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**Eugenio María de Hostos
Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the
SUNY Charter Schools Institute on:
September 13, 2023

By: Mrs. Sandra Chevalier-Blackman

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie Rivera, Director of Academics & Related Services, and Morgan Krolak, Math & Data Coordinator, 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)
Julio Vázquez	Co-founder, Chair	Academic, Building, Finance, Fundraising, Personnel
Eugenio Marlin	Co-founder, Vice Chair	Building, Nominating
Angélica Pérez-Delgado	Secretary	Finance, Nominating, Personnel, Fundraising
Ryan Castor	Treasurer	Finance, Nominating
Dr. Miriam Vázquez	Co-founder, Trustee	Academic, Building, Finance, Fundraising, Personnel
Dr. Marcy DeJesús-Rueff	Trustee	Academic
Miguel Meléndez	Trustee	Building, Nominating
Robert Frasier, Jr.	Trustee, Parent Representative	
Nelida Torres	Trustee, Parent Representative	

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School Leader	Title	Year Started Position
Sandra Chevalier- Blackman	CEO	2021
John Harris Jr.	Director of Operations & Student Supports	2019
Leslie M. Rivera	Director of Academics & Related Services	2021
Nikki Kersbergen	Finance Manager	2021
Flor Z. Martinez-Allocco	HR Manager	2016
Zurisadai Pedraza	Payroll Specialist	2021
Demond Stewart	Athletic Director	2022
Solange George	ELT Coordinator	2023
Mathew Kleehammer	Instructional Technology Coordinator	2018
Morgan Krolak	Math & Data Coordinator	2022
Nick Lind	Special Education Coordinator	2023
Yolexis Vanegas	Bilingual Coordinator	2022
Vincent Alexander	HS Principal	2023
Tara Ramirez	MS Principal	2023
Amy Rawleigh-Schiavi	ES Principal	2023
LaConda Graham	HS Assistant Principal	2022
Sarah Turk	ES Assistant Principal	2022
Wilmarie Velez-Feliciano	ES Assistant Principal	2022
Kenneth Hunter	Dean of Student Affairs	2023
Frederick Perry	Dean of Student Affairs	2023

SCHOOL OVERVIEW

Eugenio María de Hostos Charter School (EMHCS) opened in September 2000 as a kindergarten through second-grade school, adding additional grades in subsequent years. The students represent a broad spectrum of learning styles and needs, and the population reflects each campus's multicultural community. The student population for the 2022-2023 school year consisted of 979 students total in grades K-12 on BEDS day. The demographics of our total student population comprised 75% Hispanic students, 21% Black students, 2% White students, and 2% Multiracial students. Nine percent are students with disabilities, 3% have 504 Plans, 17% are English Language Learners, and 84% are economically disadvantaged students. This year, the Zimbrich Campus housed students in grades K-6, the Joseph Campus grades 7 and 8, and the Kodak Campus grades 9-12.

The mission statement drives the work at EMHCS: to create a safe and nurturing community of learners where students earn the Seal of Biliteracy (English and Spanish), learn to advocate for social justice, and are prepared to enjoy and access what the world has to offer. At EMHCS, staff are dedicated to preparing students for post-secondary opportunities through high-quality delivery of instruction in English and Spanish, character education, and civic readiness. The vision statement: if a child cannot learn the way we teach, then we will learn to teach the way the child can learn drives our professional development and academic plan for the school year, ensuring we are meeting all student needs.

EMHCS partners with EL Education to collaborate with school leaders to support the academic program and provide professional development to the school's instructional teams. EL Education's core practices guide school leaders, staff, and students to strive for excellence while working within three dimensions of education: mastery of knowledge and skills, habits of character, and high-quality work. Grade-level/department teams implement curriculum mapping and planning to develop quality lessons to meet Next Generation/Common Core Learning Standards. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum. Students in grades Kindergarten through second are engrossed in a Two-Way Dual Language model of Bilingual Education. Students learn literacy in their home language (Spanish or English) and learn content in both, where the language of instruction alternates between English and Spanish every other day. Students in grades 3-12 learn Spanish every day. Students enter a Spanish Language Arts track if they are native Spanish speakers and a World Language track if students are learning Spanish as a second language. Parents are encouraged to be active participants in their children's education programs. Teachers routinely communicate classroom updates and student academic progress with parents through various communication methods, i.e., phone calls, emails, and apps.

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EMHCS invites parents to participate in scheduled student-led conferences, parent-teacher conferences, PTO meetings, school events, and policy-making through two elected parent representatives on the Board of Trustees.

Recognizing the continuous need to support students' social-emotional learning and growth under the leadership of the Special Education Coordinator, social workers at all three campuses provide social-emotional assistance. The social workers and the K-12 behavioral specialist provide professional development to staff. The behavioral specialist will work with student support staff to train and provide resources to support tier 2 and tier 3 students. Social workers will provide SEL lessons differentiated to meet the needs of assigned groups of students. Each campus will have its student support team meet biweekly to review support and implement strategies and techniques for staff to support students.

At EMHCS, culture, character, and advocacy are developed, learned, and sustained through the structure of Crew. It is a time when we come together as a community to promote shared understanding and allow each student a voice. It is a time when students learn, promote, and reflect on EMHCS PRIDE to demonstrate these habits in their daily lives. It is a safe space where students are nurtured and known well by at least one adult. At EMHCS, we promote PRIDE as the character traits we want our students and staff to possess. PRIDE stands for perseverance, respect, integrity, dedication, and excellence.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	91	98	83	103	98	80	81	54	55	63	52	55	28	941
2021-22	67	96	93	84	93	84	73	90	59	52	60	48	41	940
2022-23	82	91	91	86	89	92	75	84	93	73	44	48	31	979

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists of students 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)

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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 30 th
2020-21	2017-18	2017	40	4	40
2021-22	2018-19	2018	44	0	50
2022-23	2019-20	2019	42	2	46

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 the 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 program with documentation, transfer to homeschooling 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	36	4	40
2021-22	2018-19	2018	49	1	50
2022-23	2019-20	2019	43	3	46

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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	1	4	5
2021-22	2017-18	2017	2	0	2
2022-23	2018-19	2018	2	0	0

PROMOTION POLICY

EMHCS promotion requirements and graduation policy align with NYS regulations. Students must earn a minimum of 22 credits and pass five exams to graduate from high school.

- Students are required to take four years each of English and Social Studies and are encouraged to take four years of Math and Science, although only three years of Math and Science are required under the NYS regulations.
- Students in their PIG/Economics class complete a capstone project that supports them in earning the Seal of Civic Readiness.
- Math course options include Algebra I, Geometry, Algebra 2, Financial Math, and Statistics.
- Science course options include Regents Living Environment, Regents Earth Science, Regents Chemistry, and Environmental Science.
- Students must take Spanish each year on a Spanish Language Arts or World Language track towards earning the Seal of Biliteracy. Students complete a capstone project and present it to the Seal of Biliteracy committee.
- Art courses include Art History, Graphic Art, and Studio Art to meet the 1.0 Fine Arts credit requirement.
- Physical Education is required to be taken for a half credit yearly, and Health is required for half credit, offered in freshman or sophomore year.
- All students are scheduled for Crew each semester and earn an elective half credit yearly.
- Social Justice is an elective course available to all high school students.

To advance to the next grade level, students must attain the following:

- Grade 9 → Grade 10 A minimum of 5.5 credits + 2 Regents exam
- Grade 10 → Grade 11 A minimum of 11 credits + 3 Regents exams
- Grade 11 → Grade 12 A minimum of 16 credits + 5 Regents exams

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GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

75% or more of EMHCS students will meet New York State requirements for graduation within four years after entering the ninth grade.

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	52	78%
2022	54	94%

Graduation Goal Measure 2 - 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.

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 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	49	91%
2020	2021-22	47	81%
2021	2022-23	51	73%

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.

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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	39	32	82%
2018	2021-22	50	47	94%
2019	2022-23	46	42	91%

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	41	36	88%
2017	2021-22	39	34	87%
2018	2022-23	50	47	94%

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	39	32	82%	1,804	71%
2018	2021-22	50	47	94%	1,777	71%
2019	2022-23	46	42	91%	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.

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.

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.

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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
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate 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

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 completing 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.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	NO
Comparative	Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the	Not available Yet

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.

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	Total Graduation Cohort from the school district of comparison.	
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

Graduation Goal: Measure 1: Leading Indicator

EMHCS has met this measure. Each high school student can earn a maximum of 8.5 credits each academic year. The majority of students in cohorts 2021 and 2022 acquired the number of credits needed to be promoted to the next grade level for the upcoming school year. 90% of the 2021 cohort, or 46 students of the 51, achieved the goal of receiving ten credits at the end of the 2022-23 school year. 93% of the 2022 cohort, or 50 students, met the goal of attaining at least five credits in their first year of high school. The 2021 and 2022 cohorts exceeded the 2021-22 results. Multiple aspects attributed to these results, such as a schedule change that included blocks and periods, student orientations for each grade level with parents that detailed requirements and expectations, and once-a-week academic check-ins with Crew leaders to support students staying on track.

Graduation Goal: Measure 2: Leading Indicator

EMHCS has met this measure for cohorts 2019 and 2020. Cohort 2019 and 2020 exceeded this measure with 91% and 81%, respectively. Cohort 2021 came shy of meeting this measure with 73%. Cohort 2021 was the first cohort after the pandemic to return to full implementation of NYS Regents exams. As an organization, we continue to take measures to support students with attaining proficiency in Regents exams, and they include:

- Students taking benchmark exams that mirror Regents.
- Operating on a block/semester and period schedule for students to ensure have maximum time in core subject areas.
- Offering credit recovery opportunities for students to make up credits.
- We are offering regents review classes for students to prepare for upcoming exams.
- We provide summer learning opportunities to recover credits and prepare to retake Regents exams.
- Provide once-a-week academics check-in by Crew leaders.

Graduation Goal: Measure 3 & 4: Absolute

EMHCS has met measure 3 and has come short of meeting measure 4. Overall, EMHCS exceeded the goal of a 75% graduation rate for the 2019 cohort with a 91% graduation rate. Six percent of the cohort graduated early in June 2022; seven students persevered and graduated in August 2023. Twenty percent of the cohort graduated with the NYS Seal of Biliteracy, and 24% graduated with the NYS Seal of Civic Readiness. Within cohort 2019, 28% graduated with an Advanced Regents Diploma and 63% with a Regents Diploma.

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Two active students for the 2018 cohort did not graduate in June 2023, which brings the total 5-year graduation rate to 92%, 3% short of meeting the 95% goal. As in years before, students were offered credit recovery to recover Regents credits not earned the first time students took a course. Academic support was also planned and implemented for high school students needing to meet academic standards. These two students were given academic plans to meet graduation requirements that were reviewed frequently by the school counselor, parent, and student.

Graduation Goal: Measure 5: Comparative

Since the state does not finalize high school outcome data until later in the school year, and data before 2022-23 are not suitable for comparison, the calculation of this measure is not required.

Graduation Goal: Measure 6: Absolute

All EMHCS students graduated with an Advanced Regents or a Regents diploma.

ADDITIONAL CONTEXT AND EVIDENCE

Graduation Goal: Measure 1: Leading Indicator

The 2020 cohort will be our fourth cohort of students matriculated through EMHCS; upon entering high school, families could choose hybrid or remote for that school year. As an organization, we continue to track students and provide opportunities through summer learning and OCR to recuperate credits.

Graduation Goal: Measure 5: Comparative

70% of the fourth-year high school graduation cohort graduated in June 2023. Additionally, 6% graduated in June 2022, and 15% graduated in August 2023. This brings our total graduation rate to 92%, which is higher than the 71% graduation rate of the 2021-22 RCSD graduation cohort.

ACTION PLAN

For the 2023-2024 school year, EMHCS High School will continue to support students' academic and social-emotional needs to promote our mission and meet student achievement. Under the guidance of the instructional coaches, instructional staff will work to identify learning gaps and provide intervention.

Under the leadership of the Special Education Coordinator, K-12 behavioral specialist, social worker, student support staff, student support liaisons, school leaders, and crew leaders, we will work to create a tiered system of supporting student's social and emotional needs. This team will meet biweekly to review student cases and provide guidance and support.

Through crew, leaders will monitor attendance students' academic growth and work on academic plans once a week. Every six weeks, school leaders will meet with instructional staff to go over attendance and achievement data and create action plans to support students not meeting standards.

Instructional coaches will guide teachers in using best practices in lesson planning, delivery, and assessment of learning across all departments and direct support to all the departments. Illuminate, an online standards-based assessment and reporting program,

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is used to administer pre-assessment, formative, and summative assessments to high school students in each core subject area. The assessment software provides teachers with immediate analysis of student data to identify learning gaps and monitor student progress.

In order to address the loss of instruction, EMHCS has moved from semester course work back to full-year courses. Students will engage in an eight-period schedule, which will allow them additional time to learn content material and produce high-quality work as they succeed in a more rigorous academic environment. This will prepare them to achieve higher scores on Regents exams that more accurately reflect their academic potential. In addition, coaches will support teachers in creating action plans during common planning time to review data and adjust instruction as needed.

GOAL 2: COLLEGE PREPARATION

75% of students will attend college informational activities to learn about opportunities post high school graduation.

EMHCS high school continues to provide students with opportunities to explore and learn about careers and postsecondary educational opportunities that align with their chosen career pathways. A College and Career Liaison joined the staff to focus on post-secondary goals and career pathways. In addition, they will facilitate parent meetings in Spanish and English to support families with the college process.

FAFSA events were held in person and virtually to help high school students with college applications for financial aid. In June 2023, EMHCS was recognized for the highest submission rate, with two scholarships awarded to our students. Assistance was provided to students to apply to colleges through a common application. Additionally, workshops on the college application process were offered during the crew. EMHCS students participated in college visits by visiting the campuses and having representatives from the college come to the high school. At EMHCS, students worked with support from a counselor to complete scholarship applications. Ten Students submitted for the IBERO Scholarship, with four recipients being awarded scholarships. In addition, two students were awarded the Latino Rotary Club Scholarship, and four students were recognized as Black Scholars.

As students received acceptance documentation from colleges, further assistance and support were provided to maintain communication with their future colleges and advisors to understand and meet further requirements from the college. EMHCS works in partnership with the following programs:

- Puerto Rican Hispanic Youth Leadership Institute (PRHYLI)
- Monroe Community College (MCC)
- SUNY Brockport
- University of Rochester
- Nazareth University
- Urban League's Black Scholars Program
- Ibero Scholarship Program
- Wegmans Work Scholarship Program
- Galisano Business Institute

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The Guidance Counselor met with students one-on-one, in small and large group informational sessions to support the college application process and assist with completing scholarship applications. The Seal of Biliteracy is awarded by the school and state of New York to recognize students who have shown proficiency in two or more languages. Students at EMHCS pursue studies in both English and Spanish. High school students prove proficiency in English and Spanish by earning pathway points indicated by the NYS Seal of Biliteracy requirements and by researching, writing, and presenting capstone projects in both English and Spanish. 20% of students in the 2019 Cohort earned the Seal of Biliteracy. In the 2022-2023 school year, EMHCS was approved for the Seal of Civic Readiness. The school awards the Seal of Civic Readiness to recognize students who have attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement. For the 2019 cohort, 24% earned the Seal of Civic Readiness.

For the 2019 Cohort, a total of 38 colleges were applied to by cohort 2019. Twelve students were accepted to a 4-year college, fourteen accepted into a 2-year college, and three entered vocational training. A total of thirteen scholarships were awarded.

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,
- The Institute approved a different school-created indicator.

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earn a regents diploma with advanced designation	42	13	28%
Earning the Seal of Biliteracy	19	9	20%
Earning the Seal of Civic Readiness	28	11	24%
Overall	42	21	50%

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 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 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.

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.

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Matriculation Rate of Graduates by Year⁵

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	39	12	31%
2018	2021-22	47	17	36%
2019	2022-23	42	24	57%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	No
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.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

College Preparation Goal: Measure 1: Absolute

EMHCS did not meet this measure. The data indicates the three college preparation areas attempted by the 2019 cohort. 28% of students earned an Advanced Regents Diploma, 20% earned the Seal of Biliteracy, and 24% earned the Seal of Civic Readiness. Although many from the 2019 cohort benefited from examination exemption during the 2019-20 and 2020-21 administration, school students returned to sit for Regents exams during the 2021-22. In addition, due to staff shortages, college credit courses like Digital Electronics and Principles of Engineering through a partnership with Project Lead the Way (PLTW) could not be offered.

College Preparation Goal: Measure 2: Absolute

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

College Preparation Goal: Measure 3: Comparative

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

⁵ 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

College Preparation Goal: Measure 4: Absolute

EMHCS did not meet this measure. During the 2022-23 school year, 24 students from the 2019 cohort confirmed during counselor-led meetings they would be attending a post-secondary program. This is 57% of the graduating class and, therefore, 18% short of meeting the goal. Using databases such as WNYRIC and the National Student Clearinghouse confirmed these results.

ADDITIONAL CONTEXT AND EVIDENCE

College Preparation Goal: Measure 4: Absolute

As we assess the effectiveness of our programs, we acknowledge that we are not reaching our set goals. However, we continue to be inconsistent within our high school counseling department. For the 2022-23 school year, a school counselor and a College and Career Liaison were hired. Mid-year, the College & Career Liaison transitioned to another position within the organization, and the school counselor assumed all counseling and college preparation responsibilities. For the upcoming school year, we have hired two school counselors, one for 9-10th grade and another for 11-12th grade, each focusing on college preparation for the grade levels they serve.

ACTION PLAN

EMHCS continues to improve upon our college readiness program and what it has to offer, focusing on the following areas:

- Two academic counselors, one with a focus on 9-10th grade and another with a focus on 11-12th grade. Both counselors will support students with post-secondary goals and career pathways. In addition, the 11-12th grade counselor will track students' post-secondary plans for current and graduated cohorts. Additionally, he or she will facilitate parent meetings to support families with the college process.
- Offer more opportunities to visit colleges and representatives from colleges coming into the school.
- Offer students more college readiness opportunities through the middle school counselor, starting in the form of career interest forms and college interest forms. The middle school and 9-10th grade counselor will partner in preparing the transition from 8th to 9th grade.
- Will partner with REOC, AMR Ambulance, and Wegmans Work Scholarship to provide students with skilled trades before graduation.
- Offer increased opportunities for students to learn about and complete FAFSA programs through a Family FAFSA night and create more connections with colleges to have students or professionals come into the school to speak with and give information to students.
- Offer a College Prep seminar to help equip students with the skills needed to support post-secondary plans.
- Continue to include the Common App process with students during their junior year.
- Create graduation plans for our students from 9th-12th grade, which provide clear, actionable steps for them and their families to engage with at all levels of their high school experience.

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- Inform students of college scholarships and important application dates that are key to their successful matriculation into two- and four-year college programs.
- In collaboration with senior crew leaders, the guidance counselor will create and maintain a Google Classroom to maintain ongoing communication with all seniors and upperclassmen.
- Continue planning with students regarding year-to-year requirements for graduation to earn an Advanced Regents Diploma, Seal of Biliteracy, and Seal of Civic Readiness.
- In the summer of 2024, offer a summer program to support students completing new courses.

GOAL 3: ENGLISH LANGUAGE ARTS

Students will become proficient readers and writers of the English language.

BACKGROUND

EMHCS is an EL Education school. EL Education (formerly known as Expeditionary Learning) is a school reform model that emphasizes high achievement through active learning, character growth, and teamwork. In grades K-8, we continue to use the EL Education Language Arts 2.0 Curriculum. This ELA curriculum supports English Language Learners, provides research-based resources, uses complex fiction and nonfiction texts, and aligns with our EL work plan and partnership with EL Education. In addition, at K-2, they also use the EL Education Skills block. At grades 9-12, the ELA department, following the Next Generation Standards, has created Standard-Targets-Assessment (STA) Plans to support curriculum mapping. The focus at 9-12 continues to be around social justice and equality.

The EL Workplan and our instructional priorities guide the instruction focus for the school year. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk. The EL Workplan goals are as follows:

High-Quality Work and Mastery of Knowledge & Skills	
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
K-6	Use models and critique protocols to support students in creating high-quality work.
7-12	Analyze and modify curriculum to ensure it's standards-based & includes rigorous learning experiences that are authentic for students.

For assessments, K-8 students continue to take the FastBridge Diagnostic. FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for reading instruction and diagnostic reading interventions. This assessment was given three times a year. In addition, K-2 students took the EL Skills assessment, and students in grades 1-6 took the Fountas and Pinnell Benchmark Assessment three times a year. At grades 9-12, students took the ELA Benchmark Assessment three times, which is an English 3 Regents exam. Furthermore, K-12 ELA teachers continued to assess students at the conclusion of every module using an end-of-unit module assessment.

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Professional development at all three campuses aligned to the Workplan goals. Each campus provided weekly professional development on unpacking curriculum, unit planning, and project planning and using data to inform instructional groupings.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

**2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	81	3	1	0	0	0	0	85
4	81	0	4	2	0	0	0	87
5	86	1	1	0	0	0	0	88
6	74	0	0	0	0	0	0	74
7	81	2	0	2	0	0	0	85
8	75	2	8	0	1	0	2	88
All	478	8	14	4	1	0	2	507

**Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶**

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	81	22	27%	68	20	30%
4	81	19	23%	59	13	22%
5	86	14	16%	77	11	14%
6	74	19	26%	65	19	29%
7	81	18	22%	57	15	26%
8	75	9	12%	63	9	15%
All	478	101	21%	389	87	22%

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state 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.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30%	68		
4	22%	59		
5	14%	77		
6	29%	65		
7	26%	57		
8	15%	63		
All	22%	389		

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁸

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	88.1%	22.5	33.3	-0.58
4	89.2%	18.0	27.7	-0.57
5	86.9%	11.0	25.4	-0.87
6	83.6%	28.6	47.2	-1.10
7	77.8%	20.2	40.6	-1.10
8	81.4%	17.5	42.5	-1.33
All	84.5%	19.6	35.8	-0.91

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending data availability.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd- 8th-grade exams, the school used the following assessment to measure student growth and achievement in ELA: Fastbridge. FastBridge is a formative assessment system for teachers, born out of research-led innovation at the university level, designed to build a robust Multi-Tiered System of Support (MTSS) and ensure educators have the right tools and the right data

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁹ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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to provide timely, targeted support for their learners. Students in 3-8 take aReading, an adaptive computer assessment in which questions vary based on student responses. Fastbridge aReading is designed to assess students' broad reading abilities and predict overall reading achievement. It aligns with Next Generation Standards and the National Reading Panel's Report. Fastbridge aReading skills addressed are the following:

- Concepts of Print
- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension
- Orthography
- Morphology

FASTBRIDGE

2022-23 FASTBRIDGE ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: The school's median growth percentile of all 3rd through 8th-grade students will be greater than 50 yearly. Student growth is the difference between the beginning-of-year score and the end-of-year score.	All students	50	434	41%	No

End of Year Growth on 2022-23 FASTBRIDGE ELA Assessment By All Students

Grades	AReading Growth	Number Tested
3	57%	81
4	42%	81
5	31%	81
6	51%	70
7	25%	64
8	37%	57
All	41%	434

In the 2022-23 school year, the organization was in its second year of Fastbridge implementation. As we assess the effectiveness of our exam measure, we acknowledge that we are not reaching our set goal. EMHCS fell 9% short of meeting this measure. During the school year, we had significant inconsistencies with staff turnover and testing implementation at both campuses that hindered implementation fidelity. In addition, Fastbridge continues to be a relatively new assessment for EMHCS, and we continue to work alongside the company to provide professional development to our staff.

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Not available Yet
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

ELA: Measure 1: Absolute

EMHCS did not meet this measure, with 22% of students at levels 3 and 4. This is the same proficiency rating reported in the 2021-22 report. Students in their second year at EMHCS performed slightly better than students recently enrolled, with a 1% difference. Third-grade students demonstrated the most growth, with a 6% difference between the 2022 reporting and this current year. Eighth-grade students demonstrated the least amount of growth, with a 9% decrease.

ELA: Measure 2: Absolute

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

ELA: Measure 3: Comparative

Comparison data is unavailable.

ELA: Measure 4: Comparative

The comparative data provided is from the 2021-22 school. According to the data presented, EMHCS met this measure.

ELA: Measure 5: Growth

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

ADDITIONAL CONTEXT AND EVIDENCE

ELA: Measure 1: Absolute

The elementary campus demonstrated an overall increase of 3%, while the middle school campus demonstrated a decrease overall of 3%. In the 2022-23 school year, EMHCS was impacted by the teacher shortages. Sixth-grade and eighth-grade ELA were affected the most as they did not have a consistent teacher throughout the school year.

ELA ACTION PLAN

Adjustments were made in response to this year's achievement data and addressing student learning gaps. They are as follows:

- Two-hour literacy class in grades K-2 for students to work on the curriculum and skills block.
- An hour-and-a-half literacy block in grades 3-6 to support module work and differentiated intervention in the classroom.
- Block scheduling at middle school with 80-minute blocks.
- Intervention class for middle school students every other day for 40 minutes.
- Two intervention teachers at the elementary campus and two intervention teachers at the middle school campus.
- Common planning time for grades K-6 by grade level and grades 7-8 by department.
- 3-8 ELA Benchmark Assessments to be given three times a year.
- CommonLit is used in grades 3-8 as an additional resource to support reading, writing, communication, and problem-solving skills. CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.
- K-8 Data & Assessment Coach to support unpacking data and how to use data to better inform instruction.
- Twice a month data meetings with K-8 Data & Assessment Coach
- Coaching cycles for all teachers by campus-based coaches on a 6-week cycle.

In addition, adjustments to the EL Workplan have been made to support the instructional focus for the school year. They are as follows:

High-Quality Work and Mastery of Knowledge & Skills	
K-12	Implement protocols to increase student outcomes and learning experiences.
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
K-6	Identify and analyze data in order to make timely, evidence-based decisions to differentiate instruction.
7-8	Design effective make, timely, evidence-based decisions to differentiate instruction and support students' growth.

HIGH SCHOOL ELA

High School ELA 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 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.¹⁰

**Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹**

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	39	16	12	52%
2018	2021-22	50	46	0	0%
2019	2022-23	46	24	5	23%

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 the Accountability Cohort that

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ 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.

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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	39	16	18	78%
2018	2021-22	50	46	0	0%
2019	2022-23	46	24	15	68%

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

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

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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	38	16	11	41%
2018	2021-22	39	34	0	0%
2019	2022-23	29	13	3	19%

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 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	28	1	27	100%
2018	2021-22	38	16	17	77%
2019	2022-23	29	13	10	63%

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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.	No
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.	No
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.	No
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.	No

EVALUATION OF HIGH SCHOOL ELA GOAL

High School ELA: Measure 1: Absolute

EMHCS did not meet this measure. During the 2022-23 school year, EMHCS continued in semester courses for core subject classes. A little over half the cohort sat for English III in the fall of 2022 and, therefore, were eligible to receive Regents exemption in January of 2023. This resulted in most of our students missing the opportunity to showcase their literacy and critical thinking skills typically demonstrated in this exam.

High School ELA: Measure 2: Absolute.

EMHCS did not meet this measure. 68% of the cohort in 2019 scored at least a level 3 proficiency. Less than half of the cohort sat to take the ELA Regents exam, as all others were received an exemption due to semester scheduling.

High School ELA: Measure 3: Absolute

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

High School ELA: Measure 4: Comparative

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

High School ELA: Measure 5: Comparative

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

High School ELA: Measure 6: Comparative

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

High School ELA: Measure 7: Growth

EMHCS did not meet this measure. EMHCS followed semester course work during the 2022-23 school year. More than half of the 2019 cohort students who successfully completed English III could not participate in the exam due to the state's cancellation of all Regents exams and thus exempted from the Regents examination due to taking the course in the fall of 2022.

High School ELA: Measure 8: Growth

EMHCS did not meet this measure. EMHCS came short of 12% to meet this measure with 63%. Due to NYS partially issuing exemptions to most of the 2019 cohort, the cohort was not accurately assessed.

ADDITIONAL CONTEXT AND EVIDENCE

High School ELA: Measure 1: Absolute

EMHCS has made changes to when students sit for the ELA Regents exam. During the 2022-23 school year, students who sat for ELA 2 took the ELA Regents during the June 2023 administration. Moving forward, all students in ELA 2 will sit during the June Regents administration for the ELA Regents exam. Any student who does not score a level 4 proficiency will sit again in the January administration the following school year. Of our 2021-22 Cohort, 44 students sat for the ELA regents at the end of ELA 2. Out of those

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students, 20 students passed the exams, with 9 of those students earning a level 4 or level 5. All cohort students, except those 9, will retake the exam in January 2024.

High School ELA: Measure 7: Growth

During the 2022-23 school, EMHCS High School used benchmark exams to monitor student growth toward proficiency. Students in ELA I, II, and III took the ELA benchmark. This benchmark was a mock of the ELA Regents exam. Students were assessed three times during the semester. Teachers used the data to differentiate instruction.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2023-2024 school year:

- Two instructional coaches for the high school versus one from the previous school year. One of the coaches will have a focus on humanities to support the department.
- An 8-period full-year schedule versus semester course work to support more time with curriculum and instruction.
- Increase from two to three ELA teachers.
- The use of CommonLit at grades 9-12 as an additional resource to support reading, writing, communication, and problem-solving skills. CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.
- Coaching cycles for all teachers by coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create target instruction.
- During Common planning time, with guidance from the instructional coach, address Next Generation standards and review instructional strategies.

In addition, adjustments to the EL Workplan have been made to support the instructional focus for the school year. They are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Implement protocols to increase student outcomes and learning experiences.
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
9-12	Plan effective lessons that intentionally provide opportunities for students to articulate and discuss what they are learning and why it matters.

GOAL 4: MATHEMATICS

Students will demonstrate mastery of mathematical concepts.

BACKGROUND

In the 2022-23 school year, EMHCS implemented the Engage NY Math Modules at K-8 with modifications and pacing changes made to meet Next Generation Standards. In grades K-2, Dreambox was used, and in grades 3-8, ALEKS was used to support math instruction. Dreambox is an online platform that is adaptive to ensure students, at every level, stay motivated and receive the right instruction at the right time. ALEKS is a

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research-based, online learning platform that helps educators understand each student's knowledge and learning progress in depth and provides the individual support required for every student to achieve mastery. At grades 9-12, the math department, following the Next Generation Standards, has created Standard-Targets-Assessment (STA) Plans to support curriculum mapping.

Similar to ELA, the EL Workplan, and our instructional priorities guide the instruction focus for the school year. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk. The EL Workplan goals are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
K-6	Use models and critique protocols to support students in creating high-quality work.
7-12	Analyze and modify curriculum to ensure it's standards-based & includes rigorous learning experiences that are authentic for students.

For assessments, K-8 students continue to take the FastBridge Diagnostic. FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for math instruction and diagnostic reading interventions. This assessment was given three times a year. In addition, at 9-12, students took the Math Benchmark Assessment three times, which is an Algebra I, Geometry, or Algebra II Regents exam. Furthermore, using an end-of-unit module assessment, K-12 math teachers assess students in a mid-unit module assessment and at the conclusion of every module. K-8 students also initially get their math knowledge assessed in ALEKS.

Professional development at all three campuses aligned to the Workplan goals. Each campus provided weekly professional development on unpacking curriculum and using data to inform instructional groupings.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Absent	Refusal	Took Regents	
3	84	0	1	3	84	0	1	3	84
4	81	0	4	4	81	0	4	4	81
5	87	0	1	5	87	0	1	5	87
6	74	0	0	6	74	0	0	6	74
7	82	3	0	7	82	3	0	7	82
8	61	0	10	8	61	0	10	8	61
All	469	3	16	All	469	3	16	All	469

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	84	27	32%	70	25	36%
4	81	13	16%	58	7	12%
5	87	16	18%	78	15	19%
6	74	10	14%	66	10	15%
7	82	10	12%	58	8	14%
8	61	1	2%	47	1	2%
All	469	77	16%	377	66	18%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state 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.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

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2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36%	70		
4	12%	58		
5	19%	78		
6	15%	66		
7	14%	58		
8	2%	47		
All	18%	377		

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	88.1%	18.8	33.4	-0.71
4	89.2%	12.4	25.5	-0.70
5	86.9%	3.6	22.1	-1.00
6	83.6%	7.6	25.4	-0.93
7	77.8%	12.9	24.5	-0.60
8	91.4%	3.8	17.5	-0.72
All	84.7%	10.2	25.1	-0.78

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Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending data availability.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd- 8th-grade exams, the school used the following assessment to measure student growth and achievement in Math: Fastbridge. FastBridge is a formative assessment system for teachers, born out of research-led innovation at the university level, designed to build a robust Multi-Tiered System of Support (MTSS) and ensure educators have the right tools and the right data to provide timely, targeted support for their learners. Students in 3-8 take aMath, an adaptive computer assessment in which questions vary based on student responses. Fastbridge aMath is designed to assess students' broad math abilities and predict overall math achievement. It is aligned with the Next Generation Standards and standards and principles from the National Council of Teachers of Mathematics. Fastbridge aMath skills addressed are the following:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations with Fractions
- Measurement and Data
- Geometry

FASTBRIDGE

2022-23 FASTBRIDGE Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: The school's median growth percentile of all 3rd through 8th-grade students will be greater than 50 yearly. Student growth is the difference between the beginning-of-year score and the end-of-year score.	All students	50	453	47%	No

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End of Year Growth on 2022-23 FASTBRIDGE Math Assessment By All Students

Grades	AMath Growth	Number Tested
3	51%	76
4	44%	79
5	41%	86
6	53%	71
7	40%	73
8	52%	68
All	47%	453

In the 2022-23 school year, the organization was in its second year of Fastbridge implementation. As we assess the effectiveness of our exam measure, we acknowledge that we are not reaching our set goal. EMHCS fell 3% short of meeting this measure. During the school year, we had significant inconsistencies with staff turnover and testing implementation at both campuses that hindered implementation fidelity. In addition, Fastbridge continues to be a relatively new assessment for EMHCS, and we continue to work alongside the company to provide professional development to our staff.

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not available Yet
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not available Yet
Growth	Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Math: Measure 1: Absolute

EMHCS did not meet this measure, with 18% of students at levels 3 and 4. This is a 7% increase from the 2021-22 report. Students in their second year at EMHCS performed better than recently enrolled students, with a 2% difference. Third-grade students

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demonstrated the most growth, with a 17% difference between the 2022 reporting and this current year. In addition, grades 5, 6, and 7 also demonstrated growth between 1-15%. Eighth-grade students demonstrated the least amount of growth, with an 8% decrease.

Math: Measure 2: Absolute

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

Math: Measure 3: Comparative

Comparison data is unavailable.

Math: Measure 4: Comparative

The comparative data provided is from the 2021-22 school. According to the data presented, EMHCS met this measure.

Math: Measure 5: Growth

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

ADDITIONAL CONTEXT AND EVIDENCE

Math: Measure 1: Absolute

The elementary campus demonstrated an overall increase of 11%, while the middle school campus demonstrated a decrease overall of 2%. During the 2022-23 school, the highest performing eight grades sat for Algebra I. These students did not sit for the Math 8 exam. A hundred percent of the 8th graders who sat for the Algebra I regents exam passed the exam and received the math credit.

MATHEMATICS ACTION PLAN

Adjustments were made in response to this year's achievement data and addressing student learning gaps. They are as follows:

- Implement a new math curriculum K-12, Illustrative Math, under the guidance of the Math & Data Coordinator. Illustrative Mathematics is a problem-based core curriculum for 21st-century learners designed to address content and practice standards to foster learning for all, preparing students to solve problems, reason, communicate, and think critically in the classroom and beyond.
- An hour and a half mathematics block at K-5 to support the lesson and differentiated intervention in the classroom.
- Block scheduling at middle school with 80-minute blocks.
- Intervention class for middle school students every other day for 40 minutes.
- Two intervention teachers at the elementary campus and two intervention teachers at the middle school campus.
- Common planning time for grades K-6 by grade level and 7-8 by department.
- 3-8 Math Benchmark Assessments to be given three times a year.
- Continued use of Dreambox at grades K-2 and ALEKS at grades 3-8.
- K-8 Data & Assessment Coach to support unpacking data and how to use data to better inform instruction.
- Twice a month data meetings with K-8 Data & Assessment Coach.

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- Twice a month, department meetings with the Math & Data Coordinator to support curriculum implementation.
- Coaching cycles for all teachers by campus-based coaches on a 6-week cycle.

In addition, adjustments to the EL Workplan have been made to support the instructional focus for the school year. They are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Implement protocols to increase student outcomes and learning experiences.
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
K-6	Identify and analyze data in order to make timely, evidence-based decisions to differentiate instruction.
7-8	Design effective make, timely, evidence-based decisions to differentiate instruction and support students' growth.

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 percentage of the Accountability Cohort that achieved at least Performance Level 4 by completing 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	39	5	3	9%
2018	2021-22	50	15	3	8%
2019	2022-23	46	28	1	6%

High School Math 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 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

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measure examines the percentage of the Accountability Cohort that achieved at least Performance Level 3 by completing 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	39	6	32	97%
2018	2021-22	50	15	10	29%
2019	2022-23	46	28	16	89%

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 percentage 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 percentage 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.

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

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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	39	6	3	9%
2018	2021-22	37	15	3	14%
2019	2022-23	28	21	0	0%

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 meet 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

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	34	1	33	100%
2018	2021-22	39	6	32	97%
2019	2022-23	28	21	7	100%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS 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 a Regents mathematics exam) by the completion of their fourth year in the cohort.	No

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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.	Yes
Absolute	Each year, the Performance Index (PI) in mathematics 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.	No
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.	Yes

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

High School Math: Measure 1: Absolute

EMHCS did not meet this measure. During the 2022-23 school year, 6% of students in cohort 2019 scored at least level 4 proficiency, which is 2% less than the cohort before. Throughout the 2022-23 school year, EMHCS High School suffered staffing shortages in the mathematics department that became an obstacle to supporting this measure. Additionally, students were enrolled in semester coursework, which became a challenge in ensuring mathematical readiness.

High School Math: Measure 2: Absolute

EMHCS did meet this measure. 89% of the cohort in 2019 scored at least a level 3 proficiency, which means that EMHCS exceeded this measure by 9%. The majority of the students first took the exam in January 2020 before the pandemic hit due to EMHCS using a semester schedule. The students who did not take or did not pass the exam

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during that administration were enrolled in the courses during the pandemic and had a chance to earn an exemption for the exam.

High School Math: Measure 3: Absolute

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

High School Math: Measure 4: Comparative

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

High School Math: Measure 5: Comparative

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

High School Math: Measure 6: Comparative

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

High School Math: Measure 7: Growth

EMHCS did not meet this measure. EMHCS followed semester coursework during the 2022-23 school year. Almost two-thirds of 2019 cohort students did not participate in the exam due to the state's cancellation of all Regents exams and thus exempted from the Regents examination.

High School ELA: Measure 8: Growth

EMHCS meets this measure. A hundred percent of students in the 2019 cohort who were not proficient in 8th grade achieved at least a score of Performance Level 3 on a Regents mathematics exam. This means EMHCS exceeded this measure by 25%.

ADDITIONAL CONTEXT AND EVIDENCE

High School Math: Measure 1: Absolute

In September of 2022, the High School started the school year understaffed in the math department. A math teacher was hired a few months after starting the school year. The math teacher transitioned to teaching science at the beginning of the second semester, and the math department was once again understaffed. The department wasn't fully staffed once again till March of 2023.

High School Math: Measure 2: Absolute

The 2021-22 Accountability Report reported that this measure was not met due to cohort 2018 scoring 28% proficiency. After further evaluation, we noted an error was made; this measure was met in the previous accountability report. Cohort 2018 scored 97% proficiency, meaning they exceeded the measure by 17%.

High School Math: Measure 7: Growth

During the 2022-23 school, EMHCS High School used benchmark exams to monitor student growth toward proficiency. Students enrolled in math courses took the math benchmark for that course. This benchmark was a mock of the Regents exam. Students

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were assessed three times during the semester. Teachers used the data to differentiate instruction.

High School ELA: Measure 8: Growth

The 2021-22 Accountability Report reported that this measure was not met due to cohort 2018 scoring 45% proficiency. After further evaluation, we noted an error was made; this measure was met in the previous accountability report. Cohort 2018 scored 97% proficiency, which exceeded the measure by 22%.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2023-2024 school year.

- Implement a new math curriculum K-12, Illustrative Math, under the guidance of the Math & Data Coordinator. Illustrative Mathematics is a problem-based core curriculum for 21st-century learners designed to address content and practice standards to foster learning for all, preparing students to solve problems, reason, communicate, and think critically in the classroom and beyond.
- Twice a month, department meetings with the Math & Data Coordinator to support curriculum implementation.
- Two instructional coaches for the high school versus one from the previous school year. One of the coaches with a focus on STEM to support the department.
- An 8-period full-year schedule versus semester course work to support more time with curriculum and instruction.
- Increase from two to three math teachers—additionally, co-teaching by math teachers to increase the level of support to students.
- Coaching cycles for all teachers by math coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create target instruction.
- During Common planning time, with guidance from the instructional coach, address Next Generation standards and review instructional strategies.

In addition, adjustments to the EL Workplan have been made to support the instructional focus for the school year. They are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Implement protocols to increase student outcomes and learning experiences.
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
9-12	Plan effective lessons that intentionally provide opportunities for students to articulate and discuss what they are learning and why it matters.

GOAL 5: SCIENCE

Students will demonstrate mastery of science concepts.

BACKGROUND

In the 2022-23 school year, EMHCS teachers in grades K-5 used Mystery Science and Generation Genius. Mystery Science is a blended science and literacy program. The program provides a robust library of multileveled informational text. It delivers engaging

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lessons through science experiments, hands-on activities, and other collaborative learning opportunities that allow students to think and act like scientists. Generation Genius is a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material, and more. Grades 6-8 used Elevate Science. Elevate Science is a research-based science curriculum focused on the inquiry process. Elevate Science is developed upon problem-solving, critical thinking, and the Next Generation Science performance expectations. Elevate Science's key components are making sense of phenomena and designing solutions to real-world problems. At grades 9-12, the science department follows the standards to create Standard-Targets-Assessment (STA) Plans to support curriculum mapping.

The EL Workplan and our instructional priorities guide the school year's instruction focus. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk. The EL Workplan goals are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
K-6	Use models and critique protocols to support students in creating high-quality work.
7-12	Analyze and modify curriculum to ensure it's standards-based & includes rigorous learning experiences that are authentic for students.

For assessments, in grades 9-12, students took the Science Benchmark Assessment three times: the Living Environment, Earth Science, and Chemistry Regents exam. Furthermore, K-12 science teachers continued to assess students at the conclusion of every unit using an end-of-unit assessment. They use the Illuminate software to upload their assessment and generate usable data to create action plans.

Professional development at all three campuses aligned to the Workplan goals. Each campus provided weekly professional development on unpacking curriculum, unit planning, and project planning and using data to inform instructional groupings.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

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Charter School Performance on 2022-23 State Science Exam By Students Enrolled in at Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	44	2	5%
All	44	2	5%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
8	44	2	5%	N/A	N/A	N/A
All	44	2	5%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not available yet

EVALUATION OF THE SCIENCE GOAL

Science: Measure 1: Absolute

EMHCS did not meet this measure. Only 5% of 8th-grade students were proficient in the Science 8 exam and were enrolled with EMHCS for at least two years. During the

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administration of the science exam, the middle school experienced high volumes of absences, and students who opted out of the exam.

Science: Measure 2: Comparative

Comparative data has not been released yet to provide an accurate analysis.

ADDITIONAL CONTEXT AND EVIDENCE

Science: Measure 1: Absolute

76% of 8th graders passed the Living Environment Regents exams with a 65 or higher. This passing rate is significantly higher as the group of students was chosen to participate in the Regents level class rather than the entire grade level.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	42	14	35%
8	2021-22	Living Environment	8	6	75%
8	2022-23	Living Environment	17	13	76%

ACTION PLAN

After reviewing state changes and responding to these year's achievement data, adjustments were made to the 2023-24 school year to address student learning gaps.

- Block scheduling at middle school with 80-minute blocks.
- K-8 Data & Assessment Coach to support unpacking data and how to use data to better inform instruction.
- Twice a month data meetings with K-8 Data & Assessment Coach.
- Coaching cycles for all teachers by campus-based coaches on a 6-week cycle.

In addition, adjustments to the EL Workplan have been made to support the instructional focus for the school year. They are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Implement protocols to increase student outcomes and learning experiences.
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
K-6	Identify and analyze data in order to make timely, evidence-based decisions to differentiate instruction.
7-8	Design effective make, timely, evidence-based decisions to differentiate instruction and support students' growth.

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.

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New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, and Chemistry. 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	39	17	21	95%
2018	2021-22	50	30	20	100%
2019	2022-23	46	30	13	81%

High School Science Measure 2 - Comparative

Each year, the percentage 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

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

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.	Yes
Comparative	Each year, the percentage 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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

High School Science: Measure 1: Absolute

EMHCS met this measure, exceeding it by 6% points. While 30 cohort students were exempt from all science exams, 13 earned a valid score of 65 or higher, making it an 81% passing rate.

High School Science: Measure 2: Comparative

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

ADDITIONAL CONTEXT AND EVIDENCE

High School Science: Measure 1: Absolute

During the 2022-23 school, EMHCS High School used benchmark exams to monitor student growth toward proficiency. Students enrolled in science courses took the science benchmark for that course. This benchmark was a mock of the Regents exam. Students were assessed three times during the semester. Teachers used the data to differentiate instruction.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2023-2024 school year.

- Two instructional coaches for the high school versus one from the previous school year. One of the coaches with a focus on STEM to support the department.
- An 8-period full-year schedule versus semester course work to support more time with curriculum and instruction.
- Students scheduled for the science course and the science lab.
- Increase from two to three science teachers.
- Coaching cycles for all teachers by instructional coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create target instruction.

In addition, adjustments to the EL Workplan have been made to support the instructional focus for the school year. They are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Implement protocols to increase student outcomes and learning experiences.
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
9-12	Plan effective lessons that intentionally provide opportunities for students to articulate and discuss what they are learning and why it matters.

GOAL 6: SOCIAL STUDIES

Students will demonstrate mastery of Social Studies concepts.

BACKGROUND

In the 2022-23 school year, the EMHCS social studies department offered Global History I, Global History II, US History & Government, Participation in Government, Economics, and Social Justice. Teachers created Standard-Targets-Assessment (STA) Plans following the standards to support curriculum mapping.

In the 2022-23 school year, EMHCS was approved to offer the Seal of Civic Readiness. Students who wish to receive the NYS Seal of Civic Readiness shall complete all requirements for a New York State local or Regents diploma. In addition, students wishing to receive this must also complete a capstone project. Social Studies teachers aligned the curriculum in PIG/Economics to ensure students completed a capstone project. The Civic Readiness Capstone Project is a culminating, experiential, summative project assessing a student's Civic Knowledge, Skills and Actions, and Civic Mindset.

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The EL Workplan and our instructional priorities guide the school year's instruction focus. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk. The EL Workplan goals are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
K-6	Use models and critique protocols to support students in creating high-quality work.
7-12	Analyze and modify curriculum to ensure it's standards-based & includes rigorous learning experiences that are authentic for students.

For assessments, in grades 9-12, students took the Social Studies Benchmark Assessment three times: the Global II and the US History & Government Regents exam. Furthermore, 9-12 social studies teachers continued to assess students at the conclusion of every unit using an end-of-unit assessment. They use the Illuminate software to upload their assessment and generate usable data to create action plans.

Professional development aligns with the Workplan goals and the Seal of Civic Readiness. The high school campus provided weekly professional development on unpacking curriculum, unit planning and project planning, and using data to inform instructional groupings. In collaboration with the high school leadership team, the Director of Academics worked with the social studies department to unpack and monitor the Seal of Civic Readiness.

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. 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 completing 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	39	28	7	63%
2018	2021-22	50	48	2	100%
2019	2022-23	46	40	0	0%

Social Studies Measure 2 - Comparative

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

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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. 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 completing 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	39	15	21	89%
2018	2021-22	50	32	17	94%
2019	2022-23	46	34	6	50%

Social Studies Measure 4 - Comparative

Each year, the percentage 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.

SUMMARY OF THE SOCIAL STUDIES GOAL

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.	No
Comparative	Each year, the percentage of students in the high school Total Cohort passing the U.S. 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
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.	No
Comparative	Each year, the percentage 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

EVALUATION OF THE SOCIAL STUDIES GOAL

Social Studies: Measure 1: Absolute

EMHCS did not meet this measure—forty students in cohort 2019 out of the forty-six were given an exemption for this Regents exam. EMHCS High School did not offer the US History Regents exam during the June 2023 administration. No additional students sat for the exam, which explains zero percentage points for passing rates.

Social Studies: Measure 2: Comparative

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

Social Studies: Measure 3: Absolute

EMHCS did not meet this measure. In cohort 2019, 34 students received exemptions for this exam. Six students sat for the Global History Regents exam, and only 50% received a passing rate of 65 or higher, falling 25% short of meeting the measure.

Social Studies: Measure 4: Comparative

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

ADDITIONAL CONTEXT AND EVIDENCE

Social Studies: Measures 1 & 3: Absolute

During the 2022-23 school, EMHCS High School used benchmark exams to monitor student growth toward proficiency. Students enrolled in Global History I, II, and US History & Government took the benchmark for that course. This benchmark was a mock of the Regents exam. Global I and II students took the same benchmark, a mock of the Global II Regents. Students were assessed three times during the semester. Teachers used the data to differentiate instruction.

ACTION PLAN

In response to this year's achievement data, the following adjustments have been made for the 2023-2024 school year:

- Two instructional coaches for the high school versus one from the previous school year. One of the coaches will have a focus on humanities to support the department.
- An 8-period full-year schedule versus semester course work to support more time with curriculum and instruction.
- Coaching cycles for all teachers by instructional coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create target instruction.
- Development of a Seal of Civic Readiness committee to oversee the implementation and follow through of the requirements to obtain the seal.

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In addition, adjustments to the EL Workplan have been made to support the instructional focus for the school year. They are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Implement protocols to increase student outcomes and learning experiences.
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
9-12	Plan effective lessons that intentionally provide opportunities for students to articulate and discuss what they are learning and why it matters.

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	Good Standing
2021-22	Good Standing
2022-23	Targeted Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

ESSA: Measure 1

In the 2022-23 school year, EMHCS went from a school in Good Standing to a Target Support and Improvement (TSI) school. EMHCS is identified as TSI due to low-performing subgroups (excluding the All Students group). The identified subgroup EMHCS performed low in was Black in the Elementary-Middle Subgroup Accountability Status.

GOAL 8: UNIQUE GOAL: SPANISH LANGUAGE ARTS

Students will become proficient Spanish speakers.

BACKGROUND

In the 2022-23 school year, EMHCS implemented two language tracks for Spanish students. Students who are native speakers enter the Spanish Language Arts track, and second-language Spanish learners enter the World Language track. Students in K-12 use a Spanish language arts curriculum that mirrors the ELA modules. Students in the

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grades K-6 World Language track use *Listos*, and students in grades 7-12 use *Encuentros*.

The EL Workplan and our instructional priorities guide the school year's instruction focus. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk. The EL Workplan goals are as follows:

High Quality Work and Mastery of Knowledge & Skills	
K-12	Design, create, and deliver standard-based high-interest unit plans that culminate in students producing authentic high-quality work (projects)
K-6	Use models and critique protocols to support students in creating high-quality work.
7-12	Analyze and modify curriculum to ensure it's standards-based & includes rigorous learning experiences that are authentic for students.

For assessments in grades K-12, students took the Spanish Benchmark Assessment three times. Furthermore, K-12 teachers continued to assess students at the conclusion of every unit using an end-of-unit assessment.

Professional development at all three campuses aligned with the Workplan and our accountability goals. The Bilingual Coordinator provided monthly department meetings at each campus that focused on unpacking curriculum and unpacking benchmark data to inform instructional groupings.

Unique Goal: Spanish Language Arts Measure 1 – Growth

Each year, 75% of all students in grades K-8 that have had a full year of Spanish Language instruction will demonstrate one year's growth.

EMHCS collected data formally in September as a baseline and then again in January and May through the K-12 Spanish Benchmark, an internal assessment measure.

K-12 Spanish Benchmark Proficiency Rates

Grade	# Assessed	Level 1	Level 2	Level 3	Level 4	Level 3 & 4 % Proficiency
Kinder (82)	73	4	10	23	36	80%
1 st Grade (91)	79	6	24	19	30	62%
2 nd Grade (91)	83	0	9	32	42	89%
3 rd Grade (86)	63	19	22	16	6	35%
4 th Grade (89)	71	19	25	23	4	38%
5 th Grade (92)	78	9	24	33	12	58%
6 th Grade (74)	63	3	15	15	30	71%
7 th Grade (84)	71	7	22	20	22	59%
8 th Grade (93)	79	10	27	21	21	53%
9 th Grade (73)	58	2	9	26	21	81%
10 th Grade (44)	22	3	4	7	8	68%
11 th Grade (48)	23	4	8	8	3	48%
12 th Grade (31)	22	4	7	6	5	50%

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Unique Goal: Spanish Language Arts Measure 2 – Absolute Measure

75% of all high school students with at least five years of uninterrupted Spanish Language instruction will pass the comprehensive Spanish Checkpoints A, B, and C examination.

The school administered the Spanish Proficiency exam (checkpoint A) and the Regents Spanish exam (checkpoint B). Both exams utilize a 0-100 scale per New York State (NYS) regulations and are developed in cooperation with Monroe BOCES to maintain approved state metrics. NYS Department of Education recognizes 65 or above as a passing grade.

Percentages of students passing as of August 2022

Measure	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022
Checkpoint A	89%	87%	65%	35%
Checkpoint B	63%	33%	4%	N/A
Checkpoint C	N/A	N/A	N/A	N/A

Unique Goal: Spanish Language Arts Measure 3 – Absolute Measure

Each year, 75% of all students in the fourth year of high school Total Graduation Cohort that have had at least five years of uninterrupted Spanish Language instruction will receive the Seal of Biliteracy on their diploma.

Cohort Designation	Percentage of students on track to receive the Seal of Biliteracy
2019	20%
2020	27%
2021	32%
2022	40%

SUMMARY OF THE UNIQUE GOAL: SPANISH LANGUAGE ARTS

Type	Measure	Outcome
Growth	Each year, 75% of all students in grades K-8 that have had a full year of Spanish Language instruction will demonstrate one year's growth.	No
Absolute	75% of all high school students with at least five years of uninterrupted Spanish Language instruction will pass the comprehensive Spanish Checkpoints A, B, and C examination	No
Absolute	Each year, 75% of all students in the fourth year of high school Total Graduation Cohort that have had at least five years of uninterrupted Spanish Language instruction will receive the Seal of Biliteracy on their diploma.	No

EVALUATION OF THE SPANISH LANGUAGE ARTS GOAL

Spanish Language Arts: Measure 1: Growth

EMHCS did not meet this measure. The average growth of students in K-8 demonstrating one year's growth is 61%, which is 14% short of meeting the measure. Individual grade levels met the measure: kindergarten with 80% and second with 89%. Sixth grade came short by four percentage points to meet the measure with 71%.

Spanish Language Arts: Measure 2: Absolute

EMHCS did not meet this measure overall. Cohort 2019 and 2020 exceeded the Checkpoint A measure with 89% and 87%, respectively. Cohort 2021 can short 10% for Checkpoint A with 65%. Checkpoint B: All cohorts did not meet the measure, though cohort 2019 came close with 63%. During the 2022-23 administration season, Checkpoint C was not administered.

Spanish Language Arts: Measure 3: Absolute

EMHCS did not meet this measure. In the fourth EMHCS graduating class, the 2019 cohort, 20% of their graduates received the Seal of Biliteracy. While we did not meet the goal, the programming and structure changes to the Spanish language program provide promising results in future cohorts.

ADDITIONAL CONTEXT AND EVIDENCE

Spanish Language Arts: Measure 1: Growth

The Spanish teaching department at EMHCS consistently suffered staff turnovers all year. The elementary campus lost a Spanish teacher early in the school year, and the position was vacant most of the school year. Middle school similarly felt the same challenge. The position was vacant all school year, greatly impacting the progress of 7th and 8th grade Spanish language instruction.

ACTION PLAN

In response to this year's achievement data, the following adjustments have been made for the 2023-2024 school year:

- Continuous curricular revisions to the SLA curriculum.
- Changes to the master schedule to ensure equitable allotment of time for Spanish instruction in grades 3-6.
- Development of the Seal of Biliteracy Pathway at kindergarten, 6th grade, and 8th grade to support development and participation toward obtaining the Seal of Biliteracy.
- Meeting with the Bilingual Coordinator and the Spanish department to unpack benchmark data and support instructional changes.
- Increase of Spanish teachers from two to three at the high school
- Coordination with counselors ensures all students are scheduled in the correct language track for a Spanish class.

