



**The Academy Charter School  
Hempstead**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Wayne Haughton, Executive Directory 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)
Robert Stewart	Chair	Executive, Academics, Operations & Technology
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Roderick Roberts	Trustee	Operations & Technology, People & Legal
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Beth McKenzie	Trustee	Executive, People & Legal, Operations & Technology
Carol Beckles	Secretary	Executive, People & Legal
Maria Graham	Trustee	Academic & Finance
Dale James	Treasurer	Executive, Finance
Dorothy Burton	Trustee	Academics
Rodger Ball	Trustee	Academics

**Mr. Haughton has served as the Executive Director since 2012.**

## SCHOOL OVERVIEW

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. Located in Hempstead, NY, a school district with approximately 81% free and reduced-price lunch students, The Academy continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. To further the mission, The Academy expanded to serve 1,719 students in grades K-12 in the 2019-2020 school year.

The Academy improves student academic achievement by focusing on the development of three important areas of children’s growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community. The Academy strives to have its children learn, lead, and serve.

The Academy’s mission is:

To create world class scholars who will learn today, lead tomorrow and serve in the future. Key Design Elements

The nine key design elements educational plan are intent to provide our students across various ability levels to achieve success, understanding their strengths and unique abilities, and develop the self-discipline and confidence required to excel in any environment.

Extended Learning Time – this includes extended school day of eight hours, two hours after school program, and support for students in a three-hour Saturday school program and during the winter/spring/summer breaks. Moreover, select high school students attend a six-week program geared towards preparation for Regents exam.

Teacher Student Ratio/Moderate Class Size – Each Elementary School class has 25 to 27 students two adults in every classroom. This allows for greater focus on student support including small groups and individualized instruction.

Standard Based Curriculum- Core content subjects, New York State Next Generation Learning Standards.

Professional Development – Ongoing support for teachers. This includes a two-week pre-service teacher induction and training. Full time Math and English Language coaches in grades K-8, and content specific departmental chairs in the high school.

Character Development – Students in grades K-8 receive ongoing instruction and participate in discussions related to key core values geared towards character development using selected curriculum.

Data Usage – Ongoing scheduled assessments using a variety of assessment tools in K-12. These include Renaissance STAR Read & Math (K-8), Fountas and Pinnell (K-5), NWEA MAP (High School), Las Link (ESL), and other Interim Assessments aligned to New York State assessments (3-8), and Regents Exams, Practice SAT & ACT. These assessments allow for measuring student progress and inform the instructional program.

Remediation & Enrichment- There is ongoing support for students during the school day and after school. There is also accelerated course work for middle school and high school.

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Service Learning – Students in middle and high school are required to complete service learning and volunteering projects.

Technology -S.T.E.M- Schoolwide use of integrating technology as a learning tool and specific STEM instruction in grades K-12.

### ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

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	107	108	107	108	77	81	80	83	77	117	--	--	--	945
2017-18	100	109	110	104	109	78	82	79	87	117	109	--	--	1084
2018-19	222	107	103	108	108	108	87	82	84	144	104	104	--	1361
2019-20	148	230	118	119	119	121	125	122	114	169	142	95	94	1717
2020-21	152	152	230	125	125	123	122	122	125	108	179	123	92	1782

### 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>)

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.

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### 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 30th
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	94	0	94

### 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	N/A	N/A	N/A
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	94	0	94

### 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	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	95	0	95

## PROMOTION POLICY

Promotion decisions for scholars in grades 9-12 are based on credit accumulation, successful completion of coursework, and passing of Regents exams.

Our promotion in doubt process provides families with formal notifications (promotion in doubt letters) that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This notification will occur at the conclusion of the first semester (mid-year) and will be provided along with the second quarter report cards.

Throughout the course of the school year, several parent-teacher conferences are held in which parents are able to discuss student progress with their child’s teacher. Report cards are also distributed at the conclusion of each academic quarter. Additionally, school counselors monitor the academic progress of the students within their assigned cohorts and meet with both students and parents to discuss the supports necessary to ensure successful completion of the school year.

The school principal, in consultation with counselors, makes promotion decisions for all students in mid-June. Promotion decisions are communicated to scholars and families by the end of the school year. High school scholars who do not meet promotion requirements in June have the right to attend summer school and be promoted in August if promotion standards are met at that time.

The following are the grade-by-grade promotion standards for the Academy Charter High School and reflect the minimum criteria for promotion from the scholar's current grade to the next grade.

<b>Grade</b>	<b>Units of Credit</b>	<b>Passed Regents</b>
<b>9</b>	5	1
<b>10</b>	11	3
<b>11</b>	17	4
<b>12</b>	22	5

As a result of the transition to remote learning in the Spring, NYSED provided guidance on the awarding of Regents exemptions based on successfully completing coursework aligned to the Regents courses. Scholars received exemption for the following Regents examinations if they received credit for the associated course:

- Mathematics: Algebra 1, Geometry, Algebra 2
- English Language Arts
- Science: Living Environment, Earth Science, Physics, Chemistry
- Social Studies: US History, Global History

No adjustments were made to the promotion criteria.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

All students at the school 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

The Academy's 2019 and 2020 cohorts did not achieve the goal of 75% promotion, with the 2019 cohort 4.5 percentage points below the 75% goal. The 2020 cohort did exceed the goal of 75% by 1.4%. The school's shift to remote learning in March 2020 may be attributable to the school missing its promotion goal.

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 promoted
2019	173	70.1%
2020	106	76.4%

#### ADDITIONAL EVIDENCE

During the 2020-21 school year, many students participated solely in virtual instruction, which has significantly limited the teachers' ability to provide supervision throughout instruction and assure student accountability for learning. The percent promoted for the 2019 cohort saw a slight increase (0.1 %) in the 2020-2021 school year from 2019-2020 school year. Additionally, the 2020 cohort percent promoted after the first year exceeded the same of the 2019 cohort by 2.2%. Prior to the transition to remote learning, the school had met its promotion goal every year. We expect that the increasing trend in percent promoted will continue with the incoming cohorts as we return to in-person learning.

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### 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

The Academy achieved its goal of 75% of students achieving proficiency on at least three different New York State Regents exams required for graduation. The 2017, 2018, and 2019 cohorts exceeded this goal by 6, 10.9, and 14-percentage points, respectively.

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)
2017	2018-19	100	81.0%
2018	2019-20	142	85.9%
2019	2020-21	173	90.1%

### ADDITIONAL EVIDENCE

The Academy achieved its goal of 75% of students achieving proficiency on at least three different New York State Regents exams required for graduation. The 2017 cohort exceed this goal by 6%. The 2018 cohort exceeded this goal by 10.9% and the 2019 cohort exceeded this goal by 14%.

### 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

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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.

### RESULTS AND EVALUATION

The Academy Charter School – Hempstead has exceeded its four year graduation goal for its first two graduating classes. The 2016 cohort exceeded the goal by 18.6% and the 2017 cohort exceeded the goal by 17.6%. By the end of its fifth year 100% of the 2016 cohort had graduated.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	95	93.6%
2017	2020-21	94	92.6%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	95	100%

### ADDITIONAL EVIDENCE

During the 2020-21 school year, many students participated solely in virtual instruction, which had significantly limited the teachers' ability to provide supervision throughout instruction and assure student accountability for learning. To compensate for many of the challenges brought about by virtual instruction, the school offered academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess. Also, a majority of the 2017 cohort opted in to in-person instruction beginning in February 2021.

#### 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

<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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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

The Academy Charter School-Hempstead met this goal based upon available data for the 2016 cohort where it exceeded the Hempstead School District by 15.3%.

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

Cohort Designation	School Year	Charter School		Hempstead	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	536	62.5%
2016	2019-20	95	93.6%	479	78.3%
2017	2020-21	94	92.6%	N/A	N/A

### ADDITIONAL EVIDENCE

Based on the available data and the relatively consistent percent graduating in the 2017 cohort in comparison with the 2016 cohort, we anticipate that the 2017 cohort will exceed that of the Hempstead School District.

#### 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 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

The Academy's 2017 cohort pursuing an alternate graduation pathway exceeded the goal of a 75 percent graduation rate.

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### 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
Additional Social Studies Regents	94	89	94.7%
Additional Math or Science Regents	94	92	97.9%
Overall	94	94	100%

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

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	<b>N/A</b>
2016	2019-20	95	96.8%
2017	2020-21	94	100%

## ADDITIONAL EVIDENCE

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy's 2017 cohort achieved all, but one of the measures of this Accountability Plan goal. 75% of the scholars in first and second year did not earn at least 5.

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.	Not 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.	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.	Met

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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
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### ACTION PLAN

The school will continue to support struggling students by providing academic services in mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of Regents examinations. Students requiring academic supports, based on Regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services is provided in-school, after school, on Saturdays, and during the Summer months.

The school has also departmentalized instruction and made provisions for instructional coaching to include content leads and two Assistant Principals. Assistant Principals have been given specific content areas of instructional oversight and work with content leads to support student achievement through instructional practice.

To ensure on-time graduation for scholars, the school provides curriculum and support for students to complete Regents examination requirements by the conclusion of their 11th grade year. For students requiring additional assistance in meeting the graduation requirements on time, the school provides additional learning time and academic intervention services in-school, after school, on Saturdays, and through credit recovery programming.

Further, the school's counselors monitor student progress toward graduation regularly. They work with school principal, director of secondary education, assistant principals, students and families to identify the supports needed to assist students in graduating on time.

### GOAL 2: COLLEGE PREPARATION

#### GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

Scholars at The Academy Charter High School are supported throughout the entirety of the college application process. The school year starts with college counselor and family meetings for each student. Next, students are given expectations for what to expect through the school year. This includes, gauging initial interests, creating a list of colleges, determining eligibility for financial aid

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and opportunity programs, and setting the scope of support the college counselor will provide. Students then meet with the college counselor for the duration of the year in small groups. During the student/counselor meetings, students are encouraged to build balanced college lists, complete their personal statement, and apply to CUNY, SUNY, and private/public out of state schools. Families are welcomed to meet with the college counselor to obtain assistance with completing financial aid forms such as the FAFSA, TAP, and CSS Profile, as well as any additional opportunity program and scholarship applications students may need to complete. The school will continue to support our families throughout the decision making and college commitment process by hosting financial aid review workshops and individualized sessions to support families in making informed decisions about the child's future college matriculation. In our first year, close working relationships were established between The Academy and colleges such as Nassau Community College, SUNY Stony Brook University, SUNY Brockport, SUNY University at Albany and the University of Rochester.

### 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;
- 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.

**For the 2020-2021 academic year, the Academy continued a partnership with Molloy College to offer college credit for courses provided to high school scholars on our campus. Courses were**

taught by instructors hired by the Academy and vetted and approved by Molloy College faculty. Participating scholars received 3 [or 4] credits (from Molloy College) for completion of the college course with a grade of C or higher. Scholars had the opportunity to participate in the following courses:

- **ENG 1100 – College Composition (3 cr.):** College Composition seeks to initiate a dialogue among students that leads them to hone skill development by moving beyond their own "personal" position: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. Students are therefore required to integrate the thoughts and words of other writers of the class texts, online databases, other print and media sources and oral exchange into their own essays using the appropriate citing mechanism. Both in relation to their own experience and to a text or set of texts, student writers will learn how to articulate and develop a sophisticated argument within a specific rhetorical situation.
- **POL 1010 – American National Government (3 cr.):** This course provides students with an overview of the American system of government which examines the impact of public opinions, group interests, and organizations on the institutions of American government. Particular attention is focused on issues which relate to the politics of public policy and the decision-making process. The nature of American democracy is examined and critically analyzed.
- **ART 1020 – Drawing (3 cr.):** Drawing is an introductory studio drawing course with emphasis on learning to see and developing basic drawing skills using various media by employing fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. During the semester, students will explore different drawing techniques and media. Students will be encouraged to develop an expression of individual style. This is a hands on art class in which you will be exposed to the basic principles of drawing. We will work from observation in order to translate three-dimensional objects and space onto a two dimensional surface. Drawing is a way of seeing that should be developed in an increasingly personal way as the student works through the semester.

### RESULTS AND EVALUATION

The 2017 cohort did not achieve its goal of having 75 percent of graduating students from the 2017 cohort demonstrating preparedness for college

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### 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
Passing AP Exam with 3 or Higher	37	19	51.4%
Passing College Level Course	40	31	77.5%
Achieving the college and career readiness benchmark on the SAT	76	18	23.7%
Earning a Regents diploma with advanced designation	87	51	58.6%
Overall	87	58	66.7

### ADDITIONAL EVIDENCE

As shown in the table below. The 2017 cohort's performance on this goal was 5 percent better than the 2016 cohort.

Cohort	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
2016	94	58	61.7%
2017	87	58	66.7%

To achieve this goal in the future, the school has provided and will increase opportunities for students to participate in Advanced Placement (AP) and college-level courses. The school currently offer the following AP Courses: Computer Science Principles, English Literature and Composition, English Language and Composition, Psychology, World History, and Calculus AB. The Academy also offers the following college courses for credit through partnership with Molloy College: Drawing, American National Government, and College Composition. To support students in achieving the college readiness benchmark on the SATs, we offered SAT prep (in-school). We also implemented a peer mentoring and tutoring program after school to provided additional one-on-one academic support.

#### **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.

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### 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

The Academy exceeded its goal of 75% of graduating students matriculating into a college or university in the year after graduation by five percentage points for the 2016 Cohort and by 25 points for the 2017 Cohort.

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
2015	2018-19	N/A	N/A	N/A
2016	2019-20	95	76	80.0%
2017	2020-21	87	87	100%

## ADDITIONAL EVIDENCE

The 2017 matriculation rate for the 2017 cohort exceeded that of the 2016 cohort by 20%. We will continue to implement a robust college preparation, beginning in the first year of each cohort program targeted to support scholars as they matriculate through high school. To support these endeavors, we have added an Early College Counselor whose primary focus will be implementing curriculum and programs for scholars in their first, second, and third year. A College and Career Placement officer will work with scholars in the fourth year of their cohort.

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## SUMMARY OF THE COLLEGE PREPARATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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.	Not 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
	[Write in optional measure here]	

## ACTION PLAN

To achieve this goal, the school will increase opportunities for students to participate in Advanced Placement (AP) courses in addition to the opportunities provided for college coursework. We will offer AP Statistics and AP Spanish Language and Culture in addition to coursework offered during the 2020-2021 academic year. To support students in achieving the college readiness benchmark on the SATs, we will continue to offer SAT prep. We also will continue to offer additional one-to-one tutoring (including peer tutoring) for students in preparation for Regents examinations.

## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

All students at the school will be proficient in the reading and writing of the English language:

#### BACKGROUND

The Academy Charter School recognizes that curriculum, instruction and assessment must be dynamic through this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some

modifications are driven by safety considerations, whereas others are predicated on instructional value.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *ReadyGen* curriculum in the elementary grades, and other standards-based supplementary texts from the *EngageNY* modules, the *Scholastic Guided Reading Program*®, and the *Heinemann Fountas and Pinnell*® systems. The *Teachers College Writers Workshop* as a resource in their balanced learning approach to instruction.

Students complete multiple learning experiences in which they are able to utilize their classroom, library, school library, and various media sources connected through various mulita-media systems. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

## METHOD

The Academy Charter School administers *Renaissance STAR* Reading assessments to measure English Language Arts proficiency. The computer-adaptive STAR Reading assessments serve multiple purposes, including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading provide valuable information regarding the acquisition of skills along a continuum of learning expectations. STAR Reading is highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention.

Students are administered this literacy assessment at the beginning of the school year in September, the middle of the school year in January, and the end of the school year in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR

## RESULTS AND EVALUATION

**Growth Measure:** Each year, the school’s STAR Median Student Growth Percentile in Reading of all 3rd through 8th grade students will be greater than 50.

Grade	Median SGP	Number of Students
3	58	91
4	58	103
5	57	107

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

6	47	91
7	68	81
8	54.5	108
<b>All</b>	<b>56</b>	<b>581</b>

The school met this measure for all students.

**Closing The Gap Measure 1:** Each year, the school’s STAR Median Student Growth Percentile in Reading of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.

Grade	Median SGP	Number of Students
3	59	47
4	50.5	50
5	66	69
6	46	41
7	69.5	56
8	69	43
All	62	306

The school met this measure for all students.

**Closing the Gap Measure 2:** Each year, the STAR Median Student Growth Percentile in Reading of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	67	4	3	58	87
4	34.5	4	4	60	99
5	24	3	5	58	104
6	47	5	6	47	86
7	29.5	10	7	70	71

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

8	44	3	8	55	105
<b>ALL</b>	40	29	<b>ALL</b>	57	552

The school did not meet this measure.

**Absolute Measure:** Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the STAR Pathway to Proficiency.

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.80%	125	44.86%	107
4	51.56%	128	53.98%	113
5	45.83%	120	45.37%	108
6	53.39%	118	57.69%	104
7	43.44%	122	39.25%	107
8	62.79%	129	62.81%	121
ALL	49.73%	742	50.91%	660

The school did not meet this measure.

### ADDITIONAL CONTEXT AND EVIDENCE

Grade	B.O.Y- ELA	E.O.Y-ELA	Growth (+ or -)
Kindergarten	23.6	43.6	20
1 <sup>st</sup> Grade	45.8	41.9	-3.9
2 <sup>nd</sup> Grade	35.8	39.9	4.1

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3 <sup>rd</sup> Grade	45.2	47.9	2.7
4 <sup>th</sup> Grade	45.2	49.5	4.3
5 <sup>th</sup> Grade	41.9	46.3	4.4
6 <sup>th</sup> Grade	40.1	43.0	2.9
7 <sup>th</sup> Grade	39.0	46.3	7.3
8 <sup>th</sup> Grade	43.3	46.8	3.5

During the 2020-21 school year, many students participated only in virtual instruction which has many limitations in providing teacher supervision and student accountability for learning.

### SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The school met the Growth measure and one of the Closing The Gap measures, partially met the other Closing The Gap measure but did not meet the Absolute measure.

Type	Measure	Outcome
Growth	Each year, the school's median student growth percentile of all 3rd through 8th grade students will be greater than 50.	Met
Closing The Gap	Each year, the school's median student growth percentile of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.	Met
Closing The Gap	Each year, the median student growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Partially Met

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the pathway to proficiency	Not Met
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### ACTION PLAN

The school will continue to administer the internal assessment at strategic points during the school year. This will allow for assessment at the beginning, mid-way, and end of the school year using the sample schedule below. The school will schedule assessments to accommodate virtually learning but will administer the assessment in-person to the extent possible.

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
	<i>Renaissance STAR</i> Window Opens Kindergarten, 3 <sup>rd</sup> , and 6 <sup>th</sup> Grade will take <i>Renaissance STAR</i> ELA test – 8:30 – 10am	1 <sup>st</sup> , 4 <sup>th</sup> , and 7 <sup>th</sup> Grade will take <i>Renaissance STAR</i> ELA test- 8:30 – 10am	2 <sup>nd</sup> , 5 <sup>th</sup> , and 8 <sup>th</sup> Grade will take <i>Renaissance STAR</i> ELA test- 8:30 – 10am	<i>Renaissance STAR</i> ELA MAKEUP Day for all Grades
7	8	9	10	11
NYS 4 <sup>th</sup> and 8 <sup>th</sup> Grade Science Testing Window Begins. <i>Renaissance STAR</i> ELA MAKEUP Day for all Grades	NYS 4 <sup>th</sup> and 8 <sup>th</sup> Grade Science Testing Makeup Day. Kindergarten, 3 <sup>rd</sup> , and 6 <sup>th</sup> Grade will take <i>Renaissance STAR</i> Math test – 8:30 – 10am	NYS 4 <sup>th</sup> and 8 <sup>th</sup> Grade Science Testing Makeup Day. 2 <sup>nd</sup> , 5 <sup>th</sup> , and 7 <sup>th</sup> Grade will take <i>Renaissance STAR</i> Math test- 8:30 – 10am	4 <sup>th</sup> , and 8 <sup>th</sup> Grade will take <i>Renaissance STAR</i> Math test- 8:30 – 10am	<i>Renaissance STAR</i> Math MAKEUP Day for all Grades
14	15	16	17	18
<i>Renaissance STAR</i> Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> Window Closes <i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

### 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 percentage 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

The Academy Charter High School met this goal for its 2017 cohort with 75% of the cohort achieving this indicator.

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)
2015	2018-19	NA	N/A	N/A	<b>N/A</b>
2016	2019-20	95	2	45	48.4%
2017	2020-21	94	74	15	75%

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

## ADDITIONAL EVIDENCE

Given the COVID-19 pandemic, the NYSED regents examination in English were not taken by all scholars. The 2018 and 2019 cohorts have not yet met achieved this measure. The 2020 cohort has not yet been administered the English Regents examination.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	100	16.0%	95	15.8%	94	75.0%
2018	140	0.0%	142	0.0%	119	45.8%
2019			169	0.0%	174	12.3%
2020					113	0.0%

### 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.**

## RESULTS AND EVALUATION

21% of the 2017 cohort sat for the Regents English Common Core Exam by the completion of the fourth year in the cohort. 100% of those scholars who did sit for the Regents exams achieved at least a level three, which is equivalent to the same of the 2016 cohort.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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)
2015	2018-19	N/A	N/A	N/A	<b>N/A</b>
2016	2019-20	95	3	92	100%
2017	2020-21	94	74	20	100%

### ADDITIONAL EVIDENCE

#### 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	102	1.0%	95	97.9%	94	100.0%
2018	152	0.7%	142	0.0%	119	85.7%
2019			169	0.0%	174	22.4%
2020					113	0.0%

#### **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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

### 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 8<sup>th</sup> 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

During the third year of the 2017 cohort, 21% of the cohort sat for the January 2020 Regents administration of the English common core exam. The remaining 79% of the cohort was scheduled to take the English common core regents examination during the June 2020 Regents administration period, which was suspended by the NYSED due to the COVID-19 pandemic. Of the 21% of scholars in the 2017 cohort who sat for the Regents examination, only 3 scholars were not proficient in the 8<sup>th</sup> grade and one of the three scholars (33.3%) achieved at least a level 4 which fell short of the target by 42%.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2015	2018-19	N/A	0	N/A	<b>N/A</b>
2016	2019-20	20	0	5	26.3%
2017	2020-21	36	33	1	33.3%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 8<sup>th</sup> 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

In their fourth year, 100% of the students in the 2017 cohort who sat for the Regents English common core exam and were not proficient in 8<sup>th</sup> grade achieved at least a level 3. This exceeded the goal by 25%. Due to the cancellation of multiple Regents examination administrations, 3 of the 36 scholars in the 2017 cohort who were not proficient in 8<sup>th</sup> grade, sat for the Regents English common core exam.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2015	2018-19	N/A	0	N/A	<b>N/A</b>
2016	2019-20	20	0	14	70%
2017	2020-21	36	33	3	100%

### ADDITIONAL EVIDENCE

The Regents English common core exam for the 2020-2021 academic year was solely offered in June 2020 by the NYSED. Due to the COVID-19 pandemic, participation in the Regents examination administration periods for the June 2021 period.

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

The Academy has achieved all but one measure of this Accountability Plan goal. The school did not achieve the goal that At least 50% of the 2017 cohort who were not proficient in 8<sup>th</sup> grade did not meet or exceed Common Core expectations.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
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.	Achieved
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.	Did Not Achieve
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.	Achieved

### ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

## GOAL 4: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 4: Mathematics

#### BACKGROUND

The Academy Charter School recognizes that curriculum, instruction and assessment must be dynamic through this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some modifications are driven by safety considerations, whereas others are predicated on instructional value.

The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the Pearson, *Envision*, and *Great Minds, Eureka* curriculums are utilized in the elementary grades, and other standards-based supplementary materials from the *EngageNY* modules.

In the elementary grades, for those students participating 100% online, students will also be provided access to virtual manipulatives from *Didax*. Moreover, the school will use electronic curriculum materials from the *Envision*, and *Eureka* outlined in the charter.

#### METHOD

The Academy Charter School administers *Renaissance STAR Math assessments to measure Mathematics proficiency. The computer-adaptive STAR Reading assessments serve multiple purposes, including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading provide valuable information regarding the acquisition of skills along a continuum of learning expectations. STAR Math is highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention*

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **STAR**

#### RESULTS AND EVALUATION

**Growth Measure:** Each year, the school’s STAR Median Student Growth Percentile in Mathematics of all 3rd through 8th grade students will be greater than 50.

Grade	Median SGP	Number of Students
3	54	86
4	56	95
5	54	104

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

6	59	96
7	64.5	90
8	73.5	100
<b>All</b>	<b>60</b>	<b>571</b>

The school met this measure

**Closing The Gap Measure 1:** Each year, the school’s STAR Median Student Growth Percentile in Mathematics of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.

Grade	Median SGP	Number of Students
3	3	57
4	4	54.5
5	5	56.5
6	6	62
7	7	68
8	8	81
All	59	297

The school met this measure.

**Closing the Gap Measure 2:** Each year, the STAR Median Student Growth Percentile in Mathematics of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	13	4	3	55	82
4	34.5	4	4	56	91
5	27	3	5	54	101

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

6	58	7	6	60	89
7	59.5	10	7	70	80
8	94	3	8	72	97
<b>ALL</b>	<b>57</b>	<b>31</b>	<b>ALL</b>	<b>60.5</b>	<b>540</b>

The school did not meet this measure.

**Absolute Measure:** Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the STAR Pathway to Proficiency.

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37.21%	86	38.46%	78
4	37.89%	95	36.05%	86
5	39.42%	104	40.43%	94
6	56.25%	96	57.78%	90
7	66.67%	90	64.63%	82
8	76.00%	100	75.26%	97
ALL	52.36%	742	52.56%	660

The school did not meet this measure.

### ADDITIONAL EVIDENCE

Grade	B.O.Y- Math	E.O.Y-Math	Growth (+ or -)
Kindergarten	N/A	N/A	N/A
1 <sup>st</sup> Grade	48.9	40.7	-8.2

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2 <sup>nd</sup> Grade	33.4	34.4	1
3 <sup>rd</sup> Grade	48.4	48.2	-0.2
4 <sup>th</sup> Grade	46.3	54.2	7.9
5 <sup>th</sup> Grade	51.6	57.5	5.9
6 <sup>th</sup> Grade	51.6	57.5	5.9
7 <sup>th</sup> Grade	58.7	64.9	6.2
8 <sup>th</sup> Grade	64.2	66.7	2.5

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The school met its Growth measure and one of its Closing the Gap measures, and partially met the other two measures.

Type	Measure	Outcome
Growth	Each year, the school's median student growth percentile of all 3rd through 8th grade students will be greater than 50.	Met
Closing The Gap	Each year, the school's median student growth percentile of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.	Met
Closing The Gap	Each year, the median student growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Partially Met

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the pathway to proficiency	Partially Met
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### ACTION PLAN

The school will continue to administer the internal assessment at strategic points during the school year. This will allow for assessment at the beginning, mid-way, and end of the school year using the sample schedule below. The school will schedule assessments to accommodate virtually learning but will administer the assessment in-person to the extent possible.

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
	<i>Renaissance STAR</i> Window Opens  Kindergarten, 3 <sup>rd</sup> , and 6 <sup>th</sup> Grade will take <i>Renaissance STAR</i> ELA test – 8:30 – 10am	1 <sup>st</sup> , 4 <sup>th</sup> , and 7 <sup>th</sup> Grade will take <i>Renaissance STAR</i> ELA test- 8:30 – 10am	2 <sup>nd</sup> , 5 <sup>th</sup> , and 8 <sup>th</sup> Grade will take <i>Renaissance STAR</i> ELA test- 8:30 – 10am	<i>Renaissance STAR</i> ELA MAKEUP Day for all Grades
7	8	9	10	11
NYS 4 <sup>th</sup> and 8 <sup>th</sup> Grade Science Testing Window Begins.  <i>Renaissance STAR</i> ELA MAKEUP Day for all Grades	NYS 4 <sup>th</sup> and 8 <sup>th</sup> Grade Science Testing Makeup Day.  Kindergarten, 3 <sup>rd</sup> , and 6 <sup>th</sup> Grade will take <i>Renaissance STAR</i> Math test – 8:30 – 10am	NYS 4 <sup>th</sup> and 8 <sup>th</sup> Grade Science Testing Makeup Day.  2 <sup>nd</sup> , 5 <sup>th</sup> , and 7 <sup>th</sup> Grade will take <i>Renaissance STAR</i> Math test- 8:30 – 10am	4 <sup>th</sup> , and 8 <sup>th</sup> Grade will take <i>Renaissance STAR</i> Math test- 8:30 – 10am	<i>Renaissance STAR</i> Math MAKEUP Day for all Grades
14	15	16	17	18
<i>Renaissance STAR</i> Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> Window Closes  <i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	

The school will continue to support struggling students by providing academic services in Mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

### HIGH SCHOOL MATHEMATICS

#### 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 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 4 among the students who sat for any exam.**

#### RESULTS AND EVALUATION

The Academy exceeded its goal of 65% of students scoring at or above a performance level 4 by 9.1%. 2017 cohort exceeded the 2016 cohort by 44%. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	5	27	30.0%
2017	2020-21	94	67	20	74.1%

### ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts have exceeded the goal of 65% of students scoring at or above a performance level 4 by 27.9% and 11.9% respectively. These cohorts have also already exceeded the same of the 2016 and 2017 cohorts.

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	100	21.0%	95	21.1%	94	74.1%
2018	140	42.9%	142	40.1%	119	92.9%
2019			169	18.9%	174	76.9%
2020					113	2.9%

#### 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.**

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

The Academy exceeded its goal of 80% of students scoring at or above a performance level 3 by 20%. 2017 cohort matched the 2016 cohort. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	5	90	100.0%
2017	2020-21	94	0	94	100.0%

## ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts have already exceeded the goal of 80% of students scoring at or above a performance level 3 by 20% and 16.6% respectively.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	102	95.1%	95	94.7%	94	100.0%
2018	152	82.9%	142	88.7%	119	100.0%
2019			169	26.0%	174	96.6%
2020					113	70.8%

### 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### 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 8<sup>th</sup> 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

The 2016 and 2017 cohorts did not meet this goal by 53.2% and 56% respectively. During the 2020-21 school year, many students participated solely in virtual instruction, which had significantly limited the teachers’ ability to provide supervision throughout instruction and assure student accountability for learning. To compensate for many of the challenges brought about by virtual instruction, the school offered academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess. Also, a majority of the 2017 cohort opted in to in-person instruction beginning in February 2021.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	20	3	2	11.8%
2017	2020-21	44	0	4	9.0%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 8<sup>th</sup> 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 English requirement for graduation.

### RESULTS AND EVALUATION

The Academy exceeded its goal of 75% of students who were not proficient in 8<sup>th</sup> grade scoring at or above a performance level 3 by 25%. 2017 cohort matched the 2016 cohort. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	20	3	17	100.0%
2017	2020-21	44	0	44	100.0%

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy has achieved two of the four applicable measures of this Accountability Plan goal. The school did not achieve the following goals: 1) 65% of students achieving at least a performance level 4 on a Regents mathematics exam and, 2) At least 50% of the 2017 cohort who were not proficient in 8<sup>th</sup> grade did not meet or exceed Common Core expectations.

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.	Did Not Achieve

<sup>3</sup> Based on the highest score for each student on the mathematics Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
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, 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 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.	Did Not Achieve
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.	Achieved

### ACTION PLAN

The school will continue to support struggling students by providing academic services in mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

### GOAL 5: SCIENCE

#### ELEMENTARY AND MIDDLE SCIENCE

##### Goal 5: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

### BACKGROUND

The Academy recognizes that curriculum, instruction and assessment must be dynamic through this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some modifications are driven by safety considerations, whereas others are predicated on instructional value.

The school will continue to use most of the curriculum outlined in the charter. The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the McGraw-Hill *is* utilized in the elementary grades, and other standards-based supplementary materials from the *EngageNY* modules. In the high school, the *Pearson* curriculum is being utilized for Living Environment instruction, and *Perfection Learning* for Earth Science.

In the elementary grades, for those students participating 100% virtually, students will also be provided access to virtual labs from *Gizmos*. In the high school students participating virtually will use the *Smart Science Education Inc.* curriculum virtually for labs. Moreover, the school will use electronic curriculum materials from the *McGraw-Hill, Inspire Science*, outlined in the charter.

### METHOD

In the elementary grades a departmental teacher develop exams were administered to students. This was based mostly on theoretical concepts with no lab performance. Teachers then administered standards-based tests to evaluate student performance. Quarterly grades were calculated based on these assessments.

### RESULTS AND EVALUATION

Awaiting the results of the New York State Grade 4 & Grade 8 Intermediate-Level Science Test

### ADDITIONAL CONTEXT AND EVIDENCE

During the 2020-21 school year, many students participated only in virtual instruction which has many limitations in providing teacher supervision and student accountability for learning.

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Students and staff made up a good effort for instructional learning but there were limitations on teaching science virtually and they were missing science labs impacted student achievement.

### ACTION PLAN

The school will continue to support struggling students by providing academic services in science. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

### 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 exam(s). 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

The Academy's 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort by 9.2% and 9% respectively.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>

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)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	0	80	84.2%
2017	2020-21	94	0	79	84.0%

<sup>4</sup> Based on the highest score for each student on any science Regents exam

## ADDITIONAL EVIDENCE

As shown by data in the chart below, students through the 2019 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure’s target for the next two academic years.

Science Regents Passing Rate with a score of 65 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	102	86%	95	83.2%	97.9%	94
2018	152	68%	142	72.5%	88.7%	119
2019			169	22.5%	92.3%	174
2020						113

### 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.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

All students at the school will demonstrate competency in the understanding and application of social studies.

### 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

77.6% of the 2016 cohort and 89.2% of the 2017 cohort passed 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)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	2	71	76.3%
2017	2020-21	94	1	83	89.2%

### EVALUATION

The Academy’s 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort by 1.3% and 14.2% respectively.

### ADDITIONAL EVIDENCE

As shown by data in the chart below, students through the 2019 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure’s target for the next two academic years. The Academy has not administered the U.S. History Regents to the 2020 cohort. The scholars in the 2020 cohort who have received a grade of at least 65% did so prior to beginning the first year of the 2020 cohort in high school.

U.S. History Regents Passing Rate with a score of 65 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	102	87%	95	94.7%	94	96.8%
2018	152	70%	142	88.7%	119	94.1%
2019			169	18.9%	174	90.2%
2020					113	13.3%

### Goal 6: Comparative Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

86.3% and 66.7% for the 2016 and 2017 cohorts passed the Global History Regents respectively.

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)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	0	82	86.3%
2017	2020-21	94	91	2	66.7%

### EVALUATION

The Academy's 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort by 1.3% and 14.2% respectively.

### ADDITIONAL EVIDENCE

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

As shown by data in the chart below, students through the 2018 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure's target for the next two academic years. The Academy has not administered the Global History Regents to the 2019 and 2020 cohorts. The scholars in the 2019 cohort who have received a grade of at least 65% did so prior to joining the 2019 cohort at the high school.

Global History Regents Passing Rate with a score of 65 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	102	2%	95	0.0%	94	98.9%
2018	152	N/A	142	0.0%	119	86.6%
2019			169	0.0%	174	4.6%
2020					113	0.0%

### 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.

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

## 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The Academy Charter School – Hempstead was in Good Standing during all 3 years.

#### Accountability Status by Year

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