the following key strategies:

- Professional development focused on implementing a rigorous math curriculum (Eureka Math Squared).
- Professional development focused on creating readers, writers and critical thinkers (Units of Study/Lucy Calkins).
- Ongoing feedback through Principal Walkthroughs and Data Feedback Strategies (DFS).
- Surveys to gather input and data from the community (families, students, and staff).
- Providing social emotional support and interventions (in the classroom) to students in order to support learning.
- Relationship building through community circles.
- Providing a rigorous, consistent, challenging and supportive learning environment.
 - Consistent curriculum across the grade levels
 - Decodable books
 - Engaging lessons
 - High Interest books
 - Heggerty
- Continual communication and support of families regarding attendance.

Moving into the 2023-2024 school year, School 2 is focusing on sustaining our key instructional strategies above while continuously building the capacity of teachers and the team through our School Leadership Team and our three instructional coaches. Specifically, we will be focusing on the following key strategies:

- Implementing consistent coaching cycles to build reflective practitioners.
- Creating a sustainable School Leadership Team (SLT) that focuses on the following areas:
 - Teaching & Learning
 - Family & Community Engagement



Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Data Source: : eSchool

Date of Capture: October 23, 2023

Total Current Enrollment/Registrant Counts: N= 310

SWD 16.7%

ELL 0%

SWD/ELL percentage total 0%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	88.8%	83.16%	86.1%	93.05%
Chronic Absenteeism Rate	47.6%	71.4%	51.88%	25.32%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	10.1%/# 30	10.3%/# 27	11.5 %/# 38	0.64 %/#2
Duplicated Suspensions	20%/# 6	18%/# 5	28.9 %/# 11	0.003%/# 1
Unduplicated Suspensions	80%/# 24	81%/# 22	71 %/# 27	0.003%/#1
ELL Suspensions	None	None	None	None
SWD Suspensions	26 %/# 8	22%/# 6	15.7 %/# 6	0%/# 0

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension.

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time.

Unduplicated Suspensions #:

Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies during the first quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement*. The report should include a clear focus on *how evidence guides decisions* and an outline 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. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, ([@ DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#)), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:
 - Used throughout Quarter 1 to assess the impact of strategies implemented to improve student learning outcomes.
 - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how 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.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

Part I- Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

**Quarterly Report #1 - Reflection on Lead Strategies Utilized during
July 22, 2023 – October 30, 2023**

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
Monthly DFS Cycles for K-5 (ELA, Math, Science)	G	<ul style="list-style-type: none"> Collecting and analyzing data with a quick turnaround for next instructional steps is an important skill for teachers to master. This strategy will continue to build teacher and use data to inform instruction. Instructional coaches led the 2022-2023 monthly DFS cycles. The monthly DFS meetings will continue. Teachers will work together collaboratively to continue to collect data throughout instruction in order to analyze and plan next instructional steps. This will be crucial in order to continue to build teacher capacity and continue to grow teachers who are leaders in our school. The building principal will attend both the monthly and weekly meetings in order to support the process and decision making.
Release Time – TCSD and School 2: Efficacy Meetings, Early Release Days-ERD, Faculty Meetings, etc.	Y	<ul style="list-style-type: none"> This lead strategy was selected in order to continue to build teacher capacity in order to provide research-based and effective instructional practices. This will increase students' academic proficiency. Early release days are used for the school and teachers to review, analyze and make instructional decisions, which is crucial to student growth and improvement.



		<ul style="list-style-type: none">• Faculty meetings are targeted for teachers to share best practices or to bring in outside resources to share about options/opportunities for families.
Attendance Communication and Outreach	G	<ul style="list-style-type: none">• Hired a full time attendance specialist for S2.• Consistent use of the S2 van to pick-up students.• Quarterly attendance challenges implemented.• School wide review of attendance data with students.• Attendance trackers used with all students.• Attendance awareness campaign• Home visits• STEAM and Career Days• Positive role models/mentoring• Dora- School 2 dog <p>These strategies have positively impacted students' attendance. The variety and combination of strategies support many families and the feedback has been very positive from staff and families.</p>
Principal Walk-throughs/Feedback	Y	<ul style="list-style-type: none">• Principal and District team conducts walk-throughs to give specific feedback to teachers and staff.• During September/October, there has been a large focus on procedures and routines in order to have a successful learning environment• Feedback is shared with teachers and coaches in order to support the building of teacher capacity and efficacy. This will lead to improvements in teaching and learning, which will increase academic performance.
Social Emotional Structure and Implementation	G	<ul style="list-style-type: none">• Second Step Curriculum K-5• Morning Meeting K-5• Zones of Regulation K-5• Calm Down Corner K-5• 2 SEL Specialists• 1 school counselor & 2 social workers• Individual counseling & group counseling

	<ul style="list-style-type: none"> • Partnership with Rensselaer Mental Health Clinic • Dora, S2 dog for emotional support <p>These strategies support students so that they can learn in the classroom. It helps students learn how to resolve conflicts and regulate their emotions.</p>
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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 point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#33:3-8 ELA All Students MGP	Y	Strategies: <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher 	<p>Please see the addendum.</p> <ul style="list-style-type: none"> • The aReading data closely aligns with how students will perform on the NYS ELA assessment. Our next steps are to select the

		<p>needs).</p> <ul style="list-style-type: none"> • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>students at high risk and work with teachers to create a plan to support students' learning. Additionally, the principal and instructional coaches will hold data meetings in December to review student growth and to create a next step plan. Lastly, creating a home-school partnership is crucial to our success. Teachers will be sharing students' academic strengths, concerns, and data with parents. Parents will also receive an ELA strategy to practice at home with the student and track the data. We will be meeting in the winter to follow up on this progress with the parents.</p>
#100: 3-8 ELA All Students Core Subject PI	Y	<p>Strategies:</p> <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>Please see the addendum.</p> <ul style="list-style-type: none"> • The aReading data closely aligns with how students will perform on the NYS ELA assessment. Our next steps are to select the students at high risk and work with teachers to create a plan to support students' learning. Additionally, the principal and instructional coaches will hold data meetings in December to review student growth and to create a next step plan. Lastly, creating a home-school partnership is crucial to our success. Teachers will be sharing students' academic strengths, concerns, and data with parents. Parents will also receive an ELA strategy to practice at home with the student and track the data. We will be meeting in the winter to follow up on this progress with the parents.

3-8 ELA Black Core Subject PI	Y	Strategies: <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	Please see the addendum. <ul style="list-style-type: none"> • The aReading data closely aligns with how students will perform on the NYS ELA assessment. Our next steps are to select the students at high risk and work with teachers to create a plan to support students' learning. Additionally, the principal and instructional coaches will hold data meetings in December to review student growth and to create a next step plan. Lastly, creating a home-school partnership is crucial to our success. Teachers will be sharing students' academic strengths, concerns, and data with parents. Parents will also receive an ELA strategy to practice at home with the student and track the data. We will be meeting in the winter to follow up on this progress with the parents.
3-8 ELA Black Level 2 and above Gap with non-Black Students	Y	Strategies: <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles 	Please see the addendum. <ul style="list-style-type: none"> • The aReading data closely aligns with how students will perform on the NYS ELA assessment. Our next steps are to select the students at high risk and work with teachers to create a plan to support students' learning. Additionally, the principal and instructional coaches will hold data meetings in December to review student growth and to create a next step plan. Lastly, creating a home-school partnership is crucial to our success. Teachers will be sharing students' academic strengths, concerns,

		<ul style="list-style-type: none"> • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>and data with parents. Parents will also receive an ELA strategy to practice at home with the student and track the data. We will be meeting in the winter to follow up on this progress with the parents.</p>
EM Chronic Absenteeism - All Students	G	<ul style="list-style-type: none"> • Hired a full time attendance specialist for S2. • Consistent use of the S2 van to pick-up students. • Quarterly attendance challenges implemented. • School wide review of attendance data with students. • Attendance trackers used with all students. • Attendance awareness campaign • Home visits • STEAM and Career Days • Positive role models/mentoring • Dora- School 2 dog <p>These strategies have positively impacted students' attendance. The variety and combination of strategies support many families and the feedback has been very positive from staff and families.</p>	<p>Please see the addendum.</p> <p>School 2 regularly compiles and reviews attendance data each day and week. The next steps based off of individual data is to create tier 2 intervention groups for attendance. Additionally, we are scheduling family meetings for those at risk of being chronically absent so that we can identify the root cause and provide solutions.</p>
Student Attendance	G	<ul style="list-style-type: none"> • Hired a full time attendance specialist for 	<p>Please see the addendum.</p>

		<p>S2.</p> <ul style="list-style-type: none"> • Consistent use of the S2 van to pick-up students. • Quarterly attendance challenges implemented. • School wide review of attendance data with students. • Attendance trackers used with all students. • Attendance awareness campaign • Home visits • STEAM and Career Days • Positive role models/mentoring • Dora- School 2 dog <p>These strategies have positively impacted students' attendance. The variety and combination of strategies support many families and the feedback has been very positive from staff and families.</p>	<p>School 2 regularly compiles and reviews attendance data each day and week. The next steps based off of individual data is to create tier 2 intervention groups for attendance. Additionally, we are scheduling family meetings for those at risk of being chronically absent so that we can identify the root cause and provide solutions.</p>
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Part III – Demonstrable Improvement 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 actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 23, 2023 – October 30, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps Implemented to support progress for each of the	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made.
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		Demonstrable Improvement Indicators.	<p>Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</p> <ul style="list-style-type: none"> Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
3-8 ELA ED Students MGP	Y	Strategies: <ul style="list-style-type: none"> 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs). DFS cycles informal and formal MTSS block for all students Academic Parent Teacher Teams Differentiated Instructional coaching cycles Targeted professional development Sneak a peek for teachers Principal walk-throughs School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>Please see the addendum. Note: There is not MGP data available yet.</p> <ul style="list-style-type: none"> The aReading data closely aligns with how students will perform on the NYS ELA assessment. Our next steps are to select the students at high risk and work with teachers to create a plan to support students' learning. Additionally, the principal and instructional coaches will hold data meetings in December to review student growth and to create a next step plan. Lastly, creating a home-school partnership is crucial to our success. Teachers will be sharing students' academic strengths, concerns, and data with parents. Parents will also receive an ELA strategy to practice at home with the student and track the data. We will be meeting in the winter to follow up on this progress with the parents.
3-8 ELA Black Level 2 and above Gap with non-Black Students	Y	Strategies: <ul style="list-style-type: none"> 5 days of embedded professional development through Teacher's College 	<p>Please see the addendum.</p> <p>According to aReading, 27% of Black students are at low risk compared to 33% of white students. However, it is important to note the</p>

		<p>(This is differentiated based on teacher needs).</p> <ul style="list-style-type: none"> • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>demographics of School 2 reflected in the addendum. The majority of our students at S2 are Black students, followed by Hispanic, Multiracial, and then white.</p> <p>When reviewing student data, teachers will include the analysis of Black students compared with non-black students in order to identify trends and make adjustments to instruction. This has not been a data point that we have analyzed in the past, so we will ensure that we include it in our data meetings.</p>
3-8 Math Black Level 2 and above Gap with non-Black Students	R	<ul style="list-style-type: none"> • 3 days of embedded Eureka Math Professional Development • Early release/faculty meetings (targeted professional development) • DFS cycles • MTSS • Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs 	<p>Please see the addendum.</p> <p>According to aMath, 23% of Black students are at low risk compared to 44% of white students. However, it is important to note the demographics of School 2 reflected in the addendum. The majority of our students at S2 are Black students, followed by Hispanic, Multiracial, and then white.</p> <p>When reviewing student data, teachers will include the analysis of Black students compared with non-black students in order to identify trends and make adjustments to instruction. This has not been a data point that we have analyzed in the past, so we will ensure that we include it in our data meetings.</p>
3-8 ELA Black Core Subject PI	Y	<p>Strategies:</p> <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs). • DFS cycles informal and formal 	<p>Please see the addendum.</p> <p>Pending: Testlet 1 Data</p> <p>The 2023-2024 fall F&P data shows inconsistent data compared to the 2022-2023 spring F&P data. One reason for the difference is due to student transiency. Next steps will be to review this subgroup's testlet,</p>

		<ul style="list-style-type: none"> • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	F&P and aReading data <u>with</u> teachers to identify additional supports to put in place during instruction. By looking at the various data points, adjustments will be made to support individual students and groups of students. This will happen during DFS cycles, instructional coaching meetings, and individual teacher meetings.
3-8 ELA ED Core Subject PI	G	Strategies: <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>Please see the addendum.</p> <p>According to the fall aReading data, the ED students had a higher low risk percentage than the non-ED students. As a community school, we provide many resources to families that support the whole family. We will continue to monitor this data throughout our assessments and continue to provide food resources and community resources for our families.</p>
3-8 Math Black Core Subject PI	R	<ul style="list-style-type: none"> • 3 days of embedded Eureka Math 	Please see the addendum.

		Professional Development <ul style="list-style-type: none"> • Early release/faculty meetings (targeted professional development) • DFS cycles • MTSS • Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs 	<p>The biggest area of improvement according to aMath is our 5th grade Black students. Only 8% of students were at low-risk. Next steps regarding this data is to meet as a team to discuss specific students/interventions with the fifth grade team. We will also review the master schedule in order to provide additional math support via the math interventionist.</p>
3-8 Math ED Core Subject PI	G	<ul style="list-style-type: none"> • 3 days of embedded Eureka Math Professional Development • Early release/faculty meetings (targeted professional development) • DFS cycles • MTSS • Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers Principal walk-throughs	<p>Please see the addendum. According to the fall aMath data, the ED students had a higher low risk percentage than the non-ED students. As a community school, we provide many resources to families that support the whole family. We will continue to monitor this data throughout our assessments and continue to provide food resources and community resources for our families.</p>

Part IV – Community Engagement Team (CET)

The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

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 for the 2023-2024 SY should be included and detailed below.

**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)*

Report Out of 2023-2024 CET Plan Implementation

<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 during this reporting period. Include the role/title of any new members. Provide data and related evidence used to measure the impact and efficacy of the CET. Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan. 	<ul style="list-style-type: none"> Outline the process by which new members of the CET will be identified and selected*. Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. An outline of the school's plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
<ul style="list-style-type: none"> Stakeholder Categories <ul style="list-style-type: none"> Food Housing Mental Health Physical Health Community Health Legal Substance Rehabilitation Education Neighborhood association Youth outreach and programming Faith-based organizations School and district staff Volunteer organizations Civic Engagement Community Leaders The CET recommended the S2 PTO to engage in fundraising and the selling of S2 gear to positively market S2. The CET collaborated on future community events. The CET discussed the possibility of creating an enrichment STEAM program 	<ul style="list-style-type: none"> CET members have been consistent for many years at S2. CET members are selected based off of our community needs and interest in collaboration in order to improve S2. The CET agenda is developed in collaboration with the CET members. School 2 provides data updates, event updates, strengths, areas of improvement and asks for feedback. CET receives the S2 BOE presentation, Receivership Reports and additional addendum data. Together, the CET will set goals for the school year and evaluate the goals every 3 months.

after school in partnership with Russell Sage College.

There are two additional members who joined this year:

- Subaru Troy
- Russell Sage College

**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)*

Part V – Powers of the Receiver

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

The Receiver supports School 2 on the school turnaround efforts. The Receiver collaborates with School 2 to implement the activities in order to meet the building goals.

DII Selection Addendum – *If applicable, please indicate any changes in DII selection that have occurred after the submission of the Final Report and Continuation Plan and summarize any adjustments made to Lead Strategies based on these selections.*



Part VI – Assurance and Attestation

By signing below, I attest that the information in this 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:

John Carmello
[Redacted Signature]
10/30/23

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print):

Signature of CET Representative*:

Title of CET Representative:

Date:

Stephanie Stinney
[Redacted Signature]
Family Advocate
10-26-23

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

Receivership Data School 2

2023-2024

NYS ELA & Math State Test Data

NYS ELA & Math Proficiency

Math

2019	2020	2021	2022	2023
12%	10%	X	14%	19%

ELA

2019	2020	2021	2022	2023
18%	12%	X	13%	27%

Fastbridge *aReading*

Grades 2-5

2021 - 2024

Fastbridge: aReading

2021 - 2022

Fastbridge: aReading 2021- 2022				
Students on Track: Met LOW RISK Benchmark <i>Fastbridge Reports; Screening to Intervention [G2-G5]</i>				
	Fall aReading (October)		Winter aReading (January)	
	# of Students	% at Low Risk	# of Students	% at Low Risk
1	6/23	19%	10/39	26%
2	8/45	18%	10/49	20%
3	8/34	24%	8/37	22%
4	15/34	44%	14/38	37%
5	9/35	26%	5/40	13%

Fastbridge: aReading

2022 - 2023

Fastbridge: aReading 2022- 2023

Students on Track: Met LOW RISK Benchmark
Fastbridge Reports; Screening to Intervention [G2-G5]

	Fall aReading (October)		Winter aReading (January)		Spring aReading (June)	
	# of Students	% at Low Risk	# of Students	% at Low Risk	# of Students	% at Low Risk
2	12/41	29%	14/41	34%	16/43	37%
3	12/42	29%	12/46	26%	11/41	27%
4	10/39	26%	8/39	21%	8/43	19%
5	11/36	31%	14/38	37%	10/35	29%

Fastbridge: aReading

2023 - 2024

Fastbridge: aReading 2023 - 2024

Students on Track: Met LOW RISK Benchmark
Fastbridge Reports; Screening to Intervention [G2-G5]

	Fall aReading (October)		Winter aReading (January)		Spring aReading (June)	
	# of Students	% at Low Risk	# of Students	% at Low Risk	# of Students	% at Low Risk
2	15/43	35%				
3	15/40	38%				
4	9/38	24%				
5	9/41	22%				

Fastbridge *aReading*

Focus on Demographics

Fastbridge: aReading

Grade			
Fall (October)			
Grade	Tested	Low Risk	Low Risk
1	1	0	0%
2	43	15	35%
3	40	15	38%
4	38	9	24%
5	41	9	22%

Ethnicity			
Fall (October)			
NYSIR Ethnicity	Tested	Low Risk	Low Risk
Asian	3	2	67%
Black/African American	75	20	27%
Hispanic	45	13	29%
Multiracial	21	6	29%
White	19	7	37%

Fastbridge: aReading

Ethnicity & Grade				
Fall (October)				
NYSIR Ethnicity	Grade	# Tested	Low Risk	Low Risk
3	Asian	2	2	100%
4	Asian	1	0	0%
1	Black/African American	1	0	0%
2	Black/African American	17	7	41%
3	Black/African American	16	5	31%
4	Black/African American	16	3	19%
5	Black/African American	25	5	20%
2	Hispanic	14	4	29%
3	Hispanic	10	3	30%
4	Hispanic	12	2	17%
5	Hispanic	9	4	44%
2	Multiracial	7	2	29%
3	Multiracial	4	1	25%
4	Multiracial	5	3	60%
5	Multiracial	5	0	0%
2	White	5	2	40%
3	White	8	4	50%
4	White	4	1	25%
5	White	2	0	0%

Fastbridge: aReading

Ethnicity & Gender				
Fall (October)				
NYSIR Ethnicity	Gender	Tested	Low Risk	Low Risk
Asian	Female	2	1	50%
Asian	Male	1	1	100%
Black/African American	Female	34	10	29%
Black/African American	Male	41	10	24%
Hispanic	Female	19	5	26%
Hispanic	Male	26	8	31%
Multiracial	Female	13	5	38%
Multiracial	Male	8	1	13%
White	Female	14	6	43%
White	Male	5	1	20%

Fastbridge: aReading

Economically Disadvantaged			
Fall (October)			
Economic	# Tested	Low Risk	Low Risk
	34	11	32%
ED	129	37	29%

Economically Disadvantaged & Grade				
Fall (October)				
Grade	Economic	Tested	Low Risk	Low Risk
1	ED	1	0	0%
2		8	5	63%
2	ED	35	10	29%
3		13	1	8%
3	ED	27	14	52%
4		6	3	50%
4	ED	32	6	19%
5		7	2	29%
5	ED	34	7	21%

Fastbridge: aReading

CA			
Fall (October)			
CA	Tested	Low Risk	Low Risk
	122	33	27%
CA	41	15	37%

CA & Grade				
Fall (October)				
Grade	CA	Tested	Low Risk	Low Risk
1		1	0	0%
2		31	8	26%
2	CA	12	7	58%
3		26	9	35%
3	CA	14	6	43%
4		27	8	30%
4	CA	11	1	9%
5		37	8	22%
5	CA	4	1	25%

Fastbridge *aMath*

Grades 1-5
2021 - 2024

Fastbridge: aMath

2021 - 2022

Fastbridge: aMath 2021- 2022				
Students on Track: Met LOW RISK Benchmark <i>Fastbridge Reports; Group Screening [G1], Screening to Intervention [G2-G5]</i>				
	Fall aMath (October)		Winter aMath (January)	
	# of Students	% at Low Risk	# of Students	% at Low Risk
1	10/30	33%	7/37	19%
2	8/44	18%	10/48	21%
3	12/36	33%	12/36	33%
4	7/35	20%	8/37	22%
5	7/40	18%	5/38	13%

Fastbridge: aMath

2022 - 2023

Fastbridge: aMath 2022- 2023						
Students on Track: Met LOW-RISK Benchmark <i>Fastbridge Reports; Group Screening [G1], Screening to Intervention [G2-G5]</i>						
	Fall aMath (October)		Winter aMath (January)		Spring aMath (June)	
	# of Students	% at Low-Risk	# of Students	% at Low-Risk	# of Students	% at Low-Risk
1	11/44	25%	20/44	20%	28/47	60%
2	14/42	33%	19/40	48%	11/42	26%
3	14/41	34%	17/45	38%	14/42	33%
4	12/39	31%	7/39	18%	9/42	21%
5	7/33	21%	6/38	16%	7/37	19%

Fastbridge: aMath

2023 - 2024

Fastbridge: aMath 2023 - 2024						
Students on Track: Met LOW-RISK Benchmark <i>Fastbridge Reports; Group Screening [G1], Screening to Intervention [G2-G5]</i>						
	Fall aMath (October)		Winter aMath (January)		Spring aMath (June)	
	# of Students	% at Low-Risk	# of Students	% at Low-Risk	# of Students	% at Low-Risk
1	10/50	20%				
2	19/44	43%				
3	19/41	46%				
4	13/37	35%				
5	7/42	17%				

Fastbridge *aMath*

Focus on Demographics

Fastbridge: aMath

Grade			
Fall (October)			
Grade	Tested	Low Risk	Low Risk
1	50	6	12%
2	44	19	43%
3	41	19	46%
4	39	13	33%
5	42	7	17%

Ethnicity			
Fall (October)			
NYSIR Ethnicity	Tested	Low Risk	Low Risk
Asian	3	2	67%
Black/African American	98	23	23%
Hispanic	58	20	34%
Multiracial	32	8	25%
White	25	11	44%

Fastbridge: aMath

Ethnicity & Grade				
Fall (October)				
NYSIR Ethnicity	Grade	# Tested	Low Risk	Low Risk
Asian	3	2	1	50%
Asian	4	1	1	100%
Black/African American	1	24	2	8%
Black/African American	2	17	7	41%
Black/African American	3	16	7	44%
Black/African American	4	17	5	29%
Black/African American	5	24	2	8%
Hispanic	1	13	1	8%
Hispanic	2	14	7	50%
Hispanic	3	10	4	40%
Hispanic	4	12	4	33%
Hispanic	5	9	4	44%
Multiracial	1	9	0	0%
Multiracial	2	8	3	38%
Multiracial	3	4	3	75%
Multiracial	4	5	1	20%
Multiracial	5	6	1	17%
White	1	4	3	75%
White	2	5	2	40%
White	3	9	4	44%
White	4	4	2	50%
White	5	3	0	0%

Fastbridge: aMath

Ethnicity & Gender				
Fall (October)				
NYSIR Ethnicity	Gender	Tested	Low Risk	Low Risk
Asian	Female	2	1	50%
Asian	Male	1	1	100%
Black/African American	Female	47	6	13%
Black/African American	Male	51	17	33%
Hispanic	Female	26	8	31%
Hispanic	Male	32	12	38%
Multiracial	Female	20	3	15%
Multiracial	Male	12	5	42%
White	Female	17	6	35%
White	Male	8	5	63%

Fastbridge: aMath

Economically Disadvantaged

Fall (October)

Economic	# Tested	Low Risk	Low Risk
	40	11	28%
Yes	176	53	30%

Economically Disadvantaged & Grade

Fall (October)

Grade	Economic	Tested	Low Risk	Low Risk
1		5	0	0%
1	Yes	45	6	13%
2		9	4	44%
2	Yes	35	15	43%
3		13	3	23%
3	Yes	28	16	57%
4		6	2	33%
4	Yes	33	11	33%
5		7	2	29%
5	Yes	35	5	14%

Fastbridge: aMath

CA			
Fall (October)			
CA	Tested	Low Risk	Low Risk
	160	42	26%
CA	56	22	39%

CA & Grade				
Fall (October)				
Grade	CA	Tested	Low Risk	Low Risk
1		38	4	11%
1	CA	12	2	17%
2		31	12	39%
2	CA	13	7	54%
3		26	11	42%
3	CA	15	8	53%
4		27	9	33%
4	CA	12	4	33%
5		38	6	16%
5	CA	4	1	25%

Reading Testlet Data

Grades 2-5
2021 - 2024

Reading Testlet Data

2021 - 2022

Reading Testlet Data 2021- 2022			
	Fall Avg. (Testlet 1)	Winter Avg. (Testlet 2)	Spring Avg. (Testlet 3)
G2	53%	42%	52%
G3	24%	21%	32%
G4	32%	43%	54%
G5	38%	39%	40%

Reading Testlet Data

2022 - 2023

Reading Testlet Data 2022- 2023						
	Fall Avg. (Testlet 1)		Winter Avg. (Testlet 2)		Spring Avg. (Testlet 3)	
	School 2	District	School 2	District	School 2	District
G2	N/A	N/A	58%	67%	60%	65%
G3	30%	41%	37%	40%	39%	45%
G4	31%	36%	40%	44%	53%	46%
G5	45%	52%	52%	56%	47%	50%

Reading Testlet Data

2023 - 2024

Reading Testlet Data 2023- 2024						
	Fall Avg. (Testlet 1)		Winter Avg. (Testlet 2)		Spring Avg. (Testlet 3)	
	School 2	District	School 2	District	School 2	District
G2	N/A	N/A				
G3						
G4						
G5						

Math Testlet Data

Grades 2-5
2021 - 2024

Math Testlet Data

2021 - 2022

Math Testlet Data 2021- 2022			
	Fall Avg. (Testlet 1)	Winter Avg. (Testlet 2)	Spring Avg. (Testlet 3)
G2	41%	57%	77%
G3	42%	33%	31%
G4	33%	30%	53%
G5	30%	41%	43%

Math Testlet Data

2022 - 2023

Math Testlet Data 2022- 2023						
	Fall Avg. (Testlet 1)		Winter Avg. (Testlet 2)		Spring Avg. (Testlet 3)	
	School 2	District	School 2	District	School 2	District
G2	63%	62%	56%	67%	54%	66%
G3	57%	56%	47%	47%	46%	49%
G4	46%	47%	39%	45%	54%	53%
G5	29%	49%	36%	46%	36%	44%

Math Testlet Data

2023 - 2024

Math Testlet Data 2023 - 2024						
	Fall Avg. (Testlet 1)		Winter Avg. (Testlet 2)		Spring Avg. (Testlet 3)	
	School 2	District	School 2	District	School 2	District
G2						
G3						
G4						
G5						

Fountas & Pinnell

of Students On or Above Grade level

2021 - 2024



Fountas & Pinnell

2021 - 2022

	F&P # of Students On or Above Grade Level 2021- 2022		
	Fall	Winter	Spring
K	N/A	26/43 60% (B or above)	26/43 60% (D or above)
G1	8/38 21% (D or above)	8/40 20% (H or above)	17/36 47% (J or above)
G2	9/48 19% (J or above)	11/48 23% (L or above)	17/46 37% (M or above)
G3	10/39 26% (M or above)	8/36 22% (O or above)	9/38 24% (P or above)
G4	10/37 27% (Q or above)	16/37 42% (R or above)	14/32 44% (S or above)
G5	9/39 23% (S or above)	6/37 16% (U or above)	6/39 15% (V or above)

Fountas & Pinnell

2022 - 2023

	F&P # of Students On or Above Grade Level 2022- 2023		
	Fall	Winter	Spring
K	N/A	26/46 57% (B or above)	27/48 56% (D or above)
G1	23/43 53% (D or above)	27/44 61% (H or above)	21/47 45% (I or above)
G2	21/42 53% (J or above)	20/40 50% (L or above)	17/31 55% (M or above)
G3	16/42 38% (M or above)	14/44 32% (O or above)	17/41 41% (P or above)
G4	8/41 20% (Q or above)	14/40 35% (R or above)	14/39 36% (S or above)
G5	18/41 44% (S or above)	19/38 50% (U or above)	20/37 54% (V or above)



Fountas & Pinnell

2023 - 2024

	F&P # of Students On or Above Grade Level 2023 - 2024		
	Fall	Winter	Spring
K	N/A	(B or above)	(D or above)
G1	23/52 44% (D or above)	(H or above)	(J or above)
G2	31/44 70% (I or above)	(L or above)	(M or above)
G3	19/40 48% (M or above)	(O or above)	(P or above)
G4	11/38 29% (P or above)	(R or above)	(S or above)
G5	12/32 38% (S or above)	(U or above)	(V or above)

Chronic Absenteeism

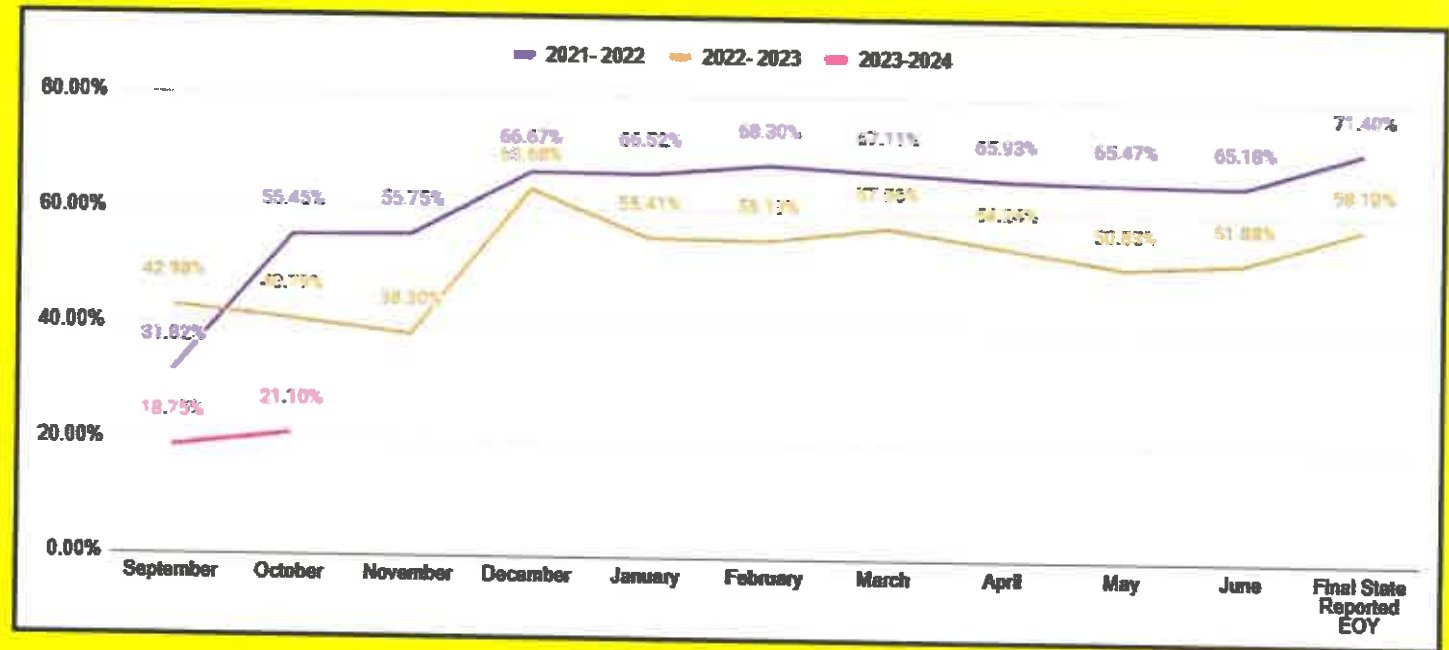
2021 - 2024

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Rate of Chronic Absenteeism

***Mid-month**

Month	2021- 2022	2022- 2023	2023-2024
September	31.82%	42.98%	18.75%
October	55.45%	40.79%	21.10%
November	55.75%	38.30%	
December	66.67%	63.68%	
January	66.52%	55.41%	
February	68.30%	55.13%	
March	67.11%	57.95%	
April	65.93%	54.54%	
May	65.47%	50.83%	
June	65.18%	51.88%	
Final State Reported EOY	71.40%	58.10%	



Average Daily Attendance %

**End of Month*

Month	2021-2022	2022-2023	2023-2024
September	90.89%	90.38%	92.85%
October	84.86%	90.00%	
November	84.74%	87.51%	
December	83.74%	85.67%	
January	82.86%	85.94%	
February	83.44%	85.95%	
March	83.82%	85.95%	
April	83.84%	86.24%	
May	83.95%	86.53%	
June/End of Year	83.17%	85.45%	

