Huntington Union Free School District

Professional Development Plan

2025-2026 School Year

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Section I

Introduction

The Huntington Union Free School District recognizes that quality professional development is valuable and important to improve instruction and learning. The district views it as essential to the full achievement of its mission and vision per our newly crafted strategic plan, the *Blueprint for Excellence*…

OUR MISSION

Our mission to nurture the whole child academically, socially and emotionally by providing all students with meaningful opportunities and experiences within a caring environment, empowering them to become compassionate and productive members of their community.

OUR VISION

Empathy, Excellence and High Expectations move us forward as a united community. Together, we learn, grow and thrive, celebrating achievements and inspiring one another to reach new heights. Together WE succeed.

And to promote and assure ongoing development and growth of its professional staff.

Section 100.2 of the Regulations of the Commissioner of Education requires that each school district create and implement a plan for professional development by September 1, 2000. This plan should "…describe how districts will provide all teachers with substantial professional development opportunities."

The 2025-2026 Huntington Union Free School District Professional Development Plan provides an overview of professional enhancement opportunities available district-wide.

Goals 2025-2026

- Percentage of teachers participating in classroom inter-visitations in core subject areas will increase from 3% to 5% as measured by the beginning of year district-wide needs assessment.
- Percentage of professional development offerings in the area of students' social and emotional developmental health needs (SEDH) will increase by 5% of the total professional development offerings in 2024/2025.
- Teachers and administrators will participate in Data Articulation Meetings by grade level in the elementary schools and by departments at the secondary level to identify gaps in student learning from the previous year. The information derived from the data analysis will inform teacher curriculum planning for the initial 6 weeks of instruction to ensure student challenges and concerns are addressed as new content is being presented to students.
- School faculty and staff will continue to participate in professional development sessions to provide them with the expertise to teach English Language Arts, Social Studies, Civic Readiness, Computer Science, Math, Science, and Technology using hands-on materials and online resources.
- The percentage of teachers demonstrating effective approaches in Assessment and Instruction (per the Danielson Rubric) in their classrooms should be at or above 80% of the total teaching staff K-12 in the Huntington Union Free School district as determined through the use of the district Walkthrough protocol. Walkthrough Protocols will be based upon a needs assessment through analysis of the prior year's Danielson Rubric observation data. A focus will be placed upon differentiated instruction to account for all learners and their specific needs.

- District administrators and interested teachers will continue to participate in professional development to learn trauma-informed practices to support students who may have been impacted by a variety of events and circumstances outside of school.
- At least 20% of district staff will attend professional development on the topics of Cultural Proficiency and/or Culturally Responsive Practices.

Need/Data Analysis for Professional Development Plans

The Huntington UFSD Professional Development Planning Team members have reviewed the many new mandates and initiatives that have been adopted/adjusted both in New York State and nationally. We will continue to monitor our data and provide additional training in focused areas of need.

In creating the Huntington UFSD Professional Development Plan, we utilized the following needs/assessment sources:

- Annual Professional Performance Review (APPR)
- BEDS Data
- Graduation and drop-out rates
- AIMSweb/iReady
- AP Results
- Walkthrough Data
- Standardized and State Assessment results
- State benchmarks for student performance
- Teacher Input
- District-wide Needs Assessment (Data Triangle)

The District Plan provides for a variety of training programs to ensure that the needs of the students, teachers, and the district are addressed. Particular emphasis was placed upon training in standards review and data analysis. A large portion of the planned programs are aimed at increasing teacher knowledge and understanding of current initiatives in order to improve student performance. This is consistent with the goals of the district and the newly crafted strategic plan, the *Blueprint for Excellence.*

Each year, the District seeks to commit considerable resources to support staff in-service programs. In order to meet the District's professional development plan goals, the District will continue to utilize the following internal and external resources:

- Western Suffolk BOCES
- Eastern Suffolk BOCES
- Nassau BOCES
- The Huntington Teacher Center
- Education Elements
- IgnitED Consulting
- QTEL
- District Personnel, including:
    - Math Coaches – Colleen Mahoney, David Moriarty, Alyssa Abdilla, Carli Smith, Leticia Cuthbertson, Elaine Leon, Shannon Tafflock, Dana Rogan
    - ELA Coaches - Secondary – Allison Capewell, Diana Cazzalino
    - Technology Mentors
    - New Teacher Mentors
    - Curriculum Liaison K-6 Social Studies, MTSS & Teacher Support – Angela Berner
    - Director, ENL, Dual Language and Bilingual Programs (K-12) – Judy Moroff
    - Director, ELA & Reading (K-12) – Dr. Gretchen Rodney
    - Director, Math & Computer Science (K-12) – Dr. Teresa Grossane
    - Director, Special Education and Student Support (K-12) – Diana Rich
    - Director, School Counseling and Testing (K-12) – Dr. Ricky Papandrea

- Director, Fine and Performing Arts (K-12) – Dr. Robert Wottawa
- Science Chairperson - Kevene Lowrie
- Social Studies Chairperson - Joseph Leavy
- Special Education Chairpersons – Janine Delgado, Nicole Silva, Jeannette Richardson
- Building Principals
  - Rochelle Brown, HHS
  - Traci Roethel, FMS
  - Stephanie Campbell, Woodhull
  - Donna Moro, Jack Abrams STEM Magnet School
  - Rosecindy Siegel, Flower Hill Primary
  - Michelle Richards, Washington Primary
  - Valerie Capitulo-Saide, Jefferson Primary
  - Jill Amott-Erwig, Southdown Primary
- Assistant Superintendent for Curriculum and Instruction – Brenden Cusack

Our Technology Mentors and other qualified staff will continue to be utilized extensively to provide training in the use of instructional technology. This is consistent with District Goals that emphasize improving student and staff competency in the use of technology to enhance teaching and student learning.

We will focus our efforts on a select number of goals. For 2025-2026 these areas will include:

- APPR Training
- Artificial Intelligence
- DASA Training for DACS
- Cultural Proficiency
- Providing Growth Producing Feedback to Teachers and Students
- Developing best practices in Project Based Learning
- Social Emotional Learning/Mental Health
- Professional Development/Planning core content (Science, Social Studies, Mathematics, ELA)
- Data Analysis
- Instructional Technology, Technology Use
- Behavior Management, Restorative Circles
- Mentoring Program
- School Safety
- Professional Learning Communities
- Specific Subject Area Training
- Differentiated Instruction/Response to Intervention (RTI)/ MTSS protocols and best practices
- Integrated Co-taught Classes (ICT)
- English as a New Language (ENL), Part 154-2
- Computer Science Standards
- Building and District-Wide Positive Behavioral Interventions and Supports (PBIS)

Section II

Identification of Professional Development Activities

Each year the Huntington Union Free School District's Board of Education identifies goals which reflect specific needs of the school-community. Annually, these goals have been communicated to the K-12 staff and community, and the Professional Development Activities are aligned with these goals within the District's Strategic Plan.

Professional Development for Staff Members Certified after February 2004

The Professional Development Plan of each school district must describe how the school district will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional development every five years (20 hours per year) by a sponsor approved by NYSED. The professional development provided by the district must align with the goals outlined in the Professional Development plan.

Starting July 1, 2016, teachers who hold a Professional Certificate or teaching assistants who hold a Title II certificate are required to complete 100 hours of professional development over a five-year period (approximately 20 hours per year) in order to maintain certification.

The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. The New York State Education Department recommends that the content of these professional development opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

Curriculum

- Atlas Rubicon Consensus Mapping, Grade K-12
- Social Studies Curriculum, Frameworks Grade K-6; 7-12
- Social Emotional Learning
- Cultural Proficiency
- Science/ STEM Curriculum, Grade K-6
- Summer Reading Suggested Activities for all students
- Elementary Summer School Program
- Development of Curriculum Renewal Plan
- Into Reading Program, Grade K-6
- Arriba La Lectura
- Reveal Math, Grade K-8
- Fundations, Grade K-3
- New York State Science Learning Standards, Grade K-12
- Bi-annual data analysis articulation training and curriculum map adjustment
- Benchmark and Data Analysis (October/February/May)
- AIMSweb data fall, winter, spring (grades K & 1); iReady (grades 2-8)

Instruction

- English Language Arts, K-12 Next Generation Implementation
    - Vocabulary Instruction
    - Text Dependent Questions
    - Working with Complex Text
    - Into Reading
- Mathematics, K-12 Next Generation Implementation
    - Reveal Mathematics K-8
- Science
    - Oneida Herkimer Madison (OHM) Science Curriculum, grades K-5, (Primary and Woodhull)
    - TCI Science Program in grade 6, as well as grades 4 and 5 at JA STEM
    - Continued planning and implementation of NYSSLS Science Standards (K-12)
- Social Studies
    - Review of SS Frameworks
    - PNW SS/ELA Framework integration
- ENL Methods and Strategies
    - SIOP Model
    - QTEL/Student discourse
- Differentiated/ Specialized Instruction
    - ICT Pairings
    - Awareness of specific characteristics of disabilities, e.g. Dyslexia; Autism and related instructional best practices

Social/Emotional Learning

- High School, work on Growth Mindsets
- Restorative/ Community Circles (grades 4-12)
- Harmony (K-6) and PBIS K-12
- Advisory / Community Circle Curriculum (grades 4-12)
- Trauma-Informed practices

Technology

- Google Classroom, Google Drive, Chromebook 1:1, SMART Board training
- Flipgrid, Nearpod/Flocabulary, Buncee, Brainpop, RazPlus, ST Math, BookCreator, TechRow VR, Discovery Kids, Magic School
- Computer Science (grades K-12)
- Artificial Intelligence: Best practices and next steps, including potential uses, balancing technology with authentic human interaction and discussions of ethics

Overview of Professional Development Opportunities

The professional development available to staff is generally clustered in the following areas:

- Implementation of the Learning Standards in Math, English Language Arts, Science, Social Studies, Computer Science
- Implementation of statewide assessments
- Integration of technology
- Data analysis
- Integration of reading and writing into all content areas/ Science of Reading
- Alignment of curriculum
- ENL in the content areas
- Social Emotional Learning/Restorative Practices

- Cultural Proficiency
- Fine and Performing Arts
- Artificial Intelligence
- Advanced Placement training
- Updated graduation pathways/requirements

The following professional development activities will be available to K-12 staff during the 2025-2026 school year:

In-Service District Sponsored Workshops/Training

The Huntington Teacher Center offers a variety of in-service and graduate courses, workshops, seminars and programs to faculty and support-staff members and others in the educational community. Classes are designed to enhance and sharpen instructional skills and classroom practices, build knowledge, expand professional horizons and assist in improving student academic performance.

Classes are offered after school, evenings, weekends, and during the summer. The Teacher Center offers courses and programs of study in cooperation with colleges and universities and the New York State United Teachers at deeply discounted tuition rates. It also serves as a resource for staff and community members searching for courses offered at other Long Island teacher centers or for books and materials.

Each in-service course will be offered for a minimum of 15 hours enabling staff to acquire one credit. However, teachers and teaching assistants may register for a professional development workshop and/or courses to acquire hours to fulfill certification requirements or professional growth.

New Teacher Orientation Program

The new teacher orientation program has been designed to support our new teachers during their first year in the Huntington Union Free School District. The program requires new teachers to meet with their mentors on a monthly basis to discuss a host of topics. The monthly dialogue addresses specific instructional areas and/or topics that are essential to ensuring the success of the first-year teacher. The New Teacher workshop schedule is located in Appendix II.

A mentor will be assigned to new or initially certified teachers, as required by the commissioner's regulations. The mentor will be required to provide a minimum of 45 hours to support to his/her protégé.

Superintendent's Conference Day

Each year, the September Superintendent's conference Day provides K-12 staff with the opportunity to participate in various workshops. The plan for this day is developed based on feedback gathered from staff. In past years, K-12 staff participated in workshops which addressed the following topics:

- Integrating technology into the K-12 classroom
- Cultural Proficiency
- Overview of Response to Intervention
- Utilizing data to improve instruction
- Aligning K-12 literacy skills
- APPR Implementation
- Next Generation Mathematics and ELA Learning Standards
- New York State Science Learning Standards and the New York State Social Studies Framework

Faculty Meetings

Monthly faculty meetings will address school-wide issues or topics of interest. These meetings will be directed by the principal or designated administrator. The discussion topics have included: data analysis, school-wide testing, school-wide events, cultural proficiency, curriculum initiatives and programs, district and school goals and professional development opportunities.

Grade-level Meetings

Monthly primary and elementary grade-level meetings focus on the following topics: data analysis, alignment of curriculum with Next Generation ELA and Math Standards, New York State Science Learning Standards, New York State Social Studies Framework, integration of technology, integration of character education, utilizing data to improve instruction, implementation of new programs, school procedures, testing and items related to school and/or district initiatives. The principal in collaboration with the grade-level teachers will be responsible for developing the agenda.

Department Meetings

Monthly department meetings focus on the following topics: alignment of curriculum, integration of technology, utilizing data to improve instruction, implementation of new programs or initiatives, school procedures, testing and items related to school district initiatives. The administrator in charge will be responsible for developing the agenda in collaboration with the department coordinator, if applicable.

Right to Know Training, Sexual Harassment and Mental Health/Suicide Prevention, Workplace Violence Prevention Training

All K-12 staff members participate in Right to Know, Sexual Harassment and Mental Health/Suicide Prevention training. Additionally, beginning in the 2025-26 School Year, all staff will receive mandatory training in workplace violence prevention, per NYS regulation Each year, training is updated and presented to K-12 staff during a monthly faculty meeting or Superintendent Conference Day meeting.

Dignity Act Training

All New York State public elementary and secondary students are entitled to attend school in a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property and at school functions.

All K-12 staff members participate in Dignity Act training. Each year, training is updated and presented to K-12 staff during a monthly faculty meeting or Superintendent Conference Day meeting.

District Level Committees

The following district/school-level committees will be in place:

- ***Technology Committee***
    - This area has been identified as an integral component of lesson development. During the 2025-2026 school year, teachers and administrators will be provided with PD opportunities related to ParentSquare, BookCreator, Google Drive, Google Classroom, Magic School, Nearpod and other curriculum-specific software to provide continued support for the district's 1:1 Chromebook initiative.
- **Shared Decision-Making Advisory Committee**
    - The District-wide Shared Decision Making Advisory Committee was formed to clarify the process of school-based planning and shared decision making; to provide a forum in which school-based teams can periodically raise questions, express concerns, make suggestions and share their successes with other teams; to serve as a resource and support to the

school-based teams; to facilitate the resolution of conflicts which may arise within a team; and to review the district plan every two years, beginning in 2012.

- ***MTSS Committee***
    - Response to Intervention (RTI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.
    - The district-wide committee is made up of SBIT members from the following schools:
        - Flower Hill Primary
        - Jack Abrams STEM Intermediate
        - Jefferson Primary
        - Southdown Primary
        - Washington Primary
        - Woodhull Intermediate
        - J. Taylor Finley Middle School
        - Huntington High School

Section III - Data Driven Instruction –Data Articulation Meetings

Below is the professional development calendar for Fall 2025 and Spring 2026. The calendar has dates for activities that **MUST** be attended by the grade level and/or department faculty specified. These dates are provided in advance as required so that staff members may plan their personal calendars accordingly.

ATH members must complete up to 13-hours for tenured faculty, and 21-hours for non-tenured faculty of professional development activities. Since attendance is required for the activities listed below, it is suggested that faculty members speak with supervisors to develop and determine professional learning plans for the 2025/26 school year. Staff members will be able to register for these required activities through Frontlineeducation.com. Each of the activities below will run for approximately two hours each, unless otherwise noted. If specific hours are not included, a two-hour session at the end of the school day should be anticipated. Prior to the session, locations and further information will be shared by either building or district leadership.

Fall 2025 Professional Development – Required

Science of Reading - Secondary

Finley Middle School (3:00-4:30 PM)		
PE/ Health/ Art/ Music/ Speech	Secondary Science of Reading Briefs Across Content Areas	**11/5/25**
English/ Reading/ ENL/ Social Studies/ Special Education/ Library	Secondary Science of Reading Briefs Across Content Areas	**11/6/25**
Science/ Technology/ World Language/ Business/ Math	Secondary Science of Reading Briefs Across Content Areas	**11/13/25**

Huntington High School (2:30-4:00 PM)		
PE/ Health/ Art/ Music/ Speech	Secondary Science of Reading Briefs Across Content Areas	**10/15/25**
English/ Reading/ ENL/ Social Studies/ Special Education/ Library	Secondary Science of Reading Briefs Across Content Areas	**10/22/25**
Science/ Technology/ World Language/ Business/ Math	Secondary Science of Reading Briefs Across Content Areas	**10/21/25**

Integrated Co-Teaching Team PD – Secondary

Huntington High School (2:30-4:30 PM)		
Science/Social Studies/Math/English/Special Education	Training for ICT Paired Teachers - General Education & Special Education	**9/10/25**
Finley Middle School (3:00-5:00 PM)		
Science/Social Studies/Math/English/Special Education	Training for ICT Paired Teachers- General Education & Special Education	**9/17/25**

K-6 Computer Science/ Math

K-3	Southdown Primary (4:00-6:00 PM)	**9/16/25**
K-3	Washington Primary (4:00-6:00 PM)	**9/16/25**
K-3	Flower Hill Primary (4:00-6:00 PM)	**9/25/25**
K-3	Jefferson Primary (4:00-6:00 PM)	**9/25/25**
4-6	Jack Abrams STEM (3:30-5:30 PM)	**9/30/25**
4-6	Woodhull Intermediate (3:30-5:30 PM)	**9/30/25**

K-12 Building/ Departmental Articulation & Training

Grade/Department	***Activity***	***Date***
K	PD HUFSD – PLC Articulation Meeting (4:00-6:00)	**10/14/25**
	PD HUFSD – ELA / Science of Reading (4:00-6:00)	**10/8/25**
1	PD HUFSD – PLC Articulation Meeting (4:00-6:00)	**10/16/25**
	PD HUFSD – ELA / Science of Reading (4:00-6:00)	**10/7/25**
2	PD HUFSD – PLC Articulation Meeting (4:00-6:00)	**10/21/25**
	PD HUFSD – ELA / Science of Reading (4:00-6:00)	**9/30/25**
3	PD HUFSD – PLC Articulation Meeting (4:00-6:00)	**10/23/25**
	PD HUFSD – ELA / Science of Reading (4:00-6:00)	**9/18/25**
4	PD HUFSD – PLC Articulation Meeting (3:30-5:30)	**10/15/25**
	PD HUFSD – ELA / Science of Reading (3:30-5:30)	**10/9/25**
5	PD HUFSD – PLC Articulation Meeting (3:30-5:30)	**10/22/25**
	PD HUFSD – ELA / Science of Reading (3:30-5:30)	**9/17/25**
6	PD HUFSD – PLC Articulation Meeting (3:30-5:30)	**10/28/25**
	PD HUFSD – ELA / Science of Reading (3:30-5:30)	**10/14/25**
Business Teachers (all secondary)	PD HUFSD – PLC Articulation Meeting	**9/25/25**
Elementary ENL/ Reading Teachers	PD HUFSD – PLC Articulation Meeting	**9/11/25**
Elementary RTI Math Teachers	PD HUFSD – PLC Articulation Meeting	**10/8/25**
ENL, Secondary	PD HUFSD – PLC Articulation Meeting	**9/18/25**
Fine and Performing Arts (Music only)	PD HUFSD – PLC Articulation Meeting	**10/9/25**
Fine and Performing Arts (Art only)	PD HUFSD – PLC Articulation Meeting	**10/16/25**
Math, Finley Only	PD HUFSD – PLC Articulation Meeting	**10/23/25**
Math, Secondary	PD HUFSD – Data Analysis Articulation	**10/7/25**
	Technology in the Secondary Math Classroom	**11/18/25**
Physical Education and Health	PD HUFSD – PLC Articulation Meeting	**10/8/25**
Psychologists & Social Workers	PD HUFSD – PLC Articulation Meeting	**9/18/25**
School Counselors, (Grades 6-12)	PD HUFSD – NYS Graduation Requirements (3:00-5:00)	**9/18/25**

Grade/Department	*Activity*	*Date*
School Counselors, (Grades 6-12)	PD HUFSD – Post Secondary Planning (3:00-5:00)	**10/23/25**
	PD HUFSD – Trauma Informed Practices (3:00-5:00)	**11/20/25**
Science (Grades 6-8)	Understanding the NGSS/NYSSLS (3:00-5:00)	**9/9/25**
Science, Secondary	PD HUFSD – NYSSLS/NGSS Curriculum and Assessment	**9/16/25**
Social Studies, Secondary	PD HUFSD – June 2024 Regents Analysis & Curriculum Alignment (3:00-5:00)	**10/7/25**
ELA, Secondary	PD HUFSD – Data Analysis & Curriculum Alignment (3:00-5:00)	**10/29/25**
Special Education, grades K-3	PD HUFSD – PLC Articulation Meeting	**11/18/25**
Special Education, grades 4-8	PD HUFSD – PLC Articulation Meeting	**10/16/25**
Special Education, Secondary	PD HUFSD – PLC Articulation Meeting	**9/25/25**
Speech Pathologists	PD HUFSD – PLC Articulation Meeting	**10/8/25**
Technology and Family and Consumer Science Teachers (all secondary)	PD HUFSD – PLC Articulation Meeting	**10/8/25**
World Language	PD HUFSD – PLC Articulation Meeting	**10/8/25**

New Teacher Orientation

(Required for all NEW HUFSD teachers)

Creating Welcoming and Affirming Environments for all Students	Secondary 3:00-4:00, Elementary 4:00-5:00	**9/8/25**
Digital Portfolio/Google Classroom	Secondary 3:00-4:00, Elementary 4:00-5:00	**10/30/25**
ATH	Secondary 3:00-4:00, Elementary 4:00-5:00	**11/12/25**
Part 154	Secondary 3:00-4:00, Elementary 4:00-5:00	**12/11/25**
Differentiated Instruction	Secondary 3:00-4:00, Elementary 4:00-5:00	**1/8/26**

Spring 2026 Professional Development – Required

Artificial Intelligence - Next Steps

Woodhull Intermediate, Jack Abrams STEM Magnet School (3:15-5:15)		
Building	**Activity**	**Date**
JA STEM	Artificial Intelligence -Next Steps (Classroom Teachers Grades 4-6, Special Education, ENL, Reading, Math, Support Staff)	**2/12/26**
Woodhull	Artificial Intelligence – Next Steps (Classroom Teachers Grades 4-6, Special Education, ENL, Reading, Math, Support Staff)	**2/12/26**

Huntington High School (2:30-4:30)		
Grade/Department	**Activity**	**Date**
Science/Technology/ World Language Library/Business	Artificial Intelligence – Next Steps	**2/5/26**
PE/Health/Social Studies/Special Education/Speech	Artificial Intelligence – Next Steps	**2/12/26**
English/Reading/ENL/Guidance/Social Worker/Psychologist	Artificial Intelligence – Next Steps	**3/5/26**
Math/Art/Music	Artificial Intelligence – Next Steps	**2/4/26**

Finley Middle School (3:00-5:00)		
Grade/Department	**Activity**	**Date**
Science/Technology/ World Language Library/Business	Artificial Intelligence – Next Steps	**2/5/26**
PE/Health/Social Studies/Special Education/Speech	Artificial Intelligence – Next Steps	**3/5/26**
English/Reading/ENL/Guidance/Social Worker/Psychologist	Artificial Intelligence – Next Steps	**3/4/26**
Math/Art/Music	Artificial Intelligence – Next Steps	**2/4/26**

Washington, Jefferson, Southdown, Flower Hill (4:00- 6:00 PM)		
Grade/Department	***Activity***	***Date***
All Faculty	Artificial Intelligence – Next Steps	**3/5/26**

Required Professional Development by Grade/Department

Grade/Department	*Activity*	*Date*
K	PD HUFSD – PLC Data Artic. Mtg. (4:00-6:00)	**2/25/26**
1	PD HUFSD – PLC Data Artic. Mtg. (4:00-6:00)	**2/11/26**
2	PD HUFSD – PLC Data Artic. Mtg. (4:00-6:00)	**2/24/26**
3	PD HUFSD – PLC Data Artic. Mtg. (4:00-6:00)	**2/3/26**
4	PD HUFSD – PLC Data Artic. Mtg. (3:15-4:15)	**2/4/26**
5	PD HUFSD – PLC Data Artic. Mtg (3:15-4:45)	**2/10/26**
6	PD HUFSD – PLC Data Artic. Mtg. (3:15-4:15)	**2/24/26**
Business Teachers	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/12/26**
Elementary ENL/ Reading Teachers	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**3/18/26**
Elementary RTI Math Teachers	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**3/18/26**
English & Reading, Secondary	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/5/26**
ENL, Secondary	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**3/12/26**
Fine Arts, HHS Fine Arts, K-8	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg	**2/26/26**
Performing Arts, HHS Performing Arts, K-8	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg	**2/12/26**
School Counselors	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/25/26**
Math, Secondary	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/26/26**
Physical Education and Health	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/5/26**
Psychologists & Social Workers	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/5/26**
Science, Secondary	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/11/26**
Social Studies, Secondary	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/4/26**
Speech Pathologists	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**3/4/26**
Technology and Family and Consumer Science	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/11/26**
World Language	PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg.	**2/11/26**
Grade 4,5,6 Science Teachers	Investigations/ Departmental Articulation (3:30-5:30)	**9/17/25**

Grade/Department	*Activity*	*Date*
Grade 6,7,8 Math Teachers	Reveal Math Training	**3/24/26**

Section IV – District Focus Walks

It is our belief that a Focus Walk culture will contribute to the growth in student achievement across the district. Focus Walks are not discrete activities disconnected from other district-wide activities, but are associated with other improvement efforts and organizational practices taking place in each of our schools. These improvement efforts include, but are not limited to, Next Generation ELA and Math Standards implementation, curriculum alignment using Atlas Rubicon, technology integration, implementation of a Response to Instruction model K-6, Science, Technology, Engineering and Mathematics (STEM) implementation, the use of data to improve instruction and learning, and a peer coaching model in the academic disciplines. Focus Walks are an important tool among many other improvement efforts that will help us to leverage desired changes through ongoing collaboration between teachers, students, administrators and parents in the Huntington Union Free School District.

Focus Walks are…

- Informal and brief in duration
- Conducted by instructional leaders
- Quick snapshot of classroom activities or "look-fors"
- NOT intended for formal teacher evaluation
- An opportunity to engage in reflective feedback
- Aimed at improving student achievement

Why is there increasing interest?

- Instructional Leadership
- Professional Learning Communities
- School improvement plans (i.e. DTSDE)
- Standards-based Curriculum (i.e. NGLS)
- Curriculum and Instruction initiatives
- Shift from teacher-focus to student-focus
- Increase in coaching and mentoring

School Benefits from Walks

- Acquire additional data about teaching and student learning
- Determine incorporation of new curriculum & instructional initiatives
- Promote collegial and collaborative conversations

Observer Benefits from Walks

- Establish role as instructional leader
- Maintain visibility and accessibility
- Become aware of teaching and learning across multiple disciplines

Teacher Benefits from Walks

- Reflect on own instructional and curricular practices
- Engage in collegial and reflective conversations
- Identify own professional development needs

Student Benefits from Walks

- Sharing with observers what they are learning
- Participating in school improvement
- Teaching targeted to meet needs

Components of Focus Walks

- Purpose(s)
- Teacher Involvement
- Focus of walks ('look-fors')
- Who participates?
- Protocols (e.g., frequency, amount of time, ground rules)
- How data is gathered/recorded?
- How observation feedback is given

Section V - Professional Development Funding

AREA	ALLOCATION
Professional Development Conferences (non-BOCES)	$10,000
Professional Development iReady	$11,000
Professional Development Conferences (ES/Nassau/WS BOCES)	$14,300
Professional Development (Title/SIG Funding)	$27,413
Professional Development Planning/Educational Consultants (BOCES)	$10,000
Professional Development Virtual ENL Plus Package (Nassau BOCES)	$2,715
Curriculum Development/Alignment	$22,000
Technology Mentors	$12,204
Total Projected Estimate	**$109, 632**

The following resources will be used to assist the district in meeting identified yearly goals:

<table>
<tr><th colspan="2">Resources</th></tr>
<tr><td>Huntington School District Staff</td><td rowspan="3">Exemplary Teachers/ Turnkey Trainers
Administrative staff
Content specialists
Institutions of higher learning
Huntington Teacher Center
District provided professional development</td></tr>
<tr><td>Nassau, Western and Eastern Suffolk BOCES</td></tr>
<tr><td><u>Curriculum Consultants</u>
Dr. Peter Osroff- Mentor Training Consultant
Education Elements
Frank Kros - SEL/Trauma Informed Instruction
Curriculum Associates
Harmony Academy/ National University
College Board</td></tr>
</table>

APPENDIX I

New Teacher Orientation Program – August 2025

New Teacher Induction Program

- Welcome message from Superintendent
- Introduction of Principals/Directors
- Teaching in Huntington Presentation
- Your Digital Connection
- Teacher Center Presentation
- Department Presentations

Employee First Program

- Personnel
- Payroll
- Benefits
- District bus tour

Meetings during the first semester

- September, Creating Welcoming and Affirming Environments for all Students
- October, Your Digital Portfolio
- November, Union Leadership
- December, Part 154 Regulations
- January, Differentiated Instruction

APPENDIX II

Mentor- Protégé Orientation Program

The Purpose of the Huntington Mentoring Program will be to provide assistance and guidance to new teachers. The first few years of instruction are often characterized by doubt and questioning and due to inexperience (Jellinek, 1985). Therefore, the Huntington Mentoring Program will emphasize the human aspects of mentoring, in addition to the pedagogical essentials. Settling into the profession of teaching is often unsettling and challenging to an unsupported newcomer. The Huntington Mentoring Program will offer the opportunity to work with experienced, respected and empathetic mentors. The purpose of the program will be to assist the new teachers in their beginning years into becoming a more confident and respected professional. Careful consideration will be given to the fact that this relationship is collegial and not parental. All new teachers will be respected as fully qualified for their position. The role of the mentor will be that of a guide, coach and encourager for the new teacher.

Time will be spent biweekly between the mentor and the mentee to conference with each other, make observations, share curriculum, create portfolios for the Annual Professional Performance Review process, and plan and evaluate the impact of their efforts upon students. A log of their activities will be kept on a monthly basis. Communication between mentors and mentees will be ongoing through Google Drive and other communications means. This will be done to increase availability for mentors to new teachers. The topics that will be discussed throughout the year include, but are not limited to:

Classroom Management ***Parent Engagement*** ***Best Practices for ELLs***

Differentiated Instruction ***Mindfulness*** ***Formative/ Summative Assessment***

Questioning Techniques ***Culturally Responsive Practices*** ***Academic Vocabulary***

The goals of the program during this time will accent the importance of the following four areas discussed in Danielson Framework for Teaching:

Planning and preparation ***Classroom environment*** ***Instruction*** ***Professional responsibilities***

In addition, the Huntington Mentoring Program's central purpose is to emphasize the human aspect of the teaching profession. The bond between the mentor and the mentee is an important developmental stage in the careers of both the mentor and the mentee. Mentors provide the guidance and safety that should help propel the interns towards their professional goals and their career dreams. In addition, new teachers often have been found to rejuvenate the mentors' careers, and to add a sense of fulfillment and generativity (Erikson, 1963) to the mentors. The Assistant Superintendent for Curriculum and Instruction, the Deputy Superintendent, the Teacher Center Director and the President of the Associated Teachers of Huntington will provide additional assistance to both mentors and mentees as will the Superintendent and the building Principals. Additionally, every effort will be made to include and inform leave replacements for all staff. Plans will be made to ensure the continuity of instruction within all involved classrooms.

Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

FRONTLINE EDUCATION

Step by Step Guide

1. Open the internet and go to www.frontlineeducation.com

2. Click on *Username* field. Input your Huntington email address: (e.g. jsmith@hufsd.edu). The *Password* is "teacher" the first time you login. Click on Login. Once the program has been opened, your password can be changed.

3. To change your password, refer to the left menu bar. Click on the *Change Password* link and follow the prompts. Your *Username* can only be changed by district technology staff.

4. Refer to the *My Info* link on the left menu bar and click on the *My User Profile* to verify your account information: *Name, Building, Department*, etc. Make any changes by clicking buttons on and off. Once your information has been verified and updated, click on SAVE at the bottom of the form. The next screen will indicate FORM SAVED at which point you can click on RETURN TO MAIN.

5. Within the *My Info* section you will also be able to add your personal learning goals for the year and view your certificate information. Click on *My Personal Goals* or *My Certificates* and follow the prompts.

6. Within the *My Info* section, you will be able to browse activities by selecting one of the following categories depicted in the left menu bar:
    a. **View your Portfolio**
        i. Click the *My Portfolio* link to view your professional development activities, either for the Current Year or Year by Year
        ii. Click on one of the listed activities to view the specified criteria: (e.g. *Transcript, Goals, Requests in Progress*).
    b. **View the Activity Catalogs**
        i. Click the *District Catalog* link to browse the district offerings.
        ii. If you are interested in participating in one of the offerings, click on the activity.
        iii. Click the button to *Request Approval* or *Sign Up Now* to register for the activity.
        iv. Complete the form, if necessary, by clicking on *Fill-In Forms* and submit it.
        v. The activity should then be available in the *My Requests* box indication the appropriate status.
        vi. If you make an error and wish to delete an activity, click on the red highlighted activity within the *My Requests* section. Click on *Drop* and follow the prompts.
    c. **Submit a Form**
        i. Click on the *Fill-In Forms* link and select the appropriate form, either *Course Approval* or *Conference Request*.

ii. Complete the form by following the prompts, as specified. Once the form has been completed, click on the *Submit* button located at the bottom of the form.
iii. If you do not have all the information, the form can be *Saved as Draft* and completed at a later date.

7. Further details on using functions of **FrontlineEducation.com**, tutorials, how-to's and other resources may be accessed in the *Help* section which is represented by the gold question mark icon located on the top left side of the menu bar.

8. ALL teachers and administrators will complete a "Conference Evaluation" report in Frontline Education Professional Growth after attendance at in-District, BOCES or other professional development opportunities.

CTLE Requirements and Maintenance

Mandatory Continuing Teacher and Leader Education Requirements

(a) Requirements for CTLE certificate holders (holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders).
(1) Except as otherwise provided in paragraph (2) of this subdivision and subdivision (b) of this section, commencing with the 2016-2017 school year, a CTLE certificate holder shall be required to successfully complete 100 clock hours of acceptable CTLE during the registration period; provided that:
(i) a CTLE certificate holder who holds a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Part, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and
(ii) for all other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and
(iii) for a CTLE certificate holder who holds a level III teaching assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

All professional development that is eligible for CTLE credit will be included in the HUFSD District Catalog or local BOCES catalog within the Frontline System. CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

HUFSD will issue certificates of completion and maintain records for all CTLE activities for 8 years and this information will be housed in our Frontline Management System. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request. We will use the certificate provided by NYSED, which is included below.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching Initiatives
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

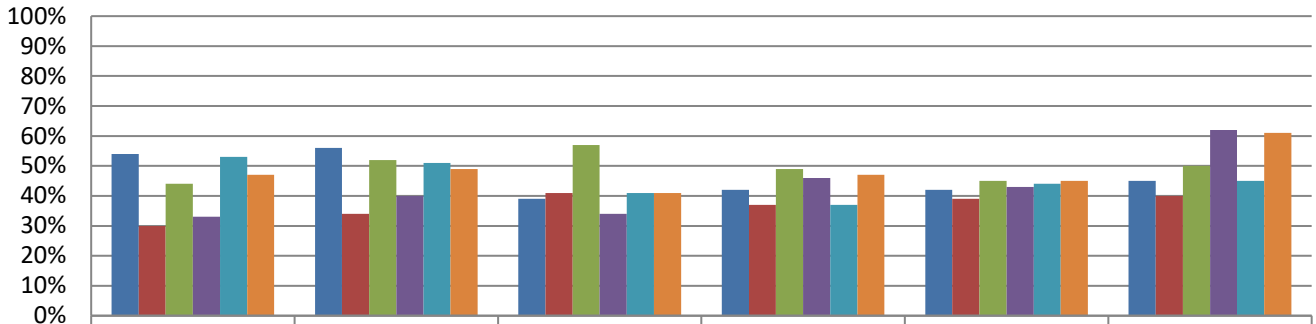
Section I			
First Name:	Last Name:		Middle Initial:
Date of Birth: ____/____/____	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title: _____ (Indicate title/subject/grade level, etc.)			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from: ____/____/____ (mm) (dd) (yyyy) to ____/____/____ (mm) (dd) (yyyy)		Number of hours awarded _____	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name:			
Print Name of Authorized Certifying Officer :			
Signature of Authorized Certifying Officer:			
Approved Sponsor Identification Number:	Date:		
Email:	Phone Number:		

(Rev. 06/2020)

APPENDIX III – DISTRICT DATA

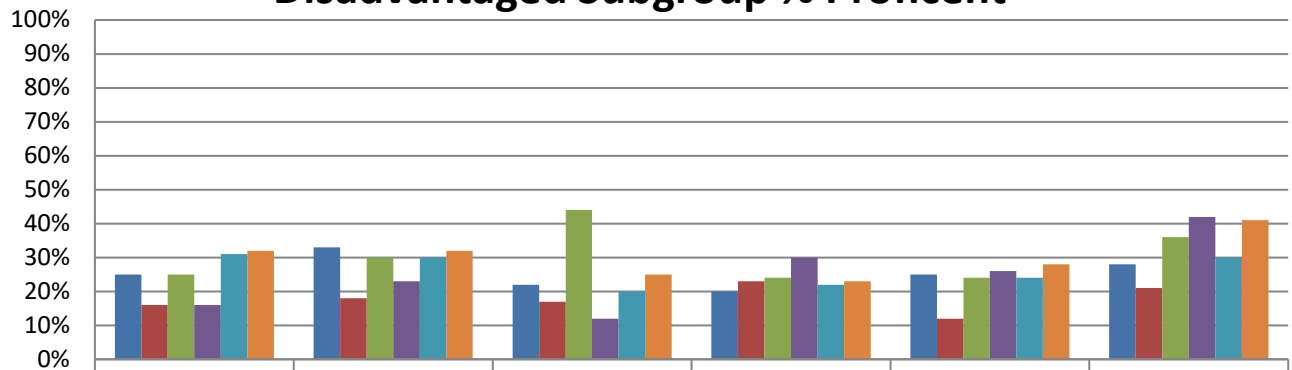
Elementary and Middle Level New York State ELA Assessments

Huntington Union Free School District NYS English Language Arts Assessments All Tested -% Proficient



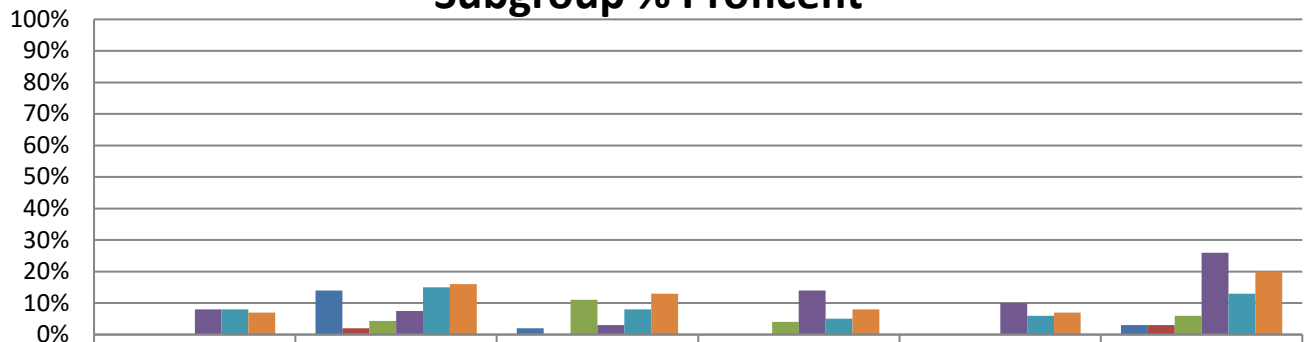
	2019	2021	2022	2023	2024	2025
Gr.8	54%	56%	39%	42%	42%	45%
Gr.7	30%	34%	41%	37%	39%	40%
Gr.6	44%	52%	57%	49%	45%	50%
Gr.5	33%	40%	34%	46%	43%	62%
GR.4	53%	51%	41%	37%	44%	45%
Gr.3	47%	49%	41%	47%	45%	61%

Huntington Union Free School District NYS English Language Arts Assessments Economically Disadvantaged Subgroup % Proficent



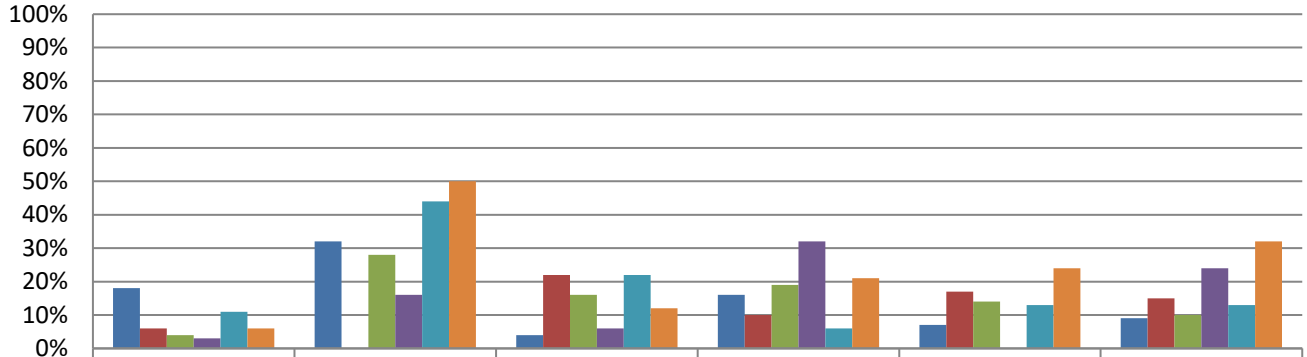
	2019	2021	2022	2023	2024	2025
Gr.8	25%	33%	22%	20%	25%	28%
Gr.7	16%	18%	17%	23%	12%	21%
Gr.6	25%	30%	44%	24%	24%	36%
Gr.5	16%	23%	12%	30%	26%	42%
GR.4	31%	30%	20%	22%	24%	30%
Gr.3	32%	32%	25%	23%	28%	41%

Huntington Union Free School District NYS English Language Arts Assessments Limited English Proficent Subgroup % Proficent



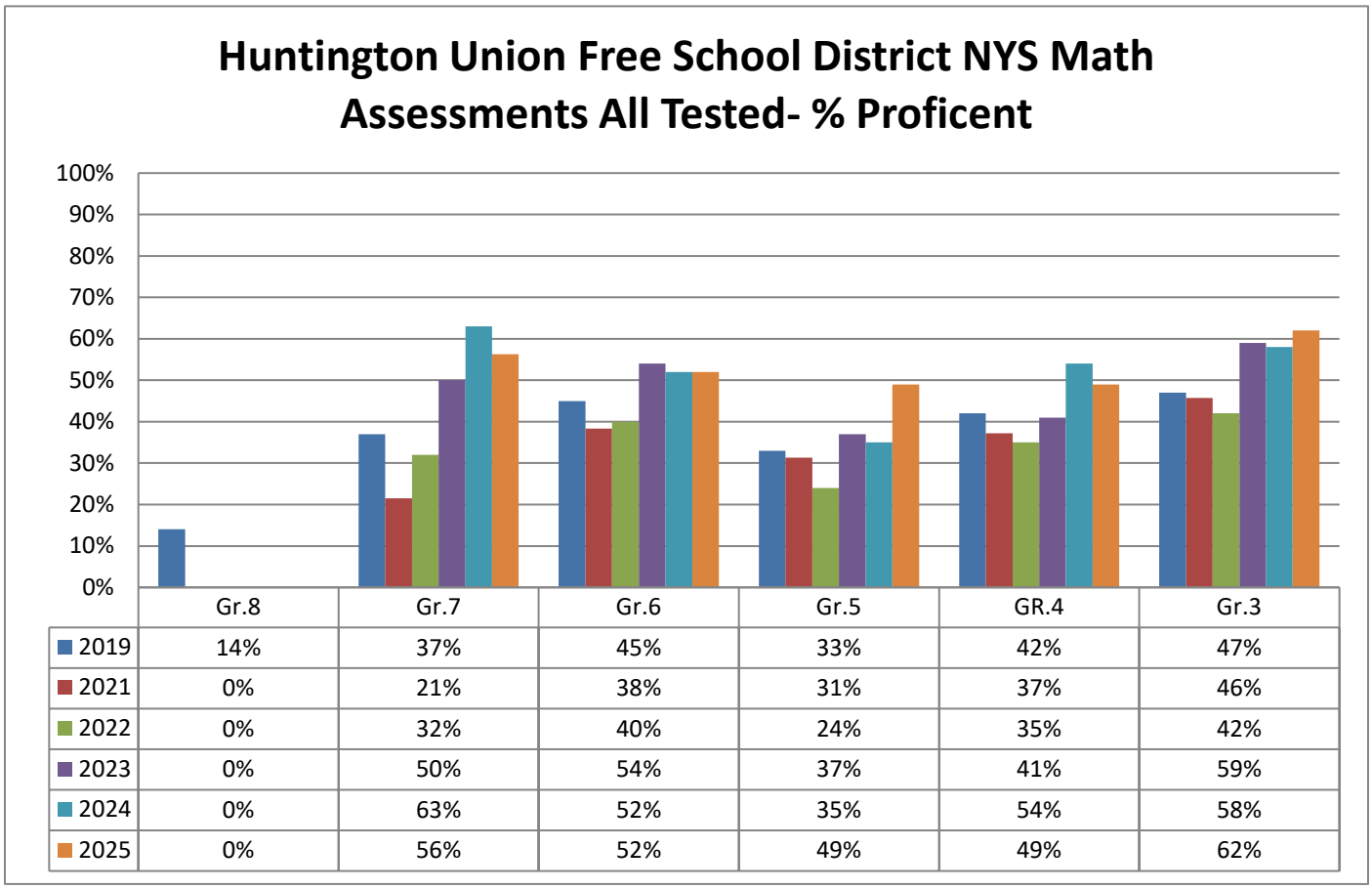
	2019	2021	2022	2023	2024	2025
Gr.8	0%	14%	2%	0%	0%	3%
Gr.7	0%	2%	0%	0%	0%	3%
Gr.6	0%	4%	11%	4%	0%	6%
Gr.5	8%	8%	3%	14%	10%	26%
GR.4	8%	15%	8%	5%	6%	13%
Gr.3	7%	16%	13%	8%	7%	20%

Huntington Union Free School District NYS English Language Arts Assessments Students with Disabilities Subgroup % Proficent

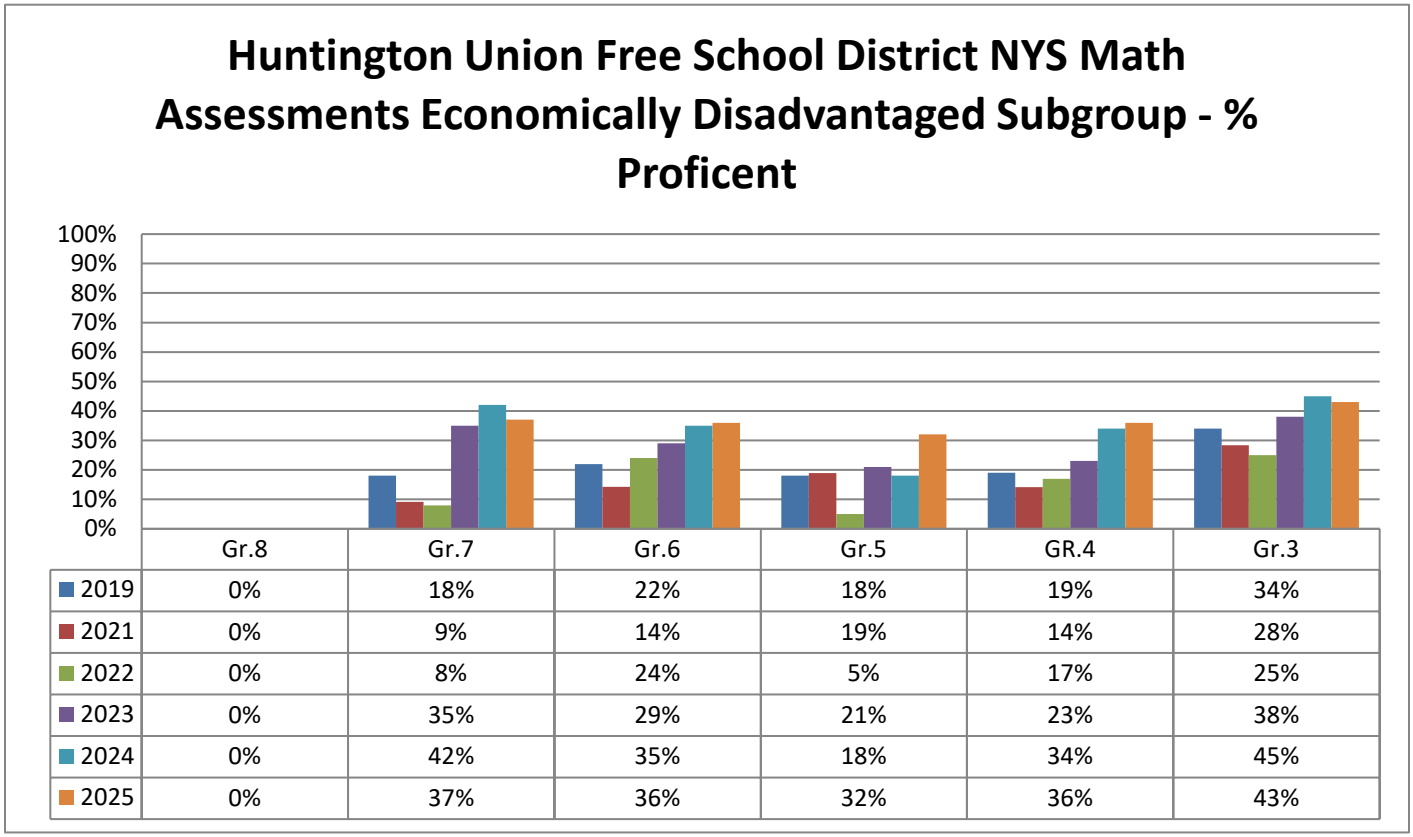


	2019	2021	2022	2023	2024	2025
Gr.8	18%	32%	4%	16%	7%	9%
Gr.7	6%	0%	22%	10%	17%	15%
Gr.6	4%	28%	16%	19%	14%	10%
Gr.5	3%	16%	6%	32%	0%	24%
GR.4	11%	44%	22%	6%	13%	13%
Gr.3	6%	50%	12%	21%	24%	32%

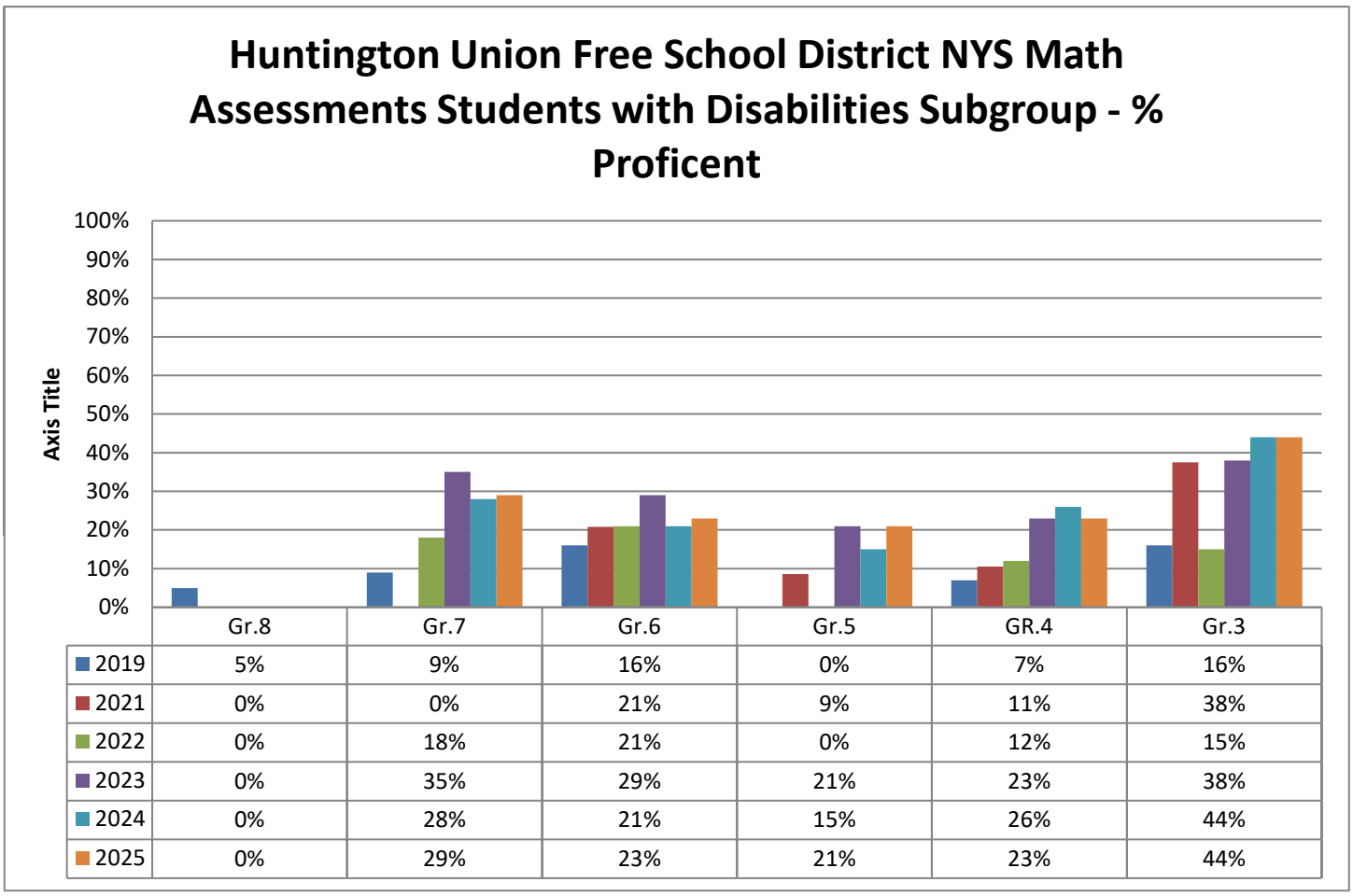
Elementary and Middle Level New York State Math Assessments



	Gr.8	Gr.7	Gr.6	Gr.5	GR.4	Gr.3
2019	14%	37%	45%	33%	42%	47%
2021	0%	21%	38%	31%	37%	46%
2022	0%	32%	40%	24%	35%	42%
2023	0%	50%	54%	37%	41%	59%
2024	0%	63%	52%	35%	54%	58%
2025	0%	56%	52%	49%	49%	62%

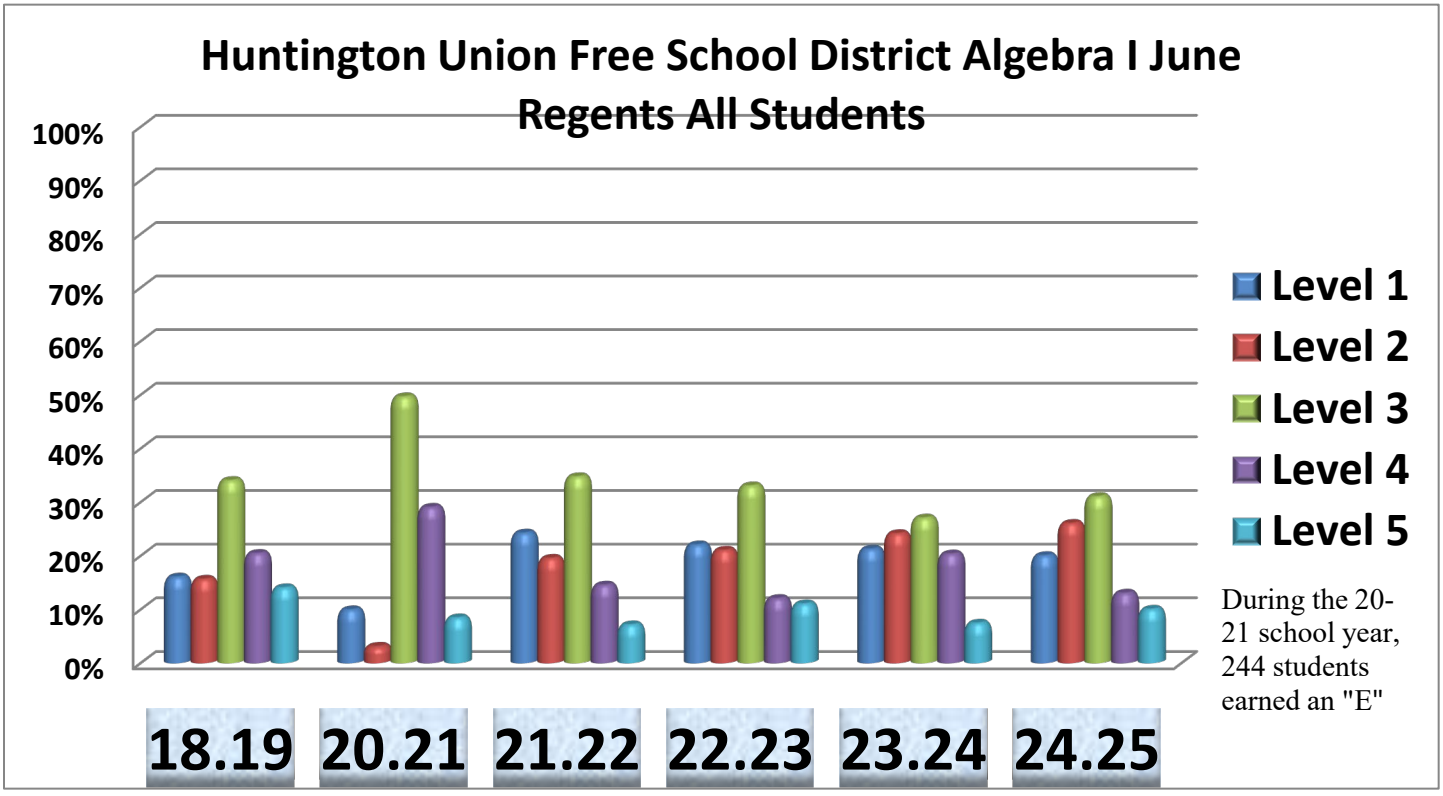


	Gr.8	Gr.7	Gr.6	Gr.5	GR.4	Gr.3
2019	0%	18%	22%	18%	19%	34%
2021	0%	9%	14%	19%	14%	28%
2022	0%	8%	24%	5%	17%	25%
2023	0%	35%	29%	21%	23%	38%
2024	0%	42%	35%	18%	34%	45%
2025	0%	37%	36%	32%	36%	43%

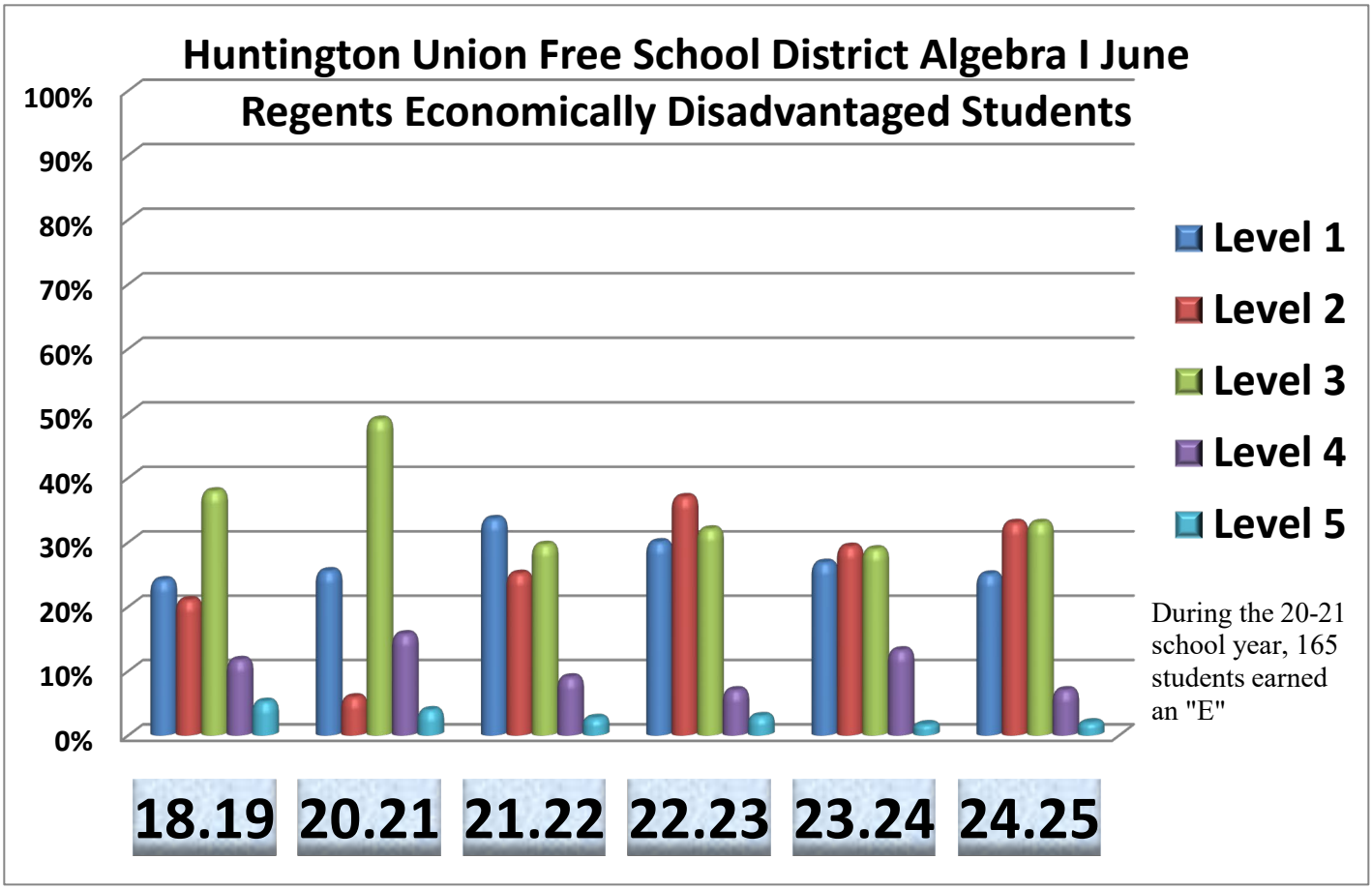


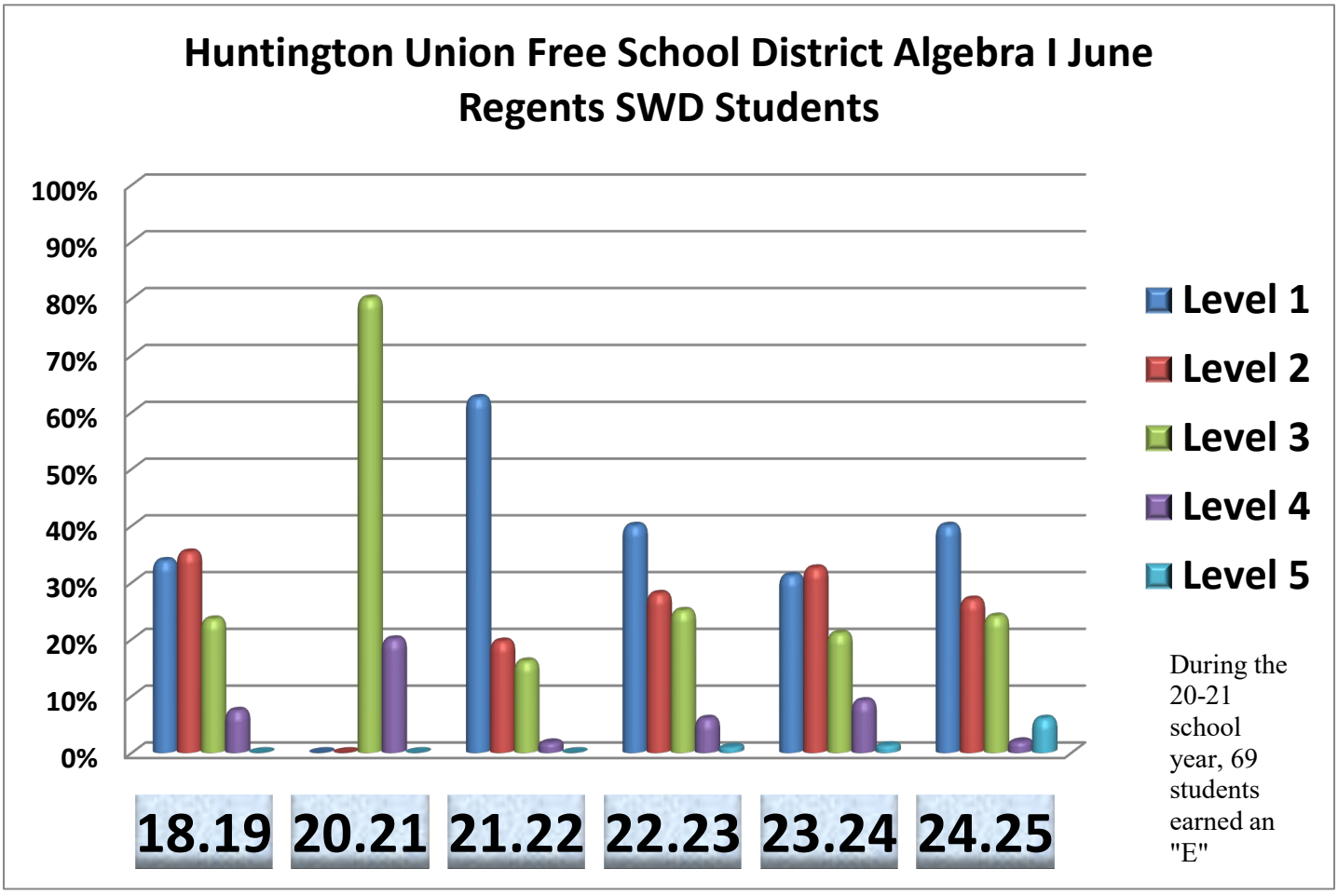
	Gr.8	Gr.7	Gr.6	Gr.5	GR.4	Gr.3
2019	5%	9%	16%	0%	7%	16%
2021	0%	0%	21%	9%	11%	38%
2022	0%	18%	21%	0%	12%	15%
2023	0%	35%	29%	21%	23%	38%
2024	0%	28%	21%	15%	26%	44%
2025	0%	29%	23%	21%	23%	44%

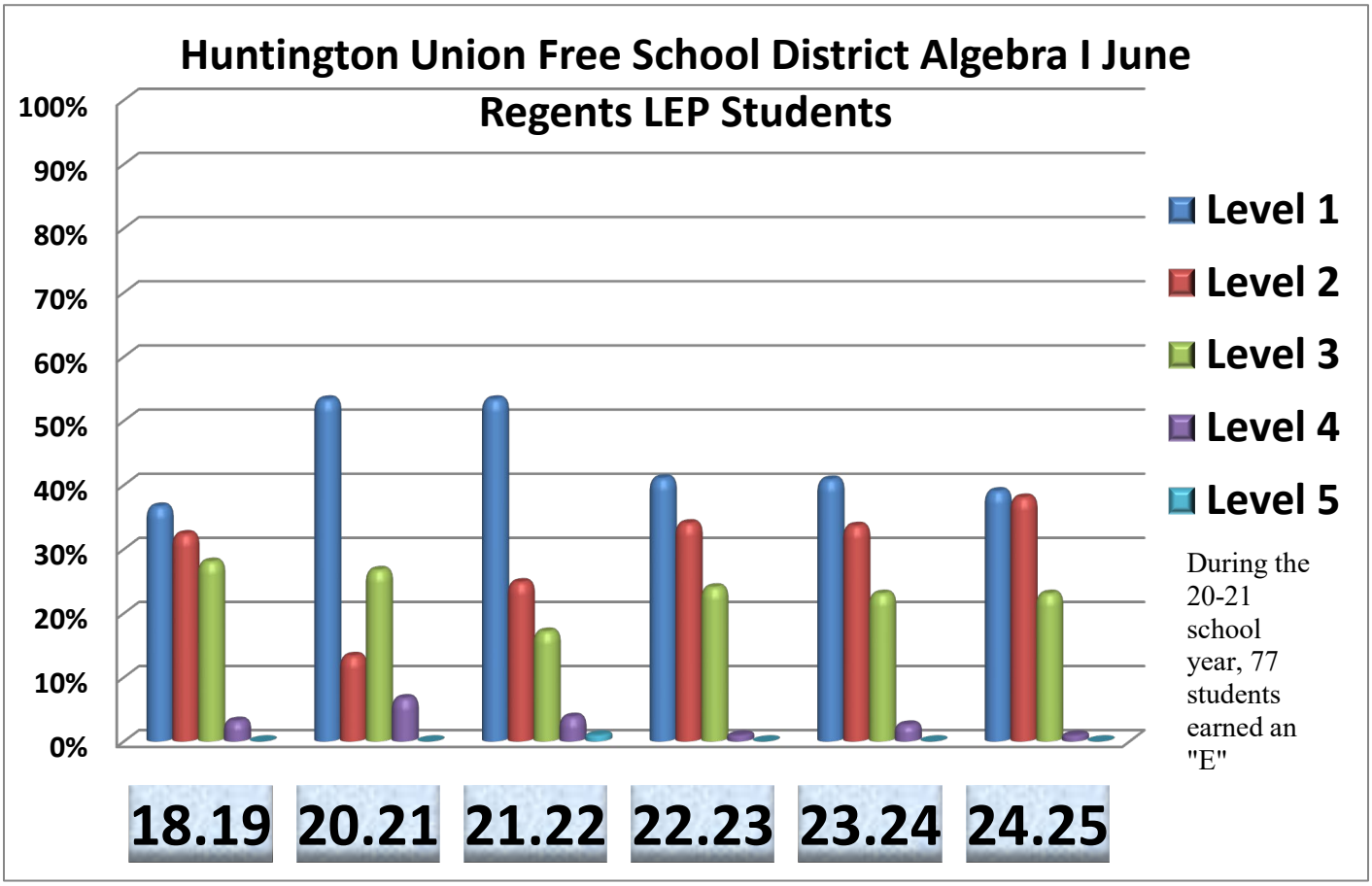
High School Level New York State Regents Assessments – Algebra I Regents



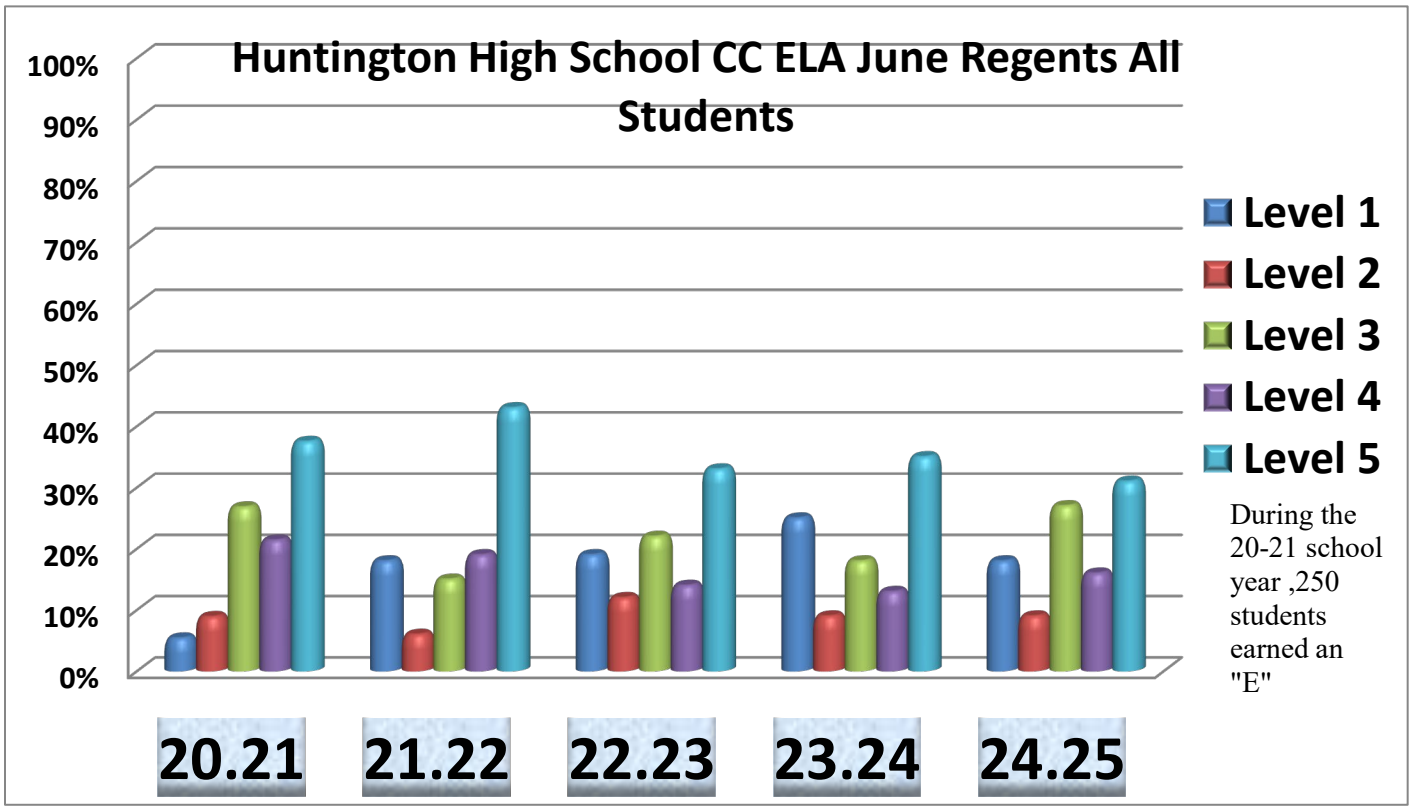
During the 20-21 school year, 244 students earned an "E"

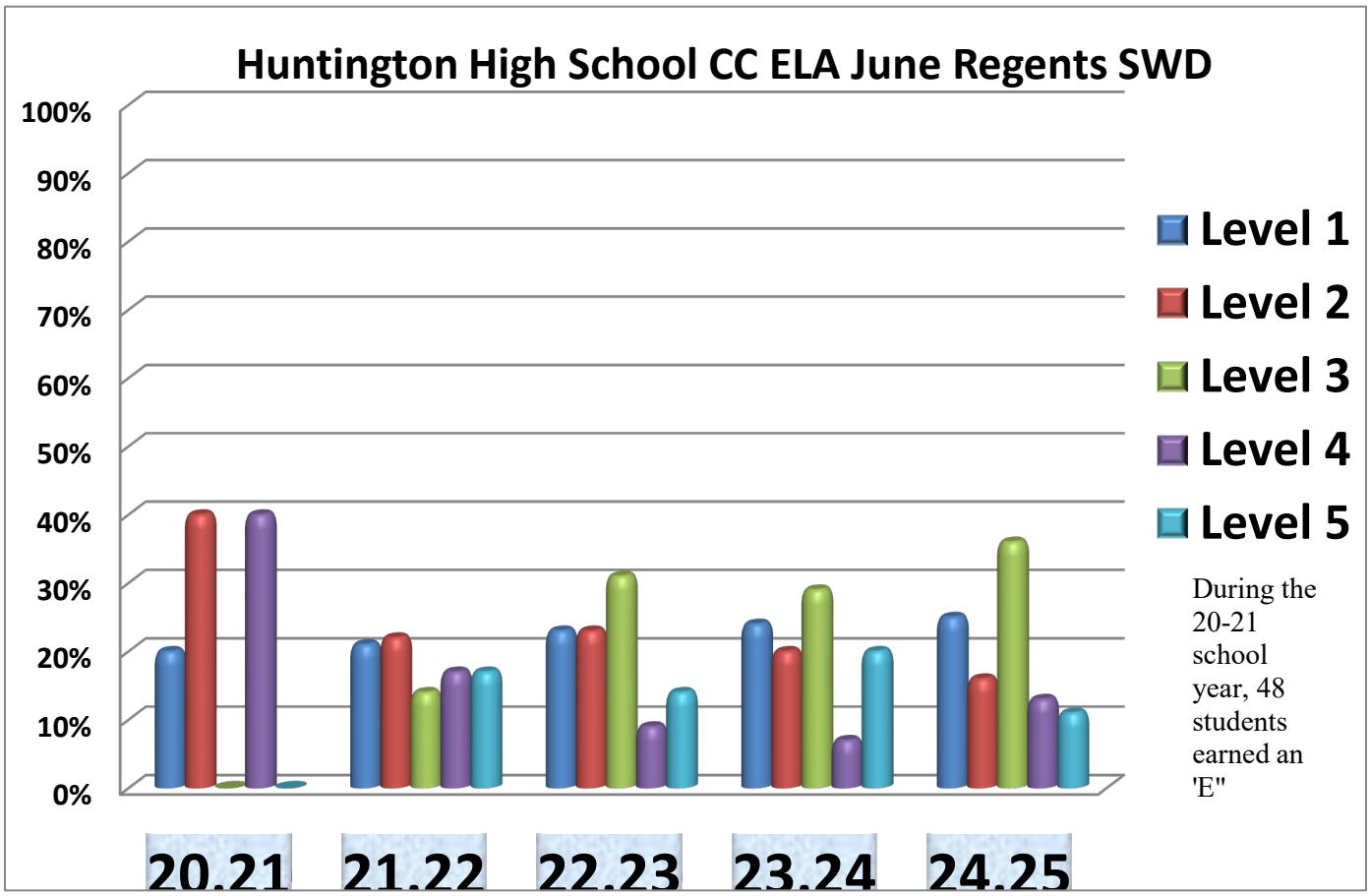

Huntington Union Free School District Algebra I June Regents Economically Disadvantaged Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
18.19
20.21
21.22
22.23
23.24
24.25
Level 1
Level 2
Level 3
Level 4
Level 5
During the 20-21 school year, 165 students earned an "E"

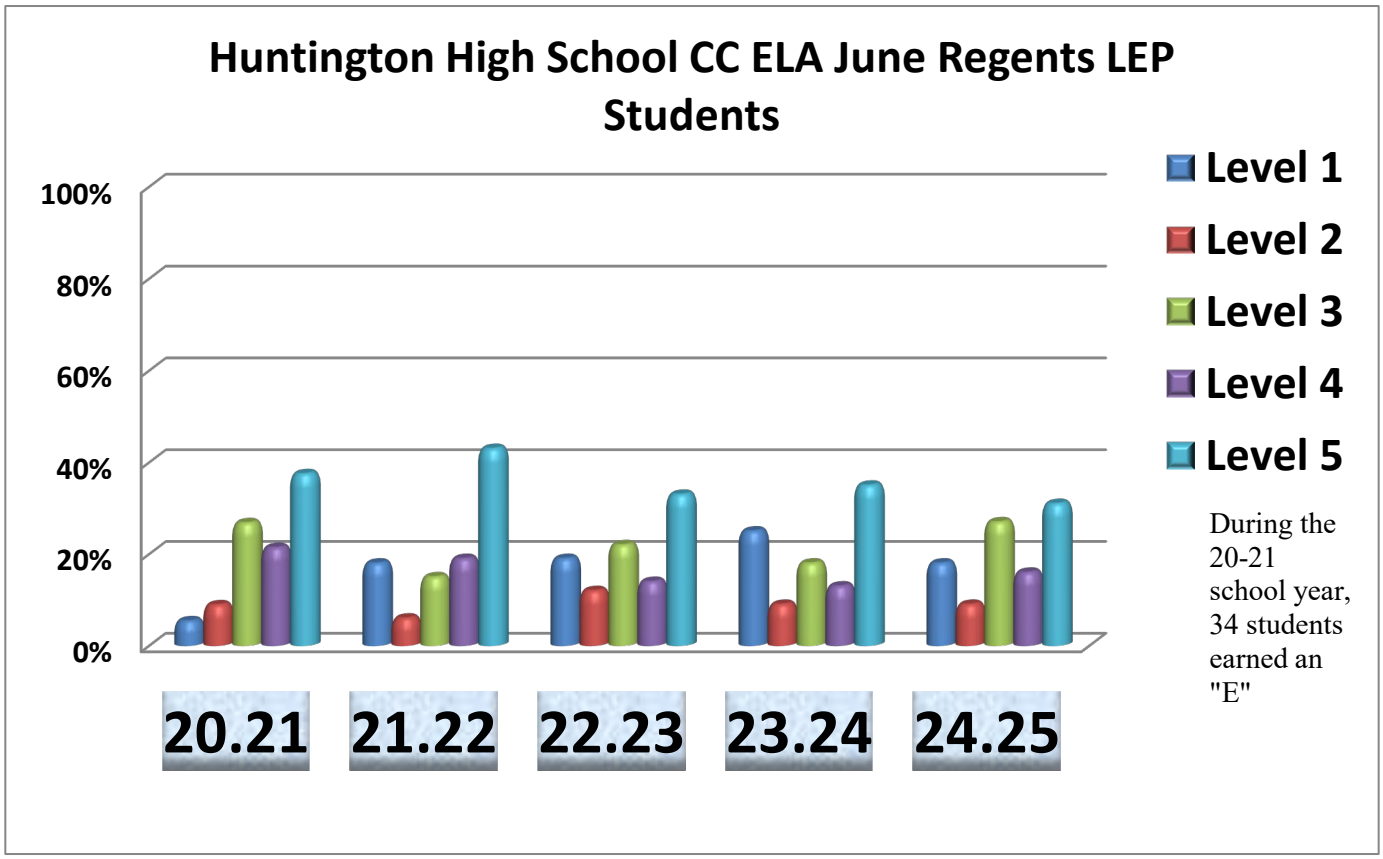

Huntington Union Free School District Algebra I June Regents SWD Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
18.19
20.21
21.22
22.23
23.24
24.25
Level 1
Level 2
Level 3
Level 4
Level 5
During the 20-21 school year, 69 students earned an "E"

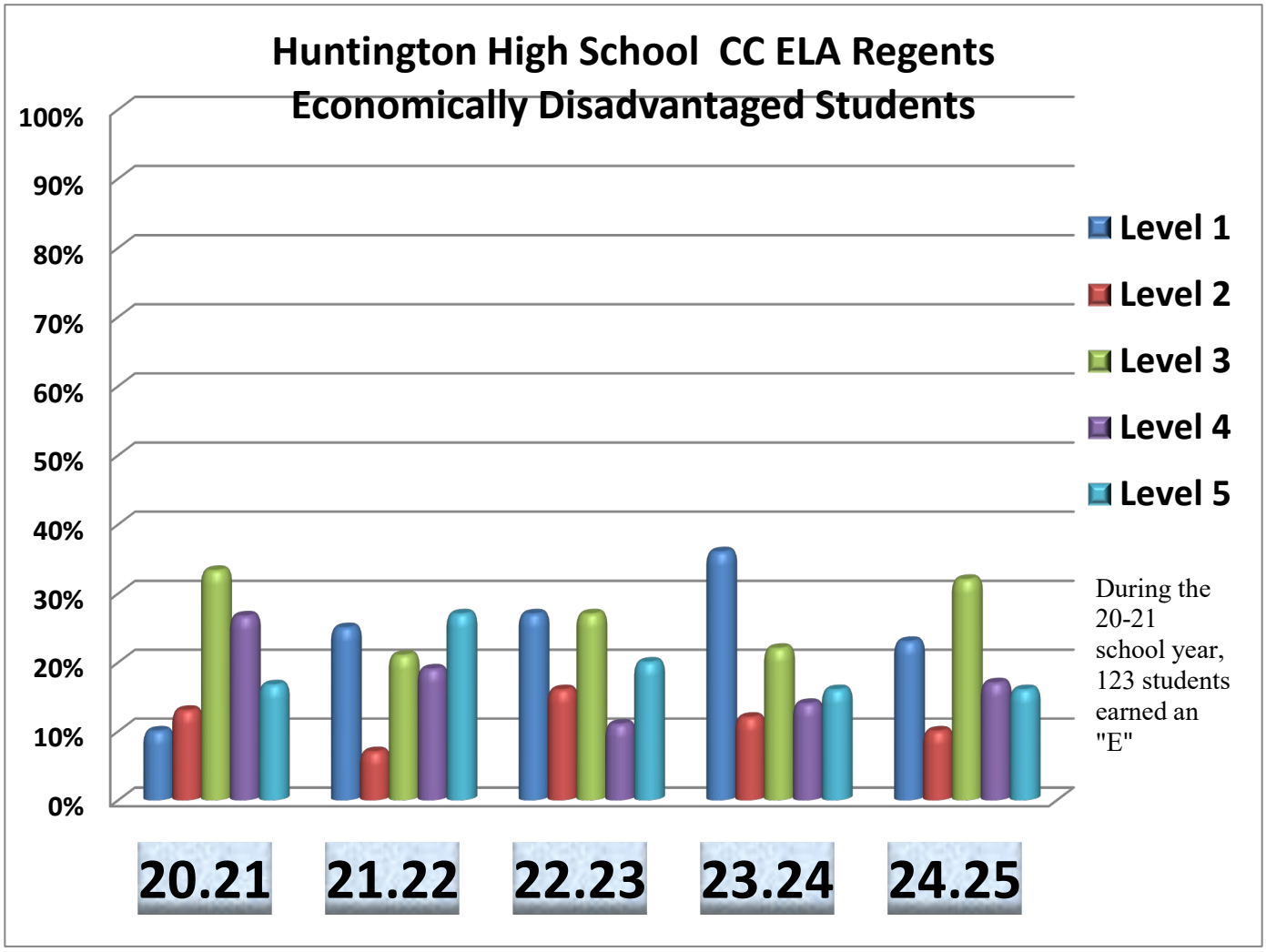


High School Level New York State Regents Assessments – CC ELA Regents




Huntington High School CC ELA June Regents SWD
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
20.21
21.22
22.23
23.24
24.25
Level 1
Level 2
Level 3
Level 4
Level 5
During the 20-21 school year, 48 students earned an 'E"


Huntington High School CC ELA June Regents LEP Students
100%
80%
60%
40%
20%
0%
20.21
21.22
22.23
23.24
24.25
Level 1
Level 2
Level 3
Level 4
Level 5
During the 20-21 school year, 34 students earned an "E"



Comparison of Advanced Placement Results 2018-2025

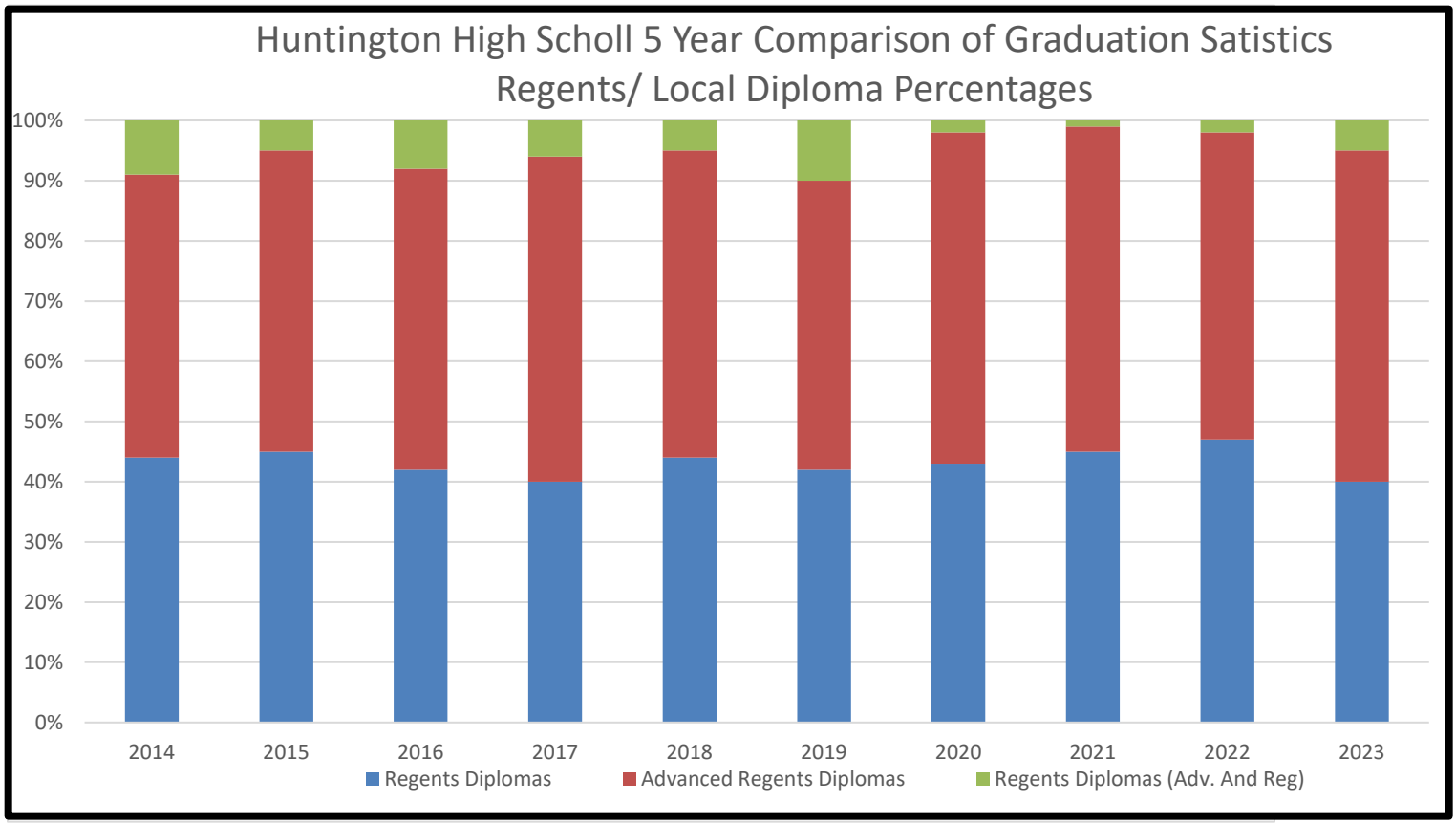
Advanced Placement Exam	2018	2019	2020	2021	2022	2023	2024	2025
2-D Art and Design								
Percentage Scoring 3 or higher	100%	100%	100%	91%	100%	100%	100%	100%
Number Tested	9	13	11	11	6	4	10	15
Art – Drawing								
Percentage Scoring 3 or higher	100%	100%	89%	100%	88%	100%	100%	100%
Number Tested	8	4	9	6	8	11	4	8

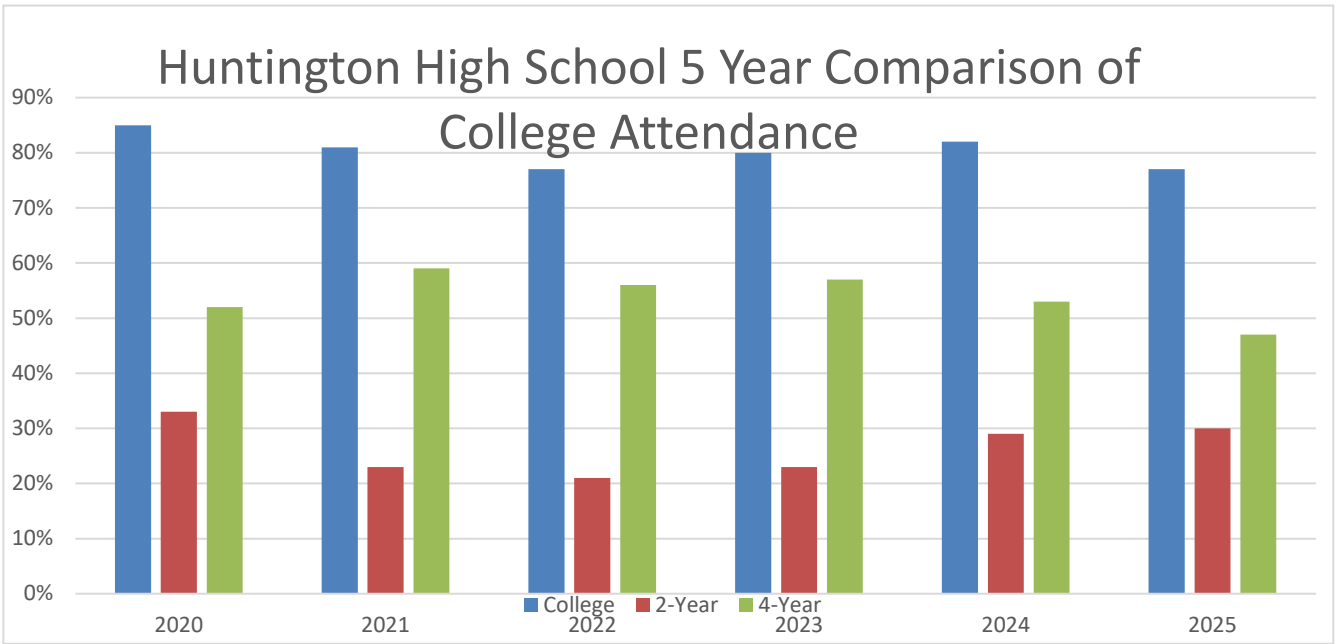
Biology								
Percentage scoring 3 or higher	82%	92%	85%	75%	82%	69%	80%	87%
Number Tested	55	63	48	55	60	35	56	47
Calculus AB								
Percentage scoring 3 or higher	45%	68%	77%	72%	51%	50%	58%	61%
Number Tested	38	31	39	36	35	38	33	31
Calculus BC								
Percentage scoring 3 or higher	67%	100%	75%	60%	58%	53%	44	41%
Number Tested	18	16	24	20	19	19	9	12
Chemistry								
Percentage scoring 3 or higher	71%	89%	78%	57%	69%	89%	71%	69%
Number Tested	49	19	18	14	13	28	17	32
Advanced Placement Exam	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
English/Language/Comp.								
Percentage scoring 3 or higher	77%	72%	76%	69%	N/A	46%	40%	71%
Number Tested	75	75	97	103	N/A	65	67	102
English Literature/Comp.								
Percentage scoring 3 or higher	51%	64%	71%	59%	73%	75%	72%	78%
Number Tested	51	44	56	44	142	60	43	40
Environmental Science								
Percentage scoring 3 or higher	50%	50%	69%	63%	62%	60%	32%	53%
Number Tested	38	50	36	43	47	43	31	55
Human Geography								
Percentage scoring 3 or higher	100%	78%	71%	N/A	11%	50%	40%	37%

Number Tested	12	9	14	N/A	9	8	20	27
Government & Politics/US								
Percentage scoring 3 or higher	49%	67%	70%	49%	69%	61%	80%	77%
Number Tested	74	51	67	49	55	70	81	64
Italian Language								
Percentage scoring 3 or higher	42%	100%	86%	80%	100%	45%	88%	100%
Number Tested	12	5	7	5	2	11	8	4
Microeconomics								
Percentage scoring 3 or higher	53%	88%	90%	75%	76%	88%	75%	73%
Number Tested	77	43	50	4	40	17	16	26
Macroeconomics								
Percentage scoring 3 or higher	80%	89%	87%	0%	70%	94%	75%	89%
Number Tested	30	44	52	3	41	16	16	26
Advanced Placement Exam	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Physics 1								
Percentage scoring 3 or higher	40%	65%	58%	76%	39%	67%	47%	86%
Number Tested	15	43	38	25	33	21	19	36
Psychology								
Percentage scoring 3 or higher	63%	41%	79%	45%	40%	36%	39%	58%
Number Tested	40	27	29	31	35	22	26	38
Music Theory								
Percentage scoring 3 or higher	87%	85%	92%	50%	40%	N/A	100%	75%
Number Tested	15	13	12	4	5	N/A	7	12
Spanish Language								
Percentage scoring 3 or higher	76%	98%	98%	94%	92%	89%	90%	97%
Number Tested	33	49	44	48	36	46	59	67

Statistics								
Percentage scoring 3 or higher	79%	67%	88%	90%	56%	47%	26%	44%
Number Tested	24	24	17	10	27	15	31	45
US History								
Percentage scoring 3 or higher	69%	80%	66%	44%	56%	61%	81%	80%
Number Tested	86	95	93	81	79	70	77	113
World History								
Percentage scoring 3 or higher	94%	90%	92%	59%	78	76%	87%	79%
Number Tested	68	60	60	66	55	54	67	98
Total Number Tested	**800**	**801**	**821**	**720**	**821**	**766**	**883**	**1064**

APPENDIX V


Huntington High Scholl 5 Year Comparison of Graduation Satistics
Regents/ Local Diploma Percentages
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
Regents Diplomas
Advanced Regents Diplomas
Regents Diplomas (Adv. And Reg)


Huntington High School 5 Year Comparison of
College Attendance
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2020
2021
2022
2023
2024
2025
College
2-Year
4-Year