

**Earl Monroe New Renaissance
Basketball Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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**EARL
MONROE**
NEW RENAISSANCE
BASKETBALL SCHOOL

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Brandon Corley, Executive Director prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Dan Klores	Chair	Executive
Jack Irushalmi	Vice Chair	Executive, Construction, Fundraising
Aaron Saperstein	Treasurer	Executive
Anita Reyes	Secretary	Executive
Alan Fishman	Officer	Construction
Vyasa Tewari	Officer	
Michael Salzer	Officer	Fundraising
Ernesto Freire	Officer	Marketing
Milton Sipp	Officer	Curriculum
Derrick Green	Officer	
Jackie Harris	Officer	
William "Wes" Wesley	Officer	
Len Elmore	Officer	
Prisca Salazar-Rodriquez	Officer	
David Strasser	Officer	
Laurie Lindenbaum	Officer	Curriculum
Estefany Lopez	Officer	Curriculum

Brandon Corley has served as the Executive Director since August 2022.

SCHOOL OVERVIEW

The Earl Monroe New Renaissance Basketball Charter School mission is to unite passion and opportunity for all scholars by the transformation of education through creativity and applying a holistic approach to the development of our students through rigorous programming that inspires not only students but all who facilitate their learning. We empower young scholars to become independent thinkers and moral leaders. We are a community committed to social responsibility, academic excellence, and high achievement within a healthy learning environment. Students are challenged but supported as they develop knowledge and skills. We create opportunities to discover, develop and achieve the very best of each student's gifts, setting all students up for successful futures full of unlimited possibilities by forging partnerships that will provide support and opportunities throughout every chapter of their lives.

The Earl Monroe New Renaissance Basketball Charter school provides high school students with a rigorous academic program in the context of basketball, historically "New York's Game." The school graduates students with a college preparatory education and career readiness to succeed in basketball and other sports-related industries. Our key design elements for success begin with the game of basketball and will drive all aspects of the school, including the academic program, school culture, and extracurricular activities. We provide a small close community of students, teachers, and staff. EMNRBS opened its doors to students in 2021, welcoming 110 ninth graders. The 2022-23 school year saw our enrollment numbers double to 220 serving grades 9-10. Our programming will include College and Career Readiness which includes a college counselor in our second year who will provide students with guidance on the courses they need to graduate high school and matriculate into college or pursue a career in a sports-related field. We have an enhanced capacity to provide a college prep curriculum and career readiness through two significant partnerships with New Visions for Public Schools and the New Renaissance Basketball Association. Our students will be learning by doing through our pedagogy will combine doing with reflection to build our student's capacity for independent learning and creativity. Our students will experience the environment of a major university or professional sports team. Our students benefit from the expertise and experience of others through regular opportunities for mentoring and tutoring. Students are exposed to sport-focused facilities and technology, which we housed in a newly developed, state-of-the-art facility. Students will take core courses in ELA, Math, Science, and Social Studies, as well as a yearly PE class and career pathways classes. Academic coaching is built into the schedule. All students will also take an Advisory class that addresses social-emotional learning and career readiness skills. Our educational philosophy is based on active learning strategies that place students in the zone of proximal development. Our special education program is primarily ICT services, and our ENL program is based on immersion strategies supplemented by academic coaching. We have one counselor in every grade. Professional development is a combination of formal training, including two weeks of staff pre professional development training in August, as well as regular coaching during the school year. All students develop annual personal opportunity plans (POPs), and all teachers develop professional growth plans.

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
2020-21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021-22	0	0	0	0	0	0	0	0	0	106	0	0	0	106
2022-23	0	0	0	0	0	0	0	0	0	113	107	0	0	220

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to the following: if they transfer to another public or private diploma-granting

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	N/A	N/A	N/A
2021-22	2017-18	2017	N/A	N/A	N/A
2022-23	2018-19	2018	N/A	N/A	N/A

PROMOTION POLICY

EMNRBS graduation requirements are those of NYS Diploma. Promotion decisions will be based on a student's grades on a 100 point scale. In order to pass a course and receive credit, students must complete a course with an average of 65 or higher. The table below outlines our course offerings for SY 22-23. Students must meet the following criteria to be promoted to the next grade”

Grade Classification	Credits Earned	Regents Exams Passed
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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

10	10	1
11	20	3
12	30	4
Graduate	44	5

ELA	Social Studies	Math	Science	PE +	Elective/Additional
ELA 9	Econ & Govt	Algebra 1	Living Environment	Health	Basketball Foundation
Creative Writing	Global 2	Geometry	Physics	Fit For Life	Financial Literacy
ELA 10					Spanish 1
					Journalism
					Broadcasting

GOAL 1: HIGH SCHOOL GRADUATION

75% of students will meet graduation requirements within four years; 85% of students will meet graduation requirements within five years

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	107	78%
2022	106	94%

Graduation Goal Measure 2 - Leading Indicator

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21	N/A	N/A
2020	2021-22	N/A	N/A
2021	2022-23	107	40%

Graduation Goal Measures 3 & 4 - Absolute

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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	N/A	N/A	N/A
2017	2021-22	N/A	N/A	N/A
2018	2022-23	N/A	N/A	N/A

¹ These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	N/A	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A	N/A

Graduation Goal Measure 6 - 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.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = [(b)/(a)]*100
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A
2019	2022-23	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Our initial two graduating classes both have earned credits at a percentage above our goal. We are creating new structures to support students recovering credit faster. We are also offering more credits in a given semester to allow students opportunities to still make adequate progress if they struggle in certain content areas.

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.	YES
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.	YES
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

We doubled our enrollment of students in SY 2022-23 and continued to see positive progress for the overwhelming majority of scholars. As we increased course offerings, we expanded our credit recovery options and installed a Regents prep system that yielded strong results. As we prepare to welcome our third class, we will continue to provide quality course offerings that will prepare students for post-secondary success.

ACTION PLAN

EMNRBS has had a literacy enrichment program in place since the first year of the school. We continue to host this program, embedding enrichment support in student’s schedules. We are expanding the reach of this work, adding a numeracy enrichment component to support students' growth in math. We diversified our staff, bringing in many teachers with dual certification and expertise in multiple content areas, allowing us to expand course offerings in the future, as well as better variety in student support systems.

GOAL 2: COLLEGE PREPARATION

Upon graduation, students will be college or career ready



EMNRBS added a Director of College and Career Readiness in the second year of our existence. We also created a one-to-one mentorship program for tenth grade students with a professional in the private sector.

College Preparation Goal Measure 1 - Absolute

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.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

⁴ Schools use any method listed above, 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
	N/A	N/A	N/A
Overall	[Total number of 2019 Cohort graduates. Not a sum of entire column] ⁵	[Number of 2019 Cohort graduates achieving at least one indicator]	[Percentage of 2019 Cohort graduates achieving at least one indicator]

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁶

⁵ This number should match the number of graduates reported under the high school graduation goal.

⁶ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A

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.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

In SY 2023-24, we will have our first class of Juniors. We are excited to offer AP courses for the first time this year. We are making plans to add dual credit courses to our offerings.

GOAL 3: ENGLISH LANGUAGE ARTS

Students will be proficient in reading, writing, speaking and listening.

BACKGROUND

Students will take an ELA course in each of their first four years in high school. As students enter 10th grade, they will start having an option to take AP Literature, with more AP and dual credit offerings coming on board in future years. Students will take the ELA Regents exam in their Junior year. With reading being a skill required to access all content areas, we will have professional development for each content to discuss literacy across curriculums.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁷

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁸

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School ELA Measure 2 - 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.

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

⁷ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁸ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth

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

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

		Proficient in 8 th Grade (a)	with No Valid Score (b)	Least Level 3 (c)	with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
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 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in	

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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GOAL 4: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

The majority of students will take a math course in each of their first three years of high school. We will encourage students to take a fourth year of math to increase their profile for college applications. In SY 2023-24, we are introducing AP Computer Science. In future years we hope to add more AP courses and dual credit course options for students.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School Math Measure 2 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 a Regents Exam in mathematics. 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.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

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

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
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 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

GOAL 5: SCIENCE

Students will be proficient in science.

BACKGROUND

The majority of students will take a science course in each of their first three years of high school. We will encourage students to take a fourth year of science to increase their profile for college applications. In SY 2023-24, we are introducing AP Computer Science. In future years we hope to add more AP courses and dual credit course options for students.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living Environment exam. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

Type	Measure	Outcome
Absolute	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.	N/A

Comparative	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.	N/A
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GOAL 6: SOCIAL STUDIES

Students will be proficient in social studies.

BACKGROUND

Students will take a social studies course in each of their first four years in high school. We will create a course sequence that allows students to take the US History Regents exam during their Sophomore year. We will continue to offer students the option of taking the Global Regents exam in students Senior year. In SY 2023-24, we will introduce AP US History for the first time. As we continue to grow, we will offer more dual credit options for students to have access to.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

Social Studies Measure 2 - Comparative

2022-23 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 Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	exceed that of the high school Total Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	N/A
2021-22	N/A
2022-23	N/A

