



**Urban Assembly Charter School for
Computer Science**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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David Noah, Founding Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
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David Noah has served as the principal since 2018.

The Urban Assembly Charter School for Computer Science (we go by Comp Sci High, for short) is a work-based-learning, Computer Science high school in the Soundview neighborhood of the Bronx. The school opened its doors to 112 Freshman in August, 2018. In 2019-2020, we served 223 students in grades 9 and 10, and this Fall, we serve 338 students in grades 9-11. Comp Sci High will ultimately serve approximately 420 students in grades 9-12.

Our model was developed to answer a single question: what high school experience will lead our students to a fulfilling, family-sustaining career.

To be clear, our model is designed to prepare 100% of students for college. To achieve our mission, every student will need to continue his or her education beyond high school in some form. And, for most students, that means completing a four-year college degree. But, to be just as clear, we view college primarily as a means to the end of economic freedom, and not an end in itself.

We are determined to avoid the mistaken assumption that we can fulfill our promise to families by merely sending 100% of our students to college. We intend to send them to college armed with strong academic and social skills, marketable tech skills and certifications, and real work experience. We believe (and research supports) that this is the recipe for college persistence and long-term success.

How will we build all these skills? We answer that question in two different ways. First, there is what we teach. We designed our curriculum to explicitly teach and assess four kinds of skills and knowledge:

- **academic skills**, in Math, Science, History, Literature, Writing, Computer Science, and the Arts,
- **computational thinking skills** that give students a set of tools and habits that will allow them to solve problems,
- **professional skills** that prepare students to interpret, adapt to, and navigate different professional settings, and
- **SEL skills** that lead to post-secondary success.

Second, there is how we teach. We know from experience that a school's methods of instruction, assessment, and relationship-building are often more important than its curriculum. Students learn only to the degree they are interested and motivated, and only if they feel safe and respected. We believe the following methods of instruction, assessment, and culture-building will create the engaged, motivated, and supportive environment where our students can flourish:

- **hands-on, inquiry-based learning** that minimizes lecture and forces students to think,
- **performance-based assessment** paired with traditional tests and mastery-based grading, to ensure a complete view of what kids know,
- **personalized intervention**, so every student gets the support he or she needs to access the curriculum
- and experience success,
- **work-based learning** that allows students to regularly learn from industry professionals, both during school and beyond the school building/day, and
- **restorative practices**, that use instances of disrespect or disruption as opportunities to teach and build community, instead of purely to punish.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16														
2016-17														
2017-18														
2018-19										112				112
2019-20										110	113			223

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2017-18	2014-15	2014	0	0	0
2018-19	2015-16	2015	0	0	0
2019-20	2016-17	2016	0	0	0

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the

SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	0	0	0
2018-19	2015-16	2015	0	0	0
2019-20	2016-17	2016	0	0	0

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	0	0	0
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	0	0	0

PROMOTION POLICY

As a result of the transition to remote learning, the state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements. Indicate any adjustments made due to the Covid-19 school closure.

CSH students must earn at least 6 credits to move to the next grade. All our students take 5 Core Courses in English, Mathematics, History, Science, and Computing. In addition, they take Physical Education, a Work-Based Learning course teaching professional skills, and an elective (Dance, Music, Visual Art, or Sports). In 9th Grade, students also take a Composition course, and in 10th they also take Health. This program amounts to 8 – 8.5 credits each year (conservatively). To be promoted to the next grade, we require that students pass all but one core course and earn at least 6 credits. We ultimately require 22 credits to graduate (as per NYS requirements).

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Our Accountability Plan Goal is to meet all the measures below.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Of the 223 students that finished the year with us, all but 9 met the promotion requirements. In fact, 205 out of 223 (92%) passed every class, earning all credits by June. The 18 students who did not pass every class attended summer school with us, and half were able to complete additional coursework and recover the credits. By August, 109/113 (96%) of our Freshman earned more than 5 credits, and 108 (95.5%) earned the 6 credits they needed to be promoted to 10th grade at CSH. In 10th Grade, 106/110 earned the six credits they needed to be promoted.

Our high pass rate is not a function of grade inflation or easy curriculum (our unit tests are all Regents aligned).

Rather, we focused intensively on building a culture where every student obsessed over their GPA, and a mastery-based grading model that incentivized students to keep working and learning when they fell short. (Our teachers write three unique versions of each exam so students are able to study and retake exams within two weeks of a failing or even a low grade).

Our faculty also reviews data reports each week that show *weekly* changes to student-GPA, allowing us to act in real time if a student struggles and trends towards failing during the trimester. As a result, at CSH, we are able to intervene and support students as soon as their grades drop, ensuring that we keep all students on track to apply to selective colleges, and most importantly, to earn enough credits to progress towards graduation.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2018	113	95.5%
2019	110	96.3%

ADDITIONAL EVIDENCE

In 2019-2020, all of our Sophomores took Regents or AP Physics and AP Computer Science Principles. Most took Algebra II. And almost a third of our Sophomore class will take AP US History. Although AP exams were challenging, amid the pandemic, we had 40% pass the AP CSP exam (with *all* 10th graders participating), 33% pass the AP US History Exam, and about 15% pass the AP Physics exam. We aspire to do better this year, but given the pandemic and the rigor of those exams, and the fact that almost all students who failed received a 2 (and not a 1), we believe our criteria for promotion, and our standards in general, are appropriately high.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

We had no second-year students in 2018-2019.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-19		
2017	2018-19		
2018	2019-20	110	93%

ADDITIONAL EVIDENCE

We give many more Regents in 10th than we do in 9th by design, and we were looking forward to using this year to further validate our program after strong first year results in the Algebra 1 Regents. However, because exams were cancelled, the majority of our students received exemptions, still meeting the goal of passing 3+ Regents courses, but not passing the actual exams, since they were exempt.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

We will not have a graduating class until the 2021-2022 school year.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	0	0
2015	2018-19	0	0
2016	2019-20	0	0

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	0	0
2014	2018-19	0	0
2015	2019-20	0	0

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

ADDITIONAL EVIDENCE

N/A

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

RESULTS AND EVALUATION

We will not have a graduating class until the 2021-2022 school year. But, it's worth noting that in 2018, the graduation rate for high schools in the Bronx was 69%, well below the citywide rate of 76% in the same year. We expect our graduation rate to be between 90-98% next year.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Again, we don't have a graduating class. But, we do intend to have every single student complete the CDOS requirements AND pass the Skills USA certification exam, ensuring that they have certified career skills as they graduate, regardless of how many Regents exams they pass.

Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
Overall			

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18		
2015	2018-19		
2016	2019-20		

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Our first two years results put us on track to exceed the standard SUNY graduation goal and meet our own, internal standard of 95%.

Our school is in what remains the poorest congressional district in America (as per median income data from the 2016, NY-15 is still the poorest). We believe this fact and the Bronx graduation rate data above offers additional context for the ambition of our goals and our academic program.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met Goal (98% of 9 th graders and 96% of 10 th graders earned more than 5 credits this year)

Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met Goal (including exemptions, 93% have passed at least three)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

The pandemic has changed things for everyone. That said, we have had a lot of success, and we plan to continue. This year, we added an assessment and data platform (Illuminate) to make sure we are tracking summative assessment results in real time, with detailed data analysis. This way, even without state exams, we know exactly which standards students are mastering and where they are struggling during and after each unit, instead of waiting until Mock Regents or other similar inventory exams to gauge overall mastery.

We also designed a hybrid model that offers in-person instruction every single day to our bottom 10% of students, to ensure they get all of the support they need to make real progress, and genuinely meet a rigorous, high-school standard of work.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Our Accountability Plan Goal is to meet the standard measures below.

We intend to have at least 75% of students meet the goal, as written by SUNY. However, we also intend to create and submit additional indicators. Our school requires students to gain work experience each summer and take a variety of certification exams in computing. In 2018-2019 we placed 90% of our Freshman in paid summer jobs, and in Summer 2020, amid the pandemic, we placed 70% in summer internships and training programs. We believe our summer work program, combined with our Work-Based Learning program during the year, will significantly improve college persistence.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

We only had 9th and 10th Grade in 2019-2020. However, our 10th graders took several AP Courses (all students take AP CSP, and honors students took AP US History and AP Physics 1). We had 31 students pass the AP Computer Science Principles Exam, 9 students pass the AP US History Exam, and 4 students pass the AP Physics 1 Exam.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Overall			

ADDITIONAL EVIDENCE

Our model involves a 3-part work-based learning program that, we believe, will improve college persistence and impact long term earning potential. Specifically, our students receive direct instruction on professional skills ranging from basic email etiquette to the advanced presentation skills required to construct a complete venture capital pitch deck. Our students also work directly with engineers, designers, and executives through our job-shadow and brown-bag lunch program. Finally, in the summer of 2019, 90% of our Freshman participated in our summer internship program, and in the summer of 2020, 70% of our students participated in virtual job-training or internship programs, gaining valuable work experience that will better prepare them for college and beyond.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

N/A

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2013	2016-17	0	0	0
2014	2017-18	0	0	0
2015	2018-19	0	0	0

SUMMARY OF THE COLLEGE PREPARATION GOAL

We aim and expect to send at least 75% to college each year. However, we believe that metric isn't nearly specific enough to correlate to the kind of long term outcomes we want for our students. Our goal is median income or better by the age of 25, along with moral and intellectual preparation to participate in local, state, and national political processes. That means they can't just enroll in college. They need to enroll in programs that are either well-suited to their long-term career plans (e.g., enrolling in a CUNY nursing program versus getting an AA in "Communications" have very different predicted employment outcomes), OR they need to enroll in universities with strong national reputations and significant endowments, so they have limited loans and flexible post-college career options.

We also aim to ensure that the students who *choose* not to enroll immediately after graduation have a clear career plan and have secured a job or enrolled in a high-quality vocational program *before* they graduate.

We aim to personalize post-secondary planning based on each student’s long-term goals and short-term habits and preferences to maximize the likelihood that students persist in their chosen path.

Simple percentage metrics (e.g., 100% go to college) are misaligned with the goal of social mobility, economic opportunity, and any other measure of long-term success.

As our program develops, we hope to work with SUNY to identify better and more precise measures of post-secondary readiness, which, we believe, is a better way to think about the social, economic, and moral value of high school programs.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A
	[Write in optional measure here]	

ACTION PLAN

N/A

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Our Accountability Plan Goal is to meet the measures below. However, the most important goal of our ELA program is to prepare students *both* for college writing and for writing and speaking in the professional world.

BACKGROUND

Our English program is designed to develop *both* traditional academic writing skills and professional writing and speaking skills. The two are distinct, and both are represented in our curriculum.

Our 9th Grade ELA program requires almost twice as many periods as other content areas. Given the incredible range of incoming skills, and the generally poor writing skills of even our best students, our Freshman ELA course involves both a traditional 9th Grade Literature course and a composition course that focuses on the basics of clear, paragraph-level writing. The course is also designed to close the “engagement gap,” with high-engagement themes, literature circles that allow for student choice, and many real-world writing tasks that show students the link between English class and the professional world.

In 10th Grade, ELA scales back to a single credit course focused on developing essay-writing and interpretation skills favored by the Regents exam.

In 11th Grade, after the January Regents, our program will shift to preparing for Post-Secondary life, with AP and professional writing courses that students can choose based on interest and relevance to their post-secondary plans.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)
2014	2017-18		0
2015	2018-19		0
2016	2019-20		

ADDITIONAL EVIDENCE

We don’t have any students who have yet taken the ELA Regents exam (we will administer the exam in 11th grade). However, we give unit tests in 9th and 10th grade using Regents materials, and we expect to exceed 65% scoring at or above Level 4, given the level of mastery of our top 75% of students on current unit exams.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016						
2017						
2018					110	N/A
2019					113	N/A

² Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

See comment in the Additional Evidence section immediately above.

³ Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017						
2018			112	NA	110	NA
2019					113	NA

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁴

ADDITIONAL EVIDENCE

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

Roughly half of our students scored below grade level on the state ELA exam in 8th grade (101 total). Based on NWEA Map Growth measures and internal unit exams, we expect *at least* 50% to score a level 4, and almost 100% to pass the ELA Regents Exam.

⁴ Based on the highest score for each student on the English Regents exam

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

See comment in the Additional Evidence section immediately above.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

N/A

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

⁵ Based on the highest score for each student on the English Regents exam

Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

We believe we are on track to meet or exceed our goals, and our current plan is to stay the course.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Our Accountability Plan Goal is to meet the performance measures below.

Although we have not added it to our Accountability Plan, we also aim to ensure that 90% of students develop the algebraic thinking skills necessary to program with basic proficiency in at least one Object-Oriented programming language (e.g., Python). The latter is not a traditional Mathematics Goal, but we believe the work we do in Computer Science is deeply connected to our students work in Mathematics.

Please also note that we do not intend to offer Geometry as a separate course, and, given misalignment to the rest of our program, we don't intend to have any students sit for the Geometry Regents Exam.

HIGH SCHOOL MATHEMATICS

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort⁶

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

In our first administration of the Algebra I Regents exam, we had 47% of the cohort (and 52% of actual exam takers) score at a Level 4 or above. However, we also had 19 students (an additional 18%) score between 76 and 79, meaning they were 1-4 questions away from a Level 4. Between those who retake, and those who score a above an 80 on the Algebra II exam, we expect that by graduation, we will have 65% scoring a Level 4. In fact, if we include the 19 students who *almost* scored a Level 4, we would already have 65% of the cohort at that level after just one year.

This past year, we had 90 students exempted from the Algebra II Exam, and 107 students exempted from the Algebra I exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016						
2017						
2018			112	47%	110	47%
2019					113	N/A*

*Because exams were cancelled this past year, our Freshman did not have an opportunity to take the Algebra 1 exam.

⁶ Based on the highest score for each student on a mathematics Regents exam

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort⁷

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Our first cohort (2018) has already met this goal. We had 10 students who didn’t take Algebra I in 9th grade because they needed significant remediation in Pre-Algebra. We had another 10 students fail the exam in June 2019, two of whom subsequently passed in January 2020. But, we had 90% of exam-takers pass, representing more than 80% of the total cohort.

⁷ Based on the highest score for each student on a mathematics Regents exam

The majority of our second cohort passed their Algebra 1 or Algebra 2 classes, and are exempt from the Regents graduation requirement.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017						
2018			112	80.1%	110	81.1%
2019					109	N/A*

*Because exams were cancelled this past year, our Freshman did not have an opportunity to take the Algebra 1 exam.

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

In our first year, we had 67 out of 106 students who either didn’t test or scored below proficient in 8th Grade. After just a single year in our school, 25% (17) have already improved to Performance Level 4 with another 29 (44%) improving to a Level 3. Although we have only 25% who have grown to a Level 4, and 69% who have Grown to a Level 3, we believe the growth our students made in a single year suggests we are clearly on track to meet Goal 4.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common

Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the Mathematics requirement for graduation.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁸

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

See comment in the “Additional Evidence” section immediately above. In our first cohort, we already have 72% of the students who failed in 8th Grade scoring at Levels 3 or 4. Approximately 90% of the students in our second cohort who scored below grade level in 8th grade passed Algebra I, and were exempted from the Regents Exam.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ⁹

Our first cohort has already met a number of these measures in Goal 4. We haven’t provided all of the comparative measures this year, because we don’t have a graduating cohort. But, our year one performance already exceeds the average performance of graduating cohorts in Bronx high schools, and we are either meeting

⁸ Based on the highest score for each student on the mathematics Regents exam

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

or very close to meeting several of the Absolute and Growth measures. Holistically, last year’s Freshman cohort could make a reasonable case for having substantially met the goal already.

However, we aim to meet or exceed every single measure. And, more importantly, we aim to have more than 50% pass the Physics Regents and AP Computer Science Principles Exam, (both of which students will take in 10th Grade) and 80% or more pass the Algebra II Regents. We believe these goals are more appropriate and rigorous measures of the quality of an ambitious mathematics program that serves historically low-performing students.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A (10 th Grade cohort currently at 47%)
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met (10 th Grade cohort currently at 81.1%)
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A (10 th Grade cohort currently at 25%)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A (10 th Grade cohort currently at 72%)

ACTION PLAN

See above. We believe we are on track to meet these goals.

GOAL 5: SCIENCE

Goal 3: Science

Our Accountability Plan Goal is to meet the Goal 5 measure below.

However, we also plan to have 100% of students take, and at least 50% pass both the Physics Regents Exam and AP Computer Science Principles Exam in 10th Grade.

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

BACKGROUND

Our Science program begins with an introduction to Physics and Engineering. We believe this aligns well with Algebra and Intro to Computer Science, allowing students to develop a more holistic understanding of Algebra, and symbolic language and algorithmic thinking, more generally.

In 10th and 11th grade, students continue with a choice of Living Environment, Regents Physics, or AP Physics 1, with the idea that they can take Physics→Biology or Biology→Physics, based on interest and mathematical readiness. In 12th grade, we will offer a similar range of choices, including AP Physics C and AP Chemistry.

Over the next four years, we also hope to design a fully-integrated Math-Science hybrid course for 9th and 10th grade that covers the content of the Regents courses in Physics, Algebra I and Algebra II. However, that curriculum will take several years to develop, and we will not implement until the 2021-2022 school year, at the earliest.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school did not administer

Regents exams last year, but did have 99 students exempted from the Physics Regents exam. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

As noted above, the school would have administered a Science Regents Exam for the first time in June 2020. We did exempt 99 students in the 2018 cohort from Physics, based on their passing either a Regents or AP Physics 1 course.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18				
2015	2016-19				
2016	2019-20				

ADDITIONAL EVIDENCE

N/A

Science Regents Passing Rate with a score of 65 by Cohort and Year

Note, again, that we do not administer any Science Regents exams in 9th Grade. We had 100 exempted from Physics, but it was unclear whether they should be included in a “passing” percentage.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017						
2018			112	0	110	?*
2019					113	0

*Unclear whether we should include exemptions in this number. If so, it’s 91%, if not, 0%.

¹⁰ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

Our Accountability Plan goal is to meet the measures below.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

We don’t have a graduating cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

We do not administer History Regents exams in 9th grade. We had 104 students exempted from US History as a result of passing either Regents US History or AP US History courses (all of them were going to sit for the June Regents). It was unclear whether to include them in the passing percentage.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017						
2018			112	0	110	?*
2019					113	0

*Unclear whether we should include exemptions in this number. If so, it's 94.5%, if not, 0%.

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to

sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

N/A

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Global History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017						
2018			112	0	110	0
2019					113	0

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

GOAL 7: ESSA

Goal 7: ESSA

Our Accountability Plan goal is to meet the measure below.

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

We were in good standing based on exceeding statewide outcomes on the Algebra Regents overall and for key subgroups. We expect to continue to perform at this level on future Regents exams, once they return and expect to remain in Good Standing.

ADDITIONAL EVIDENCE

N/A

Accountability Status by Year

Year	Status
2017-18	
2018-19	Our first year, we didn’t have designation
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

Goal S: Parent Satisfaction

We don't have Parent Satisfaction Goals in our Accountability Plan. However, our goal is that our NYCDOE Parent Survey response rate is 50% or higher, and that we have 90% or better "Parent Trust" as measured by that survey. We are still awaiting survey results from last school year; NYC has not released those results. But, our most recent data (from 2018-2019) are copied below.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

We use the annual NYCDOE parent surveys to measure parent satisfaction.

RESULTS

On questions regarding teacher-parent communication, 92% of parents responded positively (a rating of 4 or 5 out of 5). On questions about parent-teacher and parent-principal trust, 96% and 97% of parents respectively responded with a rating of 4 or 5. 97% of parents also confirmed that the school has "inclusive leadership." In every category, CSH exceeded the NYCDOE targets for parent Trust and "Family and Community Ties"

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
61	111	55[%]

2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Teacher Parent Communication	92%
Parent-Teacher Trust	96%
Parent-Principal Trust	97%
Inclusive Leadership	97%

EVALUATION

We met our initial goal. However, we aim to increase our response rate to at least 75% in a post-covid world.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal S: Absolute Measure

Each year, 95 percent of all students enrolled during the course of the year return the following September.

METHOD

We track this number based on the number of students from the previous year's BEDS Day count that are still enrolled by 9/15.

RESULTS

216 students enrolled on BEDS day last year,

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
216	0	211	97.6%

EVALUATION

See above.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	[%]
2017-18	[%]
2018-19	95.4%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

We calculate daily attendance by dividing the number of students present by the number of enrolled students. During remote schooling, we logged a student as "present" based on (1) daily contact with their advisor and (2) completion of at least 60% of daily assignments.

RESULTS

Over 2018-2019, we had a 94.7% daily attendance rate in Grade 9, significantly above citywide and Bronx Borough averages for high school. Last year, we had a similar attendance rate of 94% both before and after remote schooling began (it was actually slightly higher after March).

2019-20 Attendance

Grade	Average Daily Attendance Rate
9	94.1%
10	94.6%
Overall	94.3%

EVALUATION

A combination of later start-time, strong culture, and consistent family communication keeps our daily attendance high. We view attendance as the most-basic and important indicator of student satisfaction and culture.