

# Success Academy Charter School - Harlem 1

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Michael Pantano



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Michael Pantano, Legal Counsel, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Lorenzo Smith III	Chair (Executive)	Executive, Finance
Darrell Bradford		
Edwin Cespedes		
Sam Cole		Executive, Finance
Scott Freidman	Chair (Finance); Treasurer (Executive)	Executive, Finance
Aaron Kinnari		
Kamilah Mitchell-Thomas		
Suleman Lunat	Secretary (Executive)	Executive, Finance
Robin Pzena		
Cate Shanker (non-voting Emitrus)		
Lizette St Hilaire		

Michael LaFrancis served as the high school leader since the 2018-19 school year, with Dan Rojas serving as a Principal in Residence during the 2019-20 and 2020-21 school years.

## SCHOOL OVERVIEW

The mission of Success Academy Charter Schools – NYC, which includes Success Academy Charter School -- Harlem 1 (“SA Harlem 1”) is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

All Success Academy schools were fully remote during the 2020-21 school year in response to the COVID-19 pandemic. In response to the tremendous challenges posed by the COVID-19 pandemic, Success Academy put in place the social, mental, and emotional health supports as part of Success Academy’s Remote 2.0 Plan.

Success Academy invested in ensuring all scholars achieved academic mastery, and regularly assessed scholar learning to identify and support any scholars who were struggling. Zoom’s small break-out groups allowed teachers to utilize small-group learning in guided reading lessons and to provide additional support for scholars who needed it.

Success Academy employed a school psychologist and/or social emotional learning specialist to partner with school leadership in supporting our scholars at all schools. Further, Success Academy utilized key supports such as counseling, morning meetings and advisory blocks, and virtual community circles. Scholars’ social and emotional wellbeing remained a priority.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	88	89	102	111	102	90	79	108	84	187	34	20	-	1094
2017-18	55	90	79	87	101	91	78	69	78	211	168	31	17	1155
2018-19	89	87	94	83	100	88	80	63	50	258	171	134	26	1323
2019-20	83	99	98	108	85	111	80	72	48	253	237	175	114	1563
2020-21	107	98	102	126	110	127	99	66	66	270	234	223	149	1777

## 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 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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>)

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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 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2018-19	2015-16	2015	26	0	26
2019-20	2016-17	2016	133	10	123
2020-21	2017-18	2017	141	10	131

### 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 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> 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)
2018-19	2015-16	2015	26	0	26
2019-20	2016-17	2016	123	0	123
2020-21	2017-18	2017	131	0	131

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> 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)
2018-19	2014-15	2014	0	0	0

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2019-20	2015-16	2015	2	0	2
2020-21	2016-17	2016	17	0	17

### GOAL 1: HIGH SCHOOL GRADUATION

#### GOAL 1: HIGH SCHOOL GRADUATION

100% of students will graduate from high school.

#### 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

SA Harlem 1 met this goal. See below.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent earning the required number of credits (5 per year)
2019	234	87%
2020	230	86%

#### ADDITIONAL EVIDENCE

None.

#### 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, 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 2021, the 2019 cohort will have completed its second year.**

**RESULTS AND EVALUATION**

SA Harlem 1 met this goal. See below.

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 2020 and 2021)
2018	2019-20	208	100%
2019	2020-21	235	100%

**ADDITIONAL EVIDENCE**

None.

**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 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from 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.<sup>1</sup>

The school’s graduation requirements appear in this document above the graduation goal.

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<sup>1</sup> The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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### RESULTS AND EVALUATION

See below. 88.45% of students in the fourth year cohort graduated in four years.

In the 2020-21 school year, the fifth year graduation cohort shows a 90.2% graduation rate. Though this percentage falls just below the target, it represents a 11% increase over the previous year and reflects a positive trend in that metric.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2019-20	123	79.67%
2017	2020-21	131	88.54%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2019-20	125	79.20%
2016	2020-21	123	90.2%

### ADDITIONAL EVIDENCE

None.

#### 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.

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

### RESULTS AND EVALUATION

Though the district-wide statistics are not yet available, SA Harlem's 1 fourth year graduation percentage increased by almost 9%. The 88.54% graduation rate greatly exceeds the graduation rate in the comparable NYC School district in both of the previous two school years.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		NYC School District 2	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating in

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					4 year June Cohort
2015				8767	76.4%
2016	2019-20	123	79.67%	9150	79.3%
2017	2020-21	131	88.54%	not yet available	not yet available

### ADDITIONAL EVIDENCE

None.

### 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 below.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled 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

SA Harlem 1 met this goal. See below.

#### Percentage of the 2017 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
Calculus AB AP	20	8	40.00%
Macroeconomics AP	66	43	65.15%
Statistics AP	5	2	40.00%
Algebra II Regents	6	6	100.00%

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Algebra I Regents	129	129	100.00%
Geometry Regents	128	119	92.97%
Math II SAT II	13	13	100.00%
Math I SAT II	4	4	100.00%
Literature and Comp AP	131	74	56.48%
World History AP	131	60	45.80%
ELA Regents	131	131	100.00%
Global History Regents	131	127	96.97%
Biology AP	71	39	54.93%
Physics I AP	1	1	100.00%
Living Environment Regents	131	131	100.00%
Molecular Biology SAT II	21	21	100.00%
Ecological Biology SAT II	6	6	100.00%
Computer Science AP	3	1	33.33%
Overall (passed at least 1 exam)	131	131	100.00%

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	123	100%
2017	2020-21	131	100%

### ADDITIONAL EVIDENCE

SA Harlem 1 has a history of students passing Regents examinations prior to their final year in high school. Despite the multitude of Regents cancellations, SA Harlem 1 still showed a consistently high percentage of students who took and passed their Regents exams.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

See below.

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

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
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
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.	Met

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

100% of students will be prepared to enter and succeed at college.

From a low student-to-advisor ratio (12:1) to our extensive academic and extracurricular programs, SA Harlem 1’s entire high school design is centered on preparing students to persist in a rigorous college environment. SA Harlem 1 provides crucial SAT prep — seniors earned an average SAT score that was 200 points above the national average.

The key to unlocking college access is SA Harlem 1’s unparalleled level of individualized college counseling through its College Access & Persistence team. College counselors guide students and families through the college application process to match students to the college or university where they can maximize graduation outcomes. College counseling formally begins in 11th grade, but many students begin the process earlier.

### 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;

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- 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 indicators, and the overall percentage achieving any indicator.

### RESULTS AND EVALUATION

SA Harlem 1 met this goal. Had AP tests not been cancelled due to COVID, SA Harlem 1 students would have attempted more AP tests and more would have achieved indicators. Even with these COVID- limited opportunities to show college preparedness, SA Harlem 1 students demonstrated ample evidence of college preparedness.

Percentage of the 2017 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
Calculus AB AP	20	8	40.00%
Macroeconomics AP	66	43	65.15%
Microeconomics AP	3	0	0.00%
Statistics AP	5	2	40.00%
Literature and Comp AP	131	74	56.48%
World History AP	131	60	45.80%
European History AP	40	4	10.00%
Biology AP	71	39	54.93%
Physics I AP	1	1	100%
Computer Science AP	3	1	33.33%
Chemistry AP	8	1	12.50%

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SAT Math Readiness Benchmark (530)	131	123	93.89%
SAT Verbal Readiness Benchmark (480)	131	122	93.13%
Overall	131	128	97.7%

### ADDITIONAL EVIDENCE

None.

#### 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.

The calculation of this measure is not required for 2020-21.

#### 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.

The calculation of this measure is not required for 2020-21.

#### 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 2020-21 and provide preliminary matriculation data for 2017 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

This data has not yet been collected from the National Student Clearinghouse. However, all 129 students graduated in 2021 were accepted into a 2 or 4-year program prior to graduation.

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
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2015	2018-19	26	26	100%
2016	2019-20	98	98	100%
2017	2020-21	129	N/A	

### ADDITIONAL EVIDENCE

None.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Met
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.	Met
Absolute	Each year, 90% of graduating students will be accepted into college or university.	Met

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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

53.43% of students scored at least a 4 on the Regents English Common Core Exam. The cancellation of this exam due to COVID denied students the opportunity to raise certain scores from a 3 to a 4 on this exam. Nevertheless, more than half of the students taking this exam scored at least a 4.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>2</sup>

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)
2017	2020-21	131	0	70	53.43%

ADDITIONAL EVIDENCE

None.

**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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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.**

<sup>2</sup> Based on the highest score for each student on the English Regents exam

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### RESULTS AND EVALUATION

SA Harlem met this goal. See below.

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

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)
2016	2019-20	123	0	123	100%
2017	2020-21	131		131	100%

### ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2020-21	
	Number in Cohort	Percent Passing
2017	131	100%

#### 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.

The calculation of this measure is not required for 2020-21.

#### 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.

The calculation of this measure is not required for 2020-21.

#### 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.

The calculation of this measure is not required for 2020-21.

**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.

The calculation of this measure is not required for 2020-21.

**SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL**

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.	Not Met
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.	Met
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.	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 <sup>th</sup> 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.	Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	Met

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation 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

SA Harlem 1 met this goal. Despite the cancellation of Regents exams in 2019-20 and 2020-21, 100% of the Fourth Year Accountability Cohort scored at least a level 3 on a Regents Mathematics Common Core Exam.

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

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)
2017	2020-21	131	0	131	100%

#### ADDITIONAL EVIDENCE

None.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017					131	100%

#### 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.

The calculation of this measure is not required for 2020-21.

#### 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.

The calculation of this measure is not required for 2020-21.

#### 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.

The calculation of this measure is not required for 2020-21.

#### 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.

The calculation of this measure is not required for 2020-21.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

100% of the Accountability Cohort scored a 3 or higher on a Regents Mathematics exam.

Type	Measure	Outcome
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

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.	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 <sup>th</sup> 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.	Met

## GOAL 5: SCIENCE

### 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 administered the Living Environment Regents exams to the 2017 Accountability Cohort prior to the COVID pandemic. 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.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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 AND EVALUATION

SA Harlem 1 met this goal. See below.

Science 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)
2016	2019-20	123			97%
2017	2020-21	131		131	100%

**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.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

None.

GOAL 6: SOCIAL STUDIES

**Goal 6: Social Studies**

Students will show proficiency in U.S. and world history.

**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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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**

As a result of COVID related cancellations, all students were exempted from the US History Regents.

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)
2016	2019-20	123			80%
2017	2020-21	131	131		n/a

**EVALUATION**

As a result of COVID related cancellations, all students were exempted from the US History Regents.

**ADDITIONAL EVIDENCE**

None.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year		
Cohort Designation	2020-21	
	Number in Cohort	Percent Passing
2020	131	N/A

**Goal 6: Comparative Measure**  
 Each year, the percentage of 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.

The calculation of this measure is not required for 2020-21.

**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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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**

96.95% of the Fourth Year Accountability Cohort received a score of 65 or higher on the Global History Regents exam. Those students who did not achieve this score were unable to retake the exam as a result of COVID-related cancellations.

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)
2017	2020-21	131		127	96.95%

**EVALUATION**

SA Harlem 1 met this goal.

**ADDITIONAL EVIDENCE**

None

Global History Regents Passing Rate with a score of 65 by Cohort and Year		
Cohort Designation	2020-21	
	Number in Cohort	Percent Passing
2017	131	96.95%

**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.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

SA Harlem 1 has consistently met or exceeded Social Studies standards.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### 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

SA Harlem 1 was in “Good Standing” under ESSA for the 2020-21 school year.

### ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing

# Success Academy Charter Schools - NYC\*

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 15, 2021

By Michael Pantano



Success Academy Charter Schools - NYC is comprised of the following charters:

- Success Academy Charter School --- Harlem 1
- Success Academy Charter School --- Harlem 2
- Success Academy Charter School --- Harlem 3
- Success Academy Charter School --- Harlem 4
- Success Academy Charter School --- Harlem 5
- Success Academy Charter School --- Bronx 1
- Success Academy Charter School --- Bronx 2
- Success Academy Charter School --- Bed Stuy 1
- Success Academy Charter School --- Upper West
- Success Academy Charter School --- Bed Stuy 2
- Success Academy Charter School --- Cobble Hill
- Success Academy Charter School --- Williamsburg
- Success Academy Charter School --- Fort Greene
- Success Academy Charter School --- Prospect Heights
- Success Academy Charter School --- Crown Heights
- Success Academy Charter School --- Union Square
- Success Academy Charter School --- Hell's Kitchen
- Success Academy Charter School --- Bronx 3
- Success Academy Charter School --- Washington Heights
- Success Academy Charter School --- Bronx 4
- Success Academy Charter School --- Bensonhurst
- Success Academy Charter School --- Bergen Beach
- Success Academy Charter School --- Rosedale
- Success Academy Charter School --- Springfield Gardens
- Success Academy Charter School -- Far Rockaway
- Success Academy Charter School --- Flatbush
- Success Academy Charter School -- Bed Stuy 3
- Success Academy Charter School --- Bushwick
- Success Academy Charter School -- South Jamaica
- Success Academy Charter School -- Hudson Yards
- Success Academy Charter School -- Harlem 6

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Michael Pantano, Legal Counsel, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Lorenzo Smith III	Chair (Executive)	Executive, Finance
Darrell Bradford		
Edwin Cespedes		
Sam Cole		Executive, Finance
Scott Freidman	Chair (Finance); Treasurer (Executive)	Executive, Finance
Aaron Kinnari		
Kamilah Mitchell-Thomas		
Suleman Lunat	Secretary (Executive)	Executive, Finance
Robin Pzena		
Cate Shinker (non-voting Emitrus)		
Lizette St Hilaire		

See Appendix A, Tab 1 for a list of School Principals in the 2020-21 school year.

## SCHOOL OVERVIEW

The mission of Success Academy Charter Schools – NYC (“SA”) is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

All SA schools were fully remote during the 2020-21 school year in response to the COVID-19 pandemic.

In response to the tremendous challenges posed by the COVID-19 pandemic, SA put in place the social, mental, and emotional health supports as part of SA’s Remote 2.0 plan.

SA invested in ensuring all scholars achieved academic mastery, and regularly assessed scholar learning to identify and support any scholars who were struggling. Zoom’s small break-out groups allowed teachers to utilize small-group learning in guided reading lessons and to provide additional support for scholars who needed it.

SA employed a school psychologist and/or social emotional learning specialist to partner with school leadership in supporting our scholars at all schools. Further, SA utilized key supports such as counseling, morning meetings and advisory blocks, and virtual community circles. Our scholars’ social emotional wellbeing remained a priority.

## ENROLLMENT SUMMARY

See Appendix A, Tab 2 for each school’s 2020-21 BEDS Day enrollment.

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

Students will demonstrate proficiency in reading, writing, and comprehending the English language.

#### BACKGROUND

Believing that all students can succeed, SA goes above and beyond Common Core standards. SA uses THINK Literacy, a comprehensive balanced literacy program, in all grades. THINK Literacy was developed in-house by the Instructional Management team at Success Academy Charter Schools, the charter management organization. There are many components of THINK, including Shared Text, Guided Reading, Read Aloud with Discussion, Reading Workshop, and Writing Workshop. During Shared Text, the teacher displays a text and the whole class reads and analyzes it together, giving students practice interpreting brief, engaging texts. During Guided Reading, the teacher works with a small group of students to read and comprehend a book that is one level above what they can read and understand independently. During Read Aloud with Discussion, the teacher

models the internal thinking that excellent readers exhibit, and students discuss their ideas about the book with their classmates. During Reading Workshop and Writing Workshop, students internalize key aspects of great reading and writing, through direct instruction, independent work, and partner work. All THINK components press students to read, write, think, and speak with clarity and precision.

In kindergarten and first grade, students also receive extensive phonics instruction. This early literacy curriculum is modeled on an enhanced version of Success For All (SFA), which has a proven track record in urban schools and has been implemented in 1,300 schools around the United States.

Students are assessed in reading regularly. They progress to the next instructional reading level when ready. Thus, children are assigned to appropriate reading levels based on reading performance, not age or grade.

SA enforces specific protocols for how it collects, distributes, and analyzes data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having ready access to academic data empowers the staff to better decide how to expend time and resources so as to maximize student achievement.

SA views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to “win the race” that is educating children. Further information is available in the school’s charter.

Particularly during the pandemic, SA invested in ensuring all scholars achieved academic mastery, and regularly assessed scholar learning to identify and support any scholars who were struggling.

**METHOD**

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: The Fountas & Pinnell Benchmark Assessment Systems, 3rd Edition (the “F&P”) administered to students regularly throughout the year.

See Appendix A, Tab 3 for a summary of SA students’ performance on the F&P in December 2020 and again in May 2021. Students were deemed to have met or exceeded expectations if they achieved the reading levels below, adapted from the New York State Education Department’s self-assessment template:

<b>Grade</b>	<b>Minimum F&amp;P Reading Level to Meet or Exceed Expectations</b>
K	C

1	I
2	M
3	P
4	S
5	V
6	Y
7	Z
8	Z

### RESULTS AND EVALUATION

See Appendix A, Tab 3. SA students overwhelmingly demonstrated a strong mastery of ELA in their respective grades, all grade levels exceeding or meeting prescribed benchmarks.

In a year upended by Covid-19, SA students still made significant progress. As shown in Tab 3, nearly 70% of students met the F&P benchmark in December 2020. Moreover, the vast majority of SA students, approximately 91% of scholars, were able to meet that benchmark by May 2021. In addition, most students demonstrated significant growth in grade levels between the months of December 2020 and May 2021, on average increasing about two levels from December 2020 to May 2021. In assessing the percentage of students meeting the benchmarks in December 2020 and May 2021 as well as the average number of levels grown from December 2020 to May 2021, SA students are showing significant academic growth.

In addition to the strong network-wide results of all students, English language learners also showed significant progress of approximately 1.75 levels on average from December 2020 to May 2021. Over 85% of SA’s English language learners met the December benchmark in May of 2021, which evidences significant growth, as 51.2% of SA’s English language learner scholars met that same benchmark in December of 2020.

#### Additional Evidence

SA has consistently exceeded its Accountability Plan goals in this area in years past.

### ELA Goal: Additional Measure

**METHOD:** SA administered an internal examination based on the United States History and Government Regents Examination in June 2021. This examination was designed to replicate the Regents examination that would have taken place in June 2021 absent the Covid-19 pandemic. Student scores on this internally administered Regents exam were comparable to scores from recent years.

While this examination does not explicitly test ELA mastery, ELA mastery is key to passing rigorous social studies examinations.

See Appendix A, Tab 4 for a summary of SA students' performance on this examination.

**RESULTS AND EVALUATION:** See Appendix A, Tab 4. 92.6% of SA 8th graders surpassed expectations by passing a high school level examination.

**ADDITIONAL EVIDENCE:** SA has consistently met its Accountability Plan goals in this area in years past.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

SA consistently meets its Accountability Plan goals in this area year after year. This year, we have highlighted the examinations above to help demonstrate that SA continues to meet its academic goals.

### ACTION PLAN

In order to continue improving in English language arts, SA will make the following improvements to its literacy program:

- More effectively use shared text to enhance student discussions around literature that are truly student-driven and less directed by the teacher.
- Provide students with more opportunities to respond to literature in writing.
- Promote genre variety in the classroom by giving students short excerpts of non-fiction, realistic fiction, folktales, interviews, plays, pamphlets, advertisements, etc.
- Help students identify the main idea of what they read in order to better understand an author's purpose and connect details to a cohesive narrative.
- Deepen class discussions around literature to transcend the literal and have students infer character traits, feelings and other aspects of literature not explicitly written.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS

Goal 2: Mathematics- Students will show competency in their understanding and application of mathematical computation and problem solving.

#### BACKGROUND

SA uses Cognitively Guided Instruction (CGI) and the Investigations math program. Some of its key elements are described below:

- Problem Solving – CGI offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding. Students learn the basics of problem solving strategies by solving daily word problems that require critical thinking and both written and verbal expression of mathematical reasoning. Students work individually to solve a problem and then share their strategies with their peers. The teacher leads a discussion based on student strategies that leads to understanding of mathematical properties.
- Assessment – SA administers Math Interim Assessments and weekly quizzes to determine the progress of students with respect to the Common Core standards. Teachers use the data to inform future instruction.
- Common Core State Standard Alignment – SA has mapped the scope and sequence of CGI and the Investigations math program to closely align with the Common Core. This scope and sequence closely follows the state and national requirements of what students should know and be able to do at each administration of the state math assessments. By aligning closely with the Common Core and assessments, teachers will have a much better sense of where their students stand in SA's goal of preparing all students for college-track level mathematics in middle and high school.
- Conceptual Understanding – Investigations math places an emphasis on open-ended exploration and interactive learning components to each lesson to let students make sense of mathematics by building on ideas and observations from previous experiences. By learning mathematical ideas and procedures that are grounded in meaning, students are able to apply their thinking to new situations and unfamiliar problems. CGI uses daily world problems to give students meaning, understanding, and application to the math they learn.
- Computational Fluency – SA also provides students with regular math facts practice because it recognizes the importance of computational fluency. Math facts quizzes emphasize both accuracy and speed.

### METHOD

SA administered an internal examination based on the Algebra I Regents Examination in June 2021. This examination was designed to replicate the Regents examination that would have taken place in June 2021 absent the Covid-19 pandemic. Student scores on this internally administered Regents exam were comparable to scores from recent years.

See Appendix A, Tab 5 for a summary of SA students' performance on this examination.

### RESULTS AND EVALUATION

See Appendix A, Tab 5. 81.4% of SA 8th graders surpassed expectations by passing a high school level examination.

### ADDITIONAL EVIDENCE

SA has consistently met its Accountability Plan goals in this area in years past.

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS GOAL

SA consistently meets its Accountability Plan goals in this area year after year. This year, the Covid-19 pandemic caused state examinations to be cancelled and thus SA was unable to register its usual high achievements in math (99% of SA students taking the state math exam passed it in 2019 and 98% of SA students taking the state math exam passed it in 2018). SA also did not administer external, normed, math exams to its Kindergarten through 7th grade students in 2020-21. However, SA's 8th graders took the more rigorous, high school level Regents-based Algebra I exam in June 2021 and 81.4% passed. SA undeniably continues to educate its students in math at the highest level.

### ACTION PLAN

Despite impressive state math test results, SA is looking to make the following improvements to the math program:

- More effectively guide students to move away from invented strategies for solving problems, which can sometimes be laborious, towards more efficient strategies that improve accuracy;
- Improve the pacing calendar for math instruction so that teachers have time to teach oft-overlooked skills like fractions.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCHOOL SCIENCE

#### Goal 3: Science

Students will understand and apply scientific principles at a proficient level.

### BACKGROUND

The school's curriculum is unique in its attention to science, including unprecedented daily instruction. The school uses a discovery-based, experiential approach to science, guided by the most influential authorities on elementary science education today, the American Association for the Advancement of Science Benchmarks and the National Resource Council National Science Education Standards. Taught by specialized science teachers, students have hands-on experience with objects, materials, and organisms to understand the natural world. The curriculum provides students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes.

### METHOD

SA administered the Living Environment Regents Examination to its 8th grade students in January 2021.

See Appendix A, Tab 6 for a summary of SA students' performance on this examination.

### RESULTS AND EVALUATION

See Appendix A, Tab 6. 96.4% of SA 8th graders surpassed expectations by passing a high school level examination.

### ADDITIONAL CONTEXT AND EVIDENCE

SA has consistently met its Accountability Plan goals in this area in years past.

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL SCIENCE GOAL

SA consistently meets its Accountability Plan goals in this area year after year. This year, the Covid-19 pandemic caused state examinations to be cancelled and thus SA was unable to register its usual 4th grade and 8th grade high scores in science (with pass rates at or near 100%). However, SA's 8th graders took the more rigorous, high school level Living Environment Regents examination in January 2021 and 96.4% passed. SA undeniably continues to educate its students in science at the highest level.

### ACTION PLAN

SA will continue offering discovery-based science to all students five days a week. Results from state science tests show that SA's focus on science is paying considerable dividends.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

**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

Each SA charter was in “Good Standing” under ESSA for 2020-21.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

## SA 2020-21 Principals

<b>School</b>	<b>2020-21 Principal</b>
Bed-Stuy 1	Ariana Vlachos
Bed-Stuy 2	Alisha Neptune
Bensonhurst	Kerri Lynch
Bergen Beach	Kathryn Fabian
Bronx 1	Jacqueline DiBenedetto
Bronx 2	Angela Inslee
Bronx 3	Kimberley Schacht
Bronx 4	Samantha Cheslow
Bushwick	Kelly Grimes
Cobble Hill	Alicia Bishop
Crown Heights	Hannah Chapman
Far Rockaway	Jose Rosario
Flatbush	Wintanna Abai
Fort Greene	Victoria Brienza
Harlem 1	Sheila Palmer
Harlem 2	Katie Huntington
Harlem 3	Tara Stant
Harlem 4	Francesca Vanin
Harlem 5	Molly Cohen
Harlem 6	Emily Reilly
Hell's Kitchen	William Abbott
Hudson Yards	Will Loskoch
Prospect Heights	Darielle Petrucci
Rosedale	Elizabeth Miller
South Jamaica	Victoria Brienza
Springfield Gardens	Ashley Kubly
Union Square	Annie Suliga
Upper West	Jen Haynes
Washington Heights	Kelsey DePalo
Williamsburg	Alison Levy

**SA School Enrollment, 2020-21 - BEDS 2020**

<b>School</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>	<b>Grand Total</b>
Bed-Stuy 1	73	67	80	78	72	132	97	80	73					752
Bed-Stuy 2	54	58	50	64	62									288
Bed Stuy 3						79	42	37						158
Bensonhurst	104	142	139	126	132									643
Bergen Beach	122	135	135	114	111	196	85	56						954
Bronx 1	125	119	133	128	130									635
Bronx 2	139	103	130	129	126	163	104	83	49					1,026
Bronx 3	102	136	139	119	136	166	128	165	96					1,187
Bronx 4	132	139	133	105	99									608
Bushwick	104	134	118	86	82									524
Cobble Hill	104	88	85	79	86									442
Crown Heights	96	95	81	96	90	144	80	97	72					851
Far Rockaway	112	123	131	79	93	65								603
Flatbush	137	118	131	109	100									595
Fort Greene	38	35	52	48	54									227
Harlem 1	107	98	102	126	110	127	99	66	66	270	234	223	149	1,777
Harlem 2	109	79	100	101	129	38	66	45	26					693
Harlem 3	59	66	82	78	94	141	104	108	90					822
Harlem 4	57	71	85	90	93									396
Harlem 5	65	91	98	98	93	130	105	84	76					840
Harlem 6	67	88	83	85	53									376
Hell's Kitchen	94	82	81	88	92									437
Hudson Yards	67	87	93	93	78									418
Prospect Heights	94	74	67	70	84	78	41	60	52					620
Rosedale	137	145	137	115	130	100								764
South Jamaica	105	73	66	103	99									446
Springfield Gardens	111	110	110	137	102	110	159	93						932
Union Square	125	106	91	119	117	134	115	93	78					978
Upper West	95	87	91	85	99	138	115	117	79					906
Washington Heights	120	121	134	134	125									634
Williamsburg	89	75	86	78	85									413
<b>Total</b>	<b>2,943</b>	<b>2,945</b>	<b>3,043</b>	<b>2,960</b>	<b>2,956</b>	<b>1,941</b>	<b>1,340</b>	<b>1,184</b>	<b>757</b>	<b>270</b>	<b>234</b>	<b>223</b>	<b>149</b>	<b>20,945</b>

2020-21 Fountas & Pinnell  
Benchmark Assessment Systems, 3rd Edition

Network-Wide Results (All Students)										
SA Charter	Grade	Met Benchmark Expectations in December 2020	Did Not Meet Benchmark Expectations in December 2020	Total Number of Scholars Tested in December 2020	Percentage of Scholars Who Met Benchmark Expectations in December 2020	Met Benchmark Expectations in May 2021	Total Number of Scholars Enrolled in May 2021	Percentage of Scholars Who Met Benchmark Expectations in May 2021	Average Number of Levels Grown from December 2020 to May 2021	
Bed-Stuy 1	1	40	27	67	59.7%	62	69	89.9%	2.42	#NAME?
	2	41	37	78	52.6%	71	76	92.1%	2.00	#NAME?
	3	34	43	77	44.2%	62	75	82.7%	2.08	#NAME?
	4	40	33	73	54.8%	68	72	94.4%	2.21	#NAME?
	5	113	17	130	86.9%	111	125	88.8%	1.17	#NAME?
	6	58	38	96	60.4%	85	94	90.4%	0.64	#NAME?
	7	80	0	80	100.0%	79	79	100.0%	0.00	#NAME?
	8	73	0	73	100.0%	73	73	100.0%	0.00	#NAME?
<b>Bed-Stuy 1 Total</b>		<b>504</b>	<b>239</b>	<b>743</b>	<b>67.8%</b>	<b>673</b>	<b>728</b>	<b>92.3%</b>	<b>2.8</b>	#NAME?
Bed-Stuy 2	1	29	26	55	52.7%	47	55	85.5%	2.55	#NAME?
	2	30	18	48	62.5%	44	47	93.6%	1.83	#NAME?
	3	39	26	65	60.0%	51	63	81.0%	1.35	#NAME?
	4	44	17	61	72.1%	57	61	93.4%	2.05	#NAME?
	K	48	8	56	85.7%	55	56	98.2%	2.36	#NAME?
<b>Bed-Stuy 2 Total</b>		<b>190</b>	<b>95</b>	<b>285</b>	<b>66.7%</b>	<b>254</b>	<b>282</b>	<b>90.1%</b>	<b>2.82</b>	#NAME?
Bed-Stuy 3	5	69	11	80	86.3%	69	78	88.5%	1.26	#NAME?
	6	20	21	41	48.8%	38	40	95.0%	0.83	#NAME?
	7	31	6	37	83.8%	37	37	100.0%	0.22	#NAME?
	K	120	38	158	75.3%	144	155	92.9%	0.83	#NAME?
<b>Bed-Stuy 3 Total</b>		<b>220</b>	<b>56</b>	<b>276</b>	<b>79.7%</b>	<b>268</b>	<b>290</b>	<b>92.4%</b>	<b>1.15</b>	#NAME?
Bensonhurst	1	116	25	141	82.3%	139	141	98.6%	2.39	#NAME?
	2	87	49	136	64.0%	125	134	93.3%	1.99	#NAME?
	3	83	41	124	66.9%	112	122	91.8%	1.98	#NAME?
	4	132	15	147	90.5%	115	132	87.1%	1.59	#NAME?
<b>Bensonhurst Total</b>		<b>468</b>	<b>168</b>	<b>636</b>	<b>73.6%</b>	<b>587</b>	<b>623</b>	<b>93.6%</b>	<b>2.19</b>	#NAME?
Bergen Beach	1	64	68	132	48.5%	117	127	92.1%	3.13	#NAME?
	2	80	50	130	61.5%	121	129	93.8%	2.08	#NAME?
	3	58	46	104	55.8%	97	111	87.4%	2.2	#NAME?
	4	76	26	102	74.5%	97	99	97.9%	2.42	#NAME?
	5	147	49	196	75.0%	160	193	83.0%	1.25	#NAME?
	6	45	40	85	52.9%	68	84	81.0%	0.65	#NAME?
	K	56	8	64	87.5%	56	56	100.0%	0.00	#NAME?
<b>Bergen Beach Total</b>		<b>607</b>	<b>326</b>	<b>933</b>	<b>65.1%</b>	<b>825</b>	<b>913</b>	<b>91.5%</b>	<b>2.69</b>	#NAME?
Bronx 1	1	74	46	120	61.7%	107	117	91.4%	2.73	#NAME?
	2	53	64	117	45.3%	75	112	66.9%	1.32	#NAME?
	3	39	39	78	50.0%	124	129	96.1%	2.2	#NAME?
	4	38	7	45	84.4%	42	42	100.0%	1.71	#NAME?
<b>Bronx 1 Total</b>		<b>307</b>	<b>219</b>	<b>526</b>	<b>58.4%</b>	<b>451</b>	<b>509</b>	<b>88.6%</b>	<b>2.77</b>	#NAME?
Bronx 2	1	98	42	140	70.0%	131	144	91.0%	2.95	#NAME?
	2	58	68	126	46.0%	111	119	93.3%	2.52	#NAME?
	3	99	26	125	79.2%	124	124	100.0%	2.2	#NAME?
	4	102	23	125	81.6%	121	121	100.0%	2.16	#NAME?
	5	113	45	158	71.5%	122	153	80.0%	1.44	#NAME?
	6	103	73	176	58.5%	103	162	63.6%	1.35	#NAME?
	7	75	7	82	91.5%	82	82	100.0%	0.1	#NAME?
	K	102	31	133	76.7%	127	130	97.7%	2.56	#NAME?
<b>Bronx 2 Total</b>		<b>704</b>	<b>295</b>	<b>999</b>	<b>70.5%</b>	<b>896</b>	<b>994</b>	<b>93.1%</b>	<b>2.13</b>	#NAME?
Bronx 3	1	81	53	134	60.4%	108	131	82.4%	2.13	#NAME?
	2	58	80	138	42.0%	98	133	73.7%	1.49	#NAME?
	3	54	62	116	46.6%	79	113	69.9%	1.54	#NAME?
	4	68	59	127	53.5%	99	121	81.8%	1.92	#NAME?
	5	132	25	157	84.1%	119	157	75.8%	1.05	#NAME?
	6	69	57	126	54.8%	107	124	86.3%	0.78	#NAME?
	7	155	9	164	94.5%	162	162	100.0%	0.07	#NAME?
	K	94	0	94	100.0%	94	94	100.0%	0.00	#NAME?
<b>Bronx 3 Total</b>		<b>766</b>	<b>389</b>	<b>1155</b>	<b>66.3%</b>	<b>952</b>	<b>1,120</b>	<b>84.1%</b>	<b>2.51</b>	#NAME?
Bronx 4	1	93	42	135	68.9%	128	134	95.5%	2.51	#NAME?
	2	91	40	131	69.5%	120	129	93.0%	1.38	#NAME?
	3	74	30	104	71.2%	93	101	92.1%	1.25	#NAME?
	4	97	36	133	72.9%	94	94	100.0%	0.97	#NAME?
<b>Bronx 4 Total</b>		<b>399</b>	<b>188</b>	<b>587</b>	<b>68.0%</b>	<b>536</b>	<b>574</b>	<b>91.5%</b>	<b>2.81</b>	#NAME?
Bushwick	1	74	54	128	57.8%	118	129	91.5%	3.24	#NAME?
	2	85	30	115	73.9%	107	113	94.7%	1.92	#NAME?
	3	73	84	157	46.5%	81	113	71.7%	2.21	#NAME?
	4	67	13	80	83.8%	78	79	97.5%	2.23	#NAME?
	5	80	24	104	76.9%	98	100	98.0%	2.74	#NAME?
	K	379	132	511	74.2%	484	505	95.8%	2.65	#NAME?
	2	55	39	94	58.5%	82	83	97.7%	2.25	#NAME?
	3	14	51	65	21.5%	78	79	97.5%	1.57	#NAME?
<b>Bushwick Total</b>		<b>379</b>	<b>132</b>	<b>511</b>	<b>74.2%</b>	<b>484</b>	<b>505</b>	<b>95.8%</b>	<b>3.42</b>	#NAME?
Cobble Hill	1	67	24	91	73.6%	86	89	96.6%	2.54	#NAME?
	2	44	36	80	55.0%	70	80	87.5%	1.79	#NAME?
	3	66	30	96	68.8%	88	94	93.7%	1.45	#NAME?
	4	77	12	89	86.5%	85	86	98.9%	1.7	#NAME?
<b>Cobble Hill Total</b>		<b>328</b>	<b>107</b>	<b>435</b>	<b>75.4%</b>	<b>415</b>	<b>424</b>	<b>97.9%</b>	<b>2.31</b>	#NAME?
Crown Heights	1	67	24	91	73.6%	86	89	96.6%	2.54	#NAME?
	2	44	36	80	55.0%	70	80	87.5%	1.79	#NAME?
	3	66	30	96	68.8%	88	94	93.7%	1.45	#NAME?
	4	77	12	89	86.5%	85	86	98.9%	1.7	#NAME?
	5	121	23	144	84.0%	104	140	74.3%	1.06	#NAME?
	6	40	38	78	51.3%	67	78	85.9%	0.81	#NAME?
	7	78	18	96	81.3%	95	96	98.9%	0.21	#NAME?
	K	71	0	71	100.0%	71	71	100.0%	0.00	#NAME?
<b>Crown Heights Total</b>		<b>649</b>	<b>191</b>	<b>840</b>	<b>77.3%</b>	<b>760</b>	<b>824</b>	<b>92.7%</b>	<b>2.33</b>	#NAME?
Far Rockaway	1	36	77	113	31.9%	95	111	85.6%	3.55	#NAME?
	2	15	109	124	12.1%	87	121	71.9%	2.73	#NAME?
	3	21	52	73	28.8%	50	66	75.8%	2.18	#NAME?
	4	32	84	116	27.6%	68	114	59.7%	1.72	#NAME?
	K	68	42	110	61.8%	100	102	98.0%	2.73	#NAME?
<b>Far Rockaway Total</b>		<b>218</b>	<b>348</b>	<b>566</b>	<b>38.5%</b>	<b>449</b>	<b>540</b>	<b>81.3%</b>	<b>2.56</b>	#NAME?
Flatbush	1	118	66	184	64.3%	110	118	93.2%	2.56	#NAME?
	2	62	66	128	48.4%	105	128	82.0%	1.9	#NAME?
	3	63	44	107	58.9%	93	102	91.2%	2.62	#NAME?
	4	60	36	96	62.5%	87	96	90.6%	2.51	#NAME?
<b>Flatbush Total</b>		<b>323</b>	<b>212</b>	<b>535</b>	<b>60.2%</b>	<b>510</b>	<b>542</b>	<b>94.1%</b>	<b>2.12</b>	#NAME?
Fort Greene	1	24	11	35	68.6%	30	35	85.7%	2.63	#NAME?
	2	42	9	51	82.4%	44	50	88.0%	1.74	#NAME?
	3	39	9	48	81.3%	45	46	97.8%	1.24	#NAME?
	4	44	9	53	83.0%	44	52	84.6%	2.19	#NAME?
	5	28	37	65	43.1%	75	77	97.4%	1.69	#NAME?
	K	177	47	224	79.0%	195	219	89.0%	2.63	#NAME?
	1	46	52	98	46.9%	93	96	96.9%	3.29	#NAME?
	2	59	42	101	58.4%	86	101	85.1%	1.91	#NAME?
<b>Fort Greene Total</b>		<b>375</b>	<b>306</b>	<b>681</b>	<b>55.1%</b>	<b>518</b>	<b>662</b>	<b>77.6%</b>	<b>2.14</b>	#NAME?
Harlem 1	1	43	19	62	69.4%	59	63	93.7%	2.05	#NAME?
	2	41	39	80	51.3%	59	74	79.0%	1.91	#NAME?
	3	43	31	74	58.1%	67	74	90.7%	1.97	#NAME?
	4	69	22	91	75.8%	91	91	100.0%	2.06	#NAME?
	5	102	37	139	73.4%	115	138	83.3%	1.33	#NAME?
	6	63	104	167	37.7%	63	104	60.6%	1.15	#NAME?
	7	104	2	106	98.1%	105	106	99.1%	0.02	#NAME?
	K	83	0	83	100.0%	83	83	100.0%	0.00	#NAME?
<b>Harlem 1 Total</b>		<b>544</b>	<b>341</b>	<b>885</b>	<b>61.5%</b>	<b>744</b>	<b>862</b>	<b>87.5%</b>	<b>3.05</b>	#NAME?
Harlem 2	1	69	26	95	72.6%	64	69	92.9%	2.72	#NAME?
	2	37	44	81	45.7%	71	80	88.8%	2.4	#NAME?
	3	54	32	86	62.8%	80	84	95.2%	2.51	#NAME?
	4	66	26	92	71.7%	83	82	97.6%	1.96	#NAME?
	K	27	59	86	31.4%	53	56	94.6%	2.6	#NAME?
	1	65	22	87	74.7%	84	85	97.8%	2.9	#NAME?
	2	52	42	94	55.3%	87	93	91.4%	2.56	#NAME?
	3									

	2	87	47	134	64.9%	122	131	#NAME?	1.81
	3	75	34	109	68.8%	100	108	#NAME?	2.29
	4	101	28	129	78.3%	120	125	#NAME?	1.54
	5	75	24	99	75.8%	85	94	#NAME?	
	K	106	32	138	76.8%	128	131	#NAME?	2.88
<b>Rosedale Total</b>		<b>555</b>	<b>190</b>	<b>745</b>	<b>74.5%</b>	<b>687</b>	<b>721</b>	#NAME?	
South Jamaica	1	49	22	71	69.0%	63	69	#NAME?	2.39
	2	36	26	62	58.1%	55	60	#NAME?	1.95
	3	69	36	105	65.7%	96	104	#NAME?	1.71
	4	68	23	91	74.7%	82	91	#NAME?	1.76
	K	67	35	102	65.7%	92	96	#NAME?	3.28
<b>South Jamaica Total</b>		<b>289</b>	<b>142</b>	<b>431</b>	<b>67.1%</b>	<b>388</b>	<b>420</b>	#NAME?	
Springfield Gardens	1	83	25	109	76.1%	101	105	#NAME?	2.39
	2	59	51	110	53.6%	93	107	#NAME?	1.82
	3	89	45	134	66.4%	125	132	#NAME?	2.29
	4	71	31	102	69.6%	96	101	#NAME?	2.51
	5	92	17	109	84.4%	97	109	#NAME?	1.21
	6	57	103	160	35.6%	111	159	#NAME?	0.74
	7	93	0	93	100.0%	93	93	#NAME?	
	K	98	7	105	93.3%	104	104	#NAME?	2.41
<b>Springfield Gardens Total</b>		<b>642</b>	<b>280</b>	<b>922</b>	<b>69.6%</b>	<b>820</b>	<b>910</b>	#NAME?	
Union Square	1	93	12	105	88.6%	100	103	#NAME?	2.38
	2	53	37	90	58.9%	81	86	#NAME?	1.89
	3	80	38	118	67.8%	103	113	#NAME?	1.97
	4	81	32	113	71.7%	102	111	#NAME?	1.97
	5	117	17	134	87.3%	120	132	#NAME?	1.14
	6	42	71	113	37.2%	97	110	#NAME?	1.17
	7	87	4	91	95.6%	89	90	#NAME?	0.08
	8	77	0	77	100.0%	76	76	#NAME?	
	K	80	37	117	68.4%	111	111	#NAME?	3.53
<b>Union Square Total</b>		<b>710</b>	<b>248</b>	<b>958</b>	<b>74.1%</b>	<b>899</b>	<b>982</b>	#NAME?	
Upper West	1	54	29	83	65.1%	74	80	#NAME?	2.72
	2	50	38	88	56.8%	73	81	#NAME?	2.05
	3	54	31	85	63.5%	80	83	#NAME?	2.12
	4	76	22	98	77.6%	93	94	#NAME?	2.04
	5	116	21	137	84.7%	102	134	#NAME?	1.2
	6	40	74	114	35.1%	82	113	#NAME?	1.02
	7	90	25	115	78.3%	110	115	#NAME?	0.36
	8	76	2	78	97.4%	78	78	#NAME?	0.04
	K	54	27	81	70.3%	54	56	#NAME?	2.7
<b>Upper West Total</b>		<b>620</b>	<b>269</b>	<b>889</b>	<b>69.7%</b>	<b>776</b>	<b>864</b>	#NAME?	
Washington Heights	1	47	73	120	39.2%	97	117	#NAME?	2.47
	2	93	42	135	68.9%	115	133	#NAME?	1.56
	3	93	39	132	70.5%	103	129	#NAME?	1.12
	4	92	29	121	76.0%	102	120	#NAME?	1.36
	K	89	26	115	77.4%	111	112	#NAME?	3.1
<b>Washington Heights Total</b>		<b>414</b>	<b>209</b>	<b>623</b>	<b>66.5%</b>	<b>528</b>	<b>611</b>	#NAME?	
Williamsburg	1	61	13	74	82.4%	66	72	#NAME?	1.83
	2	49	36	85	57.6%	76	85	#NAME?	2
	3	59	19	78	75.0%	76	76	#NAME?	1.57
	4	67	17	84	79.8%	78	83	#NAME?	1.6
	K	58	30	88	65.9%	84	85	#NAME?	2.49
<b>Williamsburg Total</b>		<b>294</b>	<b>115</b>	<b>409</b>	<b>71.9%</b>	<b>380</b>	<b>401</b>	#NAME?	
<b>Network Total</b>		<b>1344</b>	<b>6284</b>	<b>19528</b>	<b>67.80%</b>	<b>17371</b>	<b>19097</b>	#NAME?	

	2	0	1	1	0.0%			#NAME?	N/A
	3	0	0	0				#NAME?	N/A
	4	0	0	0				#NAME?	N/A
	K	0	0	0				#NAME?	N/A
<b>Rosedale Total</b>		<b>0</b>	<b>2</b>	<b>2</b>	<b>0.0%</b>	<b>1</b>	<b>2</b>	#NAME?	
South Jamaica	1	4	3	7	57.1%	6	7	#NAME?	0.00
	2	1	2	3	33.3%	3	3	#NAME?	2.00
	3	5	3	8	62.5%	7	8	#NAME?	0.00
	4	2	1	3	66.7%	2	3	#NAME?	0.00
	K	4	3	7	57.1%	6	6	#NAME?	3.33
<b>South Jamaica Total</b>		<b>16</b>	<b>12</b>	<b>28</b>	<b>57.1%</b>	<b>24</b>	<b>27</b>	#NAME?	
Springfield Gardens	1	2	2	4	50.0%	4	4	#NAME?	4.00
	2	1	1	2	50.0%	2	2	#NAME?	4.00
	3	1	1	2	50.0%	1	2	#NAME?	2.00
	4	0	0	0				#NAME?	N/A
	5	0	0	0				#NAME?	N/A
	6	0	0	0				#NAME?	N/A
	7	0	0	0				#NAME?	N/A
	K	3	0	3	100.0%	3	3	#NAME?	0.00
<b>Springfield Gardens Total</b>		<b>7</b>	<b>4</b>	<b>11</b>	<b>63.6%</b>	<b>10</b>	<b>11</b>	#NAME?	
Union Square	1	6	1	7	85.7%	5	6	#NAME?	3.25
	2	1	4	5	20.0%	4	4	#NAME?	2.00
	3	5	4	9	55.6%	7	8	#NAME?	3.00
	4	3	2	5	60.0%	4	5	#NAME?	0.00
	5	0	0	0				#NAME?	N/A
	6	0	0	0				#NAME?	N/A
	7	0	0	0				#NAME?	N/A
	8	0	0	0				#NAME?	N/A
	K	5	6	11	45.5%	10	10	#NAME?	3
<b>Union Square Total</b>		<b>20</b>	<b>17</b>	<b>37</b>	<b>54.1%</b>	<b>30</b>	<b>33</b>	#NAME?	
Upper West	1	4	2	6	66.7%	5	5	#NAME?	N/A
	2	2	2	4	50.0%	2	3	#NAME?	N/A
	3	0	6	6	0.0%	4	6	#NAME?	N/A
	4	2	2	4	50.0%	2	3	#NAME?	N/A
	5	0	0	0				#NAME?	N/A
	6	0	0	0				#NAME?	N/A
	7	0	0	0				#NAME?	N/A
	8	0	0	0				#NAME?	N/A
	K	4	2	6	66.7%	4	4	#NAME?	3
<b>Upper West Total</b>		<b>12</b>	<b>14</b>	<b>26</b>	<b>46.2%</b>	<b>17</b>	<b>21</b>	#NAME?	
Washington Heights	1	0	8	8	0.0%	2	7	#NAME?	0.00
	2	14	9	23	60.9%	22	24	#NAME?	2.00
	3	10	9	19	52.6%	13	19	#NAME?	3.50
	4	7	6	13	76.9%	8	12	#NAME?	0.00
	K	7	4	11	63.6%	10	10	#NAME?	2
<b>Washington Heights Total</b>		<b>38</b>	<b>36</b>	<b>74</b>	<b>51.4%</b>	<b>55</b>	<b>72</b>	#NAME?	
Williamsburg	1	3	2	5	60.0%	4	5	#NAME?	0.00
	2	2	6	8	25.0%	6	8	#NAME?	4.00
	3	3	1	4	75.0%	4	4	#NAME?	2.00
	4	1	2	3	33.3%	2	3	#NAME?	0.00
	K	3	2	5	60.0%	4	5	#NAME?	4.00
<b>Williamsburg Total</b>		<b>12</b>	<b>13</b>	<b>25</b>	<b>48.0%</b>	<b>20</b>	<b>25</b>	#NAME?	
<b>Network Total</b>		<b>633</b>	<b>602</b>	<b>1237</b>	<b>51.2%</b>	<b>1,027</b>	<b>1202</b>	#NAME?	

**June 2021 Regents-Based Internal Exam\***  
**United States History and Government**

<b>SA Charter</b>	<b>Grade</b>	<b>Did not pass</b>	<b>Passed</b>	<b>Total</b>	<b>% Passing</b>
Bed-Stuy 1	8	8	65	73	89.0%
Bronx 2	8	4	45	49	91.8%
Bronx 3	8	6	85	91	93.4%
Crown Heights	8	3	68	71	95.8%
Harlem 1	8	13	52	65	80.0%
Harlem 2	8	3	23	26	88.5%
Harlem 3	8		83	83	100.0%
Harlem 5	8	3	67	70	95.7%
Union Square	8	6	70	76	92.1%
Upper West	8	5	73	78	93.6%
Prospect Heights	8	3	49	52	94.2%
<b>Grand Total</b>		<b>54</b>	<b>680</b>	<b>734</b>	<b>92.6%</b>

**June 2021 Regents-Based Internal Exam\***  
**Algebra I**

<b>SA Charter</b>	<b>Grade</b>	<b>Did not pass</b>	<b>Passed</b>	<b>Total</b>	<b>% Passing</b>
Bed-Stuy 1	8	13	60	73	82.2%
Bronx 2	8	6	42	48	87.5%
Bronx 3	8	13	78	91	85.7%
Crown Heights	8	12	59	71	83.1%
Harlem 1	8	28	38	66	57.6%
Harlem 2	8	7	19	26	73.1%
Harlem 3	8	7	74	81	91.4%
Harlem 5	8	15	55	70	78.6%
Union Square	8	10	65	75	86.7%
Upper West	8	14	64	78	82.1%
Prospect Heights	8	11	41	52	78.8%
<b>Grand Total</b>		<b>136</b>	<b>595</b>	<b>731</b>	<b>81.4%</b>

**January 2021 Regents Exam  
Living Environment**

<b>SA Charter</b>	<b>Grade</b>	<b>Did not pass</b>	<b>Passed</b>	<b>Total</b>	<b>% Passing</b>
Bed-Stuy 1	8	3	70	73	95.89%
Bronx 2	8	1	48	49	97.96%
Bronx 3	8	3	90	93	96.77%
Crown Heights	8	0	71	71	100.00%
Harlem 3	8	0	81	81	100.00%
Harlem 5	8	1	70	71	98.59%
Harlem 2	8	1	25	26	96.15%
Harlem 1	8	5	49	54	90.74%
Union Square	8	3	73	76	96.05%
Upper West	8	9	69	78	88.46%
Prospect Heights	8	0	52	52	100.00%
<b>Grand Total</b>		<b>26</b>	<b>698</b>	<b>724</b>	<b>96.4%</b>