

**The Academy Charter School
Uniondale**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicholas Stapleton 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)
Robert Stewart	Rtstewart@cometocalvary.com	Chairman/ Academic
Dawn West	Redawn226@gmail.com	Deputy Vice Chair/ People and Legal
Stephen Rowley	Srowley@gmail.com	Trustee/ Finance
Roderick Roberts	Ramahlife@aol.com	Trustee/ People and Legal
Roger Ball	Ball@fordham.edu	Trustee/ Academic
Marie Graham	Atomfhs@hotmail.com	Trustee/ Academic/ Finance
Dale James	Dale.j.James@gmail.com	Trustee/ Finance
Dorothy Burton	Dorothymburton@aol.com	Trustee/ Academic/ People and Legal
Carol Beckles	Almirabeckl@outlook.com	Trustee/ People and Legal
Claudette Harrison	Cmharrison@yahoo.com	Trustee/ People and Legal
Barrington Goldson	Goldsonhenry158@aol.com	Emeritus

Wayne Haughton has served as the executive director since 2012.

SCHOOL OVERVIEW

The Academy Charter School Uniondale began operation in September 2018. It continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. In September 2020, the high school grades were added with a cohort of 125 ninth graders. In September 2021 the Academy Charter Middle School was added with a total enrollment of 100 students. During the same year, the elementary grades (K-5) were expanded to include additional students.

The Academy improves student academic achievement by focusing on the development of three important areas of children's growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community. With the advent of COVID-19, the Academy expanded the social-emotional program to meet the needs of students and staff.

Mission:

"Create world class competitive scholars who will LEARN today, LEAD tomorrow, and SERVE in the future"

Vision:

The Academy Charter School ("The Academy") will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. The enriched –high-quality program encourages Academy scholars to exceed expectations, foster and appreciation for diversity in talents and artistic and creative potential. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community's children can achieve.

Key Design Elements:

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

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

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

Standard Based New York State Next Generation Learning Standards.

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

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

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

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

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

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

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	73	81	80	52	54	N/A	N/A	N/A	N/A	123	N/A	N/A	N/A	463
2021-22	102	100	99	100	98	97	99	N/A	N/A	117	120	N/A	N/A	932
2022-23	116	116	105	119	113	112	125	120	N/A	134	110	100	N/A	1270

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

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

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

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

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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	N/A	N/A	N/A
2021-22	2017-18	2017	N/A	N/A	N/A
2022-23	2018-19	2018	N/A	N/A	N/A

PROMOTION POLICY

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

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

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

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

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

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

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school

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	110	96.4%
2022	128	96.1%

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 of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	N/A	N/A
2020	2021-22	108	63.9%
2021	2022-23	110	74%

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.

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

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

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

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

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

Graduation Goal Measure 5 - Comparative Measure

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

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

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

Graduation Goal Measure 6 - Absolute Measure

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

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

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

Pathway Exam Passing Rate 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

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation for every measure of this goal. However, the school is demonstrating progress toward this goal as indicated measures 1.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different	Not Met

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

EVALUATION OF THE GRADUATION GOAL

The Academy High School Uniondale did not have a graduation cohort in the fourth year during the 2022-2023 school year. However, the school exceeded the goal for measure 1 - for its first- and second- graduation cohorts with 96.4% and 96.1%, respectively.

The 2021 cohort did not meet measure 2 - 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. 74% of students in the 2021 cohort met the benchmark. While this is 1% below the benchmark, it does mark an increase of 10.1% from the 2020 cohort.

ADDITIONAL CONTEXT AND EVIDENCE

The 2022-2023 school year was marked by a continued return to normalcy from the daily impact of COVID, however, the lasting impacts of COVID, namely learning loss continued. Using diagnostic testing (*IXL*), the Academy identified students with multi-year gaps in ELA and Math early in the year. To close these gaps the school continued to offer academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess.

The Academy provided on-going professional development for teachers on effective instructional practices and how to support the social and emotional needs of students. The school also provided professional development for teachers to increase their knowledge-based related to standards-based curriculum and pedagogy. The Academy used data-driven instructional practices to consistently monitor and respond to the academic needs of students. The school will continue to support struggling students by providing academic services in all core academic subjects. Students received targeted support during the school day using an intervention period for all students. They also had an extended school day and opportunities such as Saturday tutoring, Winter and Spring Break intervention.

ACTION PLAN

The school will continue to support struggling students by providing additional academic support. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of Regents examinations. Students requiring academic support, based on Regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services are provided in-school, after school, on Saturdays, and during the summer months.

The school has also departmentalized instruction and made provisions for instructional coaching to include content leads and three Assistant Principals. Assistant Principals have been given specific content areas of instructional oversight and work with content leads to support student achievement through instructional practice. Streamlined responsibilities have reduced the non-instructional tasks Assistant Principals manage, allowing for more focus on curriculum and instruction.

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

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

For the upcoming 23-24 school year the Academy is utilizing the *Teach Like a Champion* organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from *Teach Like a Champion* to ensure fidelity of implementation.

The Academy will continue to focus on the success of all sub-groups of students through increased professional development for co-teachers and data-driven instruction. The school has also shifted the organization of teachers so that special educators and ENL educators are departmentalized, and every core content area has a dedicated special education teacher.

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

Scholars at The Academy Charter High School are supported throughout the entirety of the college application process. The school year starts with college counselor and family meetings for each

student. Next, students are given expectations for what to expect throughout the school year. This includes gauging initial interests, creating a list of colleges, determining eligibility for financial aid and opportunity programs, and setting the scope of support the college counselor will provide. Students then meet with the college counselor for the duration of the year in small groups. During the student/counselor meetings, students are encouraged to build balanced college lists, complete their personal statement, and apply to CUNY, SUNY, and private/public out of state schools. Families are welcomed to meet with the college counselor to obtain assistance with completing financial aid forms such as the FAFSA, TAP, and CSS Profile, as well as any additional opportunity program and scholarship applications students may need to complete. The school will continue to support our families throughout the decision making and college commitment process by hosting financial aid review workshops and individualized sessions to support families in making informed decisions about the child's future college matriculation.

The Academy High School Uniondale has only been in operation for two years and does not have a cohort for evaluation under this indicator. The school will offer college courses through a partnership with SUNY Farmingdale beginning in the 2022-2023 school year in addition to AP English Language.

Courses:

BCS 102 – Computer Concepts & Applications

This is an introductory course in the use of personal computers in today's society. Students will receive instruction in basic computer concepts and terminology, the fundamentals of the Windows operating system and have hands on experience at the beginning to intermediate level using Microsoft Word, Excel, and PowerPoint. The Internet will be used to supplement textbooks and lecture materials.

HPW 105 – Medical Terminology

This course is the study of medical terminology. The focus is on prefixes, suffixes, word roots and their combining forms by an introduction to medical word building and the general structure of the body and its various body systems. Students will learn word construction, spelling, usage, comprehension, and phonetic 'sounds like' pronunciations as well as some common medical abbreviations. This course is just right for Health Studies students who are considering a career in dental hygiene, nursing, or medical technology.

BUS 111 – Introduction to Business

This course introduces the student to the fundamentals of American Business and its contemporary environment. It provides an overview of organizational, national, and international trends and their impact on enterprises both large and small. The course develops an understanding of important business concepts, principles, and practices that explain how businesses are formed, how they operate to accomplish their goals, and why/how their success depends on effective management, production, marketing and finance/accounting.

NTR 200 - Food Science

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This course stresses the practical application of nutritional science throughout life. It discusses nutritional changes that occur during various life stages such as pregnancy, infancy, adolescence, adulthood, and old age. Students explore the biological aspects of all major nutrients and relate them to chronic diseases. Basic chemistry principles are applied to major nutrient groups. Recommendations for adequate nutrient intake are presented and related to food consumption habits. This course evaluates nutritional supplement claims and discusses changes in athlete nutrient requirements in training and during competition.

College Preparation Goal Measure 1 - Absolute

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

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

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]	N/A		
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			

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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Overall	[Total number of 2019 Cohort graduates. Not a sum of entire column] ⁵	[Number of 2019 Cohort graduates achieving at least one indicator]	[Percentage of 2019 Cohort graduates achieving at least one indicator]
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College Preparation Goal Measure 2 - Absolute

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

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

College Preparation Goal Measure 3 - Comparative

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

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

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁶

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

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

⁶ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

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2019	2022-23	N/A	
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SUMMARY OF THE COLLEGE PREPARATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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

EVALUATION OF THE COLLEGE PREPARATION GOAL

The Academy High School Uniondale has only been in operation for 3 years and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

ADDITIONAL CONTEXT AND EVIDENCE

The Academy High School Uniondale has started the work of preparing students for college and career by conducting extensive skills/career assessments of all students.

ACTION PLAN

To achieve this goal, the school will increase opportunities for students to participate in Advanced Placement and college level courses. The school has hired a college counselor to work with students during their junior year beginning the college application process. The school is making intentional shifts in school culture to provide increased access to college level courses. Counselors met with individual students and families to ensure that their schedules are aligned with future goals. To support students in achieving the college readiness benchmark on the SATs, we will continue to offer SAT prep. We also will continue to offer additional one-to-one tutoring (including peer tutoring) for students in preparation for Regents examinations.

GOAL 3: ENGLISH LANGUAGE ARTS

Enter the school's English Language Arts goal here.

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in kindergarten – 12th grades. Provide a summary of any important changes to the ELA program or staff during the 2022-23 school year.

The Integrated Language Arts Program of The Academy Charter School Uniondale is based on the premise that students come to school with a wide range of language abilities. To this end, speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts. Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The Academy Charter School Uniondale uses a balanced learning approach whereby we incorporate research-based literacy programs along with the *New York State Next Generation Learning Standards* to ensure that our young people are prepared as they progress towards college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *My View (K-5)*, *My Perspectives and Houghton Mifflin (6-8)*, and other standards-based supplementary texts from the *Rally Education, Literacy Footprints Guided Reading Program*®, and the *Heinemann Fountas and Pinnell*® Assessment systems. The *Teachers College Writers Workshop and Wilson's Foundations (K-2)* complete the balanced literacy learning approach.

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

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.

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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	113	0	0	0	0	0	1	114
4	108	0	1	0	0	0	0	109
5	107	0	1	0	0	0	1	109
6	120	0	0	0	0	0	0	120
7	110	0	3	0	0	0	0	113
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	558	0	5	0	0	0	2	565

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁷

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	113	71	62.83%	88	57	64.77%
4	108	79	73.15%	80	59	73.75%
5	107	64	59.81%	84	52	61.90%
6	120	68	56.67%	80	47	58.75%
7	110	76	69.09%	78	55	70.51%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	558	358	64.16%	410	270	65.85%

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

⁷ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁸

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	64.77%	88	N/A	N/A
4	73.75%	80	N/A	N/A
5	61.90%	84	N/A	N/A
6	58.75%	80	N/A	N/A
7	70.51%	78	N/A	N/A
8	N/A	N/A	N/A	N/A
All	65.85%	410	N/A	N/A

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.

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.⁹

⁸ 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](#).

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ¹⁰		Effect Size
		Actual	Predicted	
3	76.0	74.5	38.4	1.88
4	70.4	52.1	35.7	0.93
5	66.0	50.6	34.0	1.04
6	79.8	65.3	48.7	0.99
7				
8				
All	73.3	61.0	39.4	1.22

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 availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Choose an item.

The school administered the *Renaissance* STAR at the beginning of the year in September, and the end of the year in June.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

Reading (NCE)

Grade	Beginning of Year	End of Year
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¹⁰ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Kindergarten	35.1	49.4
1st Grade	41.5	51.3
2nd Grade	41.0	44.3
3rd Grade	41.4	46.0
4th Grade	44.6	46.1
5th Grade	35.6	37.5
6th Grade	38.2	41.8
7th Grade	34.1	40.9

SUMMARY OF THE ELA GOAL

This national norm referenced test does not test *New York State Next Generation Standards*

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.	Not Met
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.	N/A
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.	Met
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
	[Write in additional measure here]	

EVALUATION OF ELA GOAL

In the 2022-23 school year, The Academy Charter School students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the

state English language arts exam. Overall, the school missed the absolute goal by 9.15% percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

The baseline data is encouraging.

ELA ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2023-24 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2023-2024 school year the school will continue the implementation of the *Next Generation Learning Standards* with a focus on lifelong long practice of readers and writers. Based on student achievement data and research, the Academy adopted a departmentalized instructional model for the fifth grade. Certified English Language Arts teachers will provide instruction in English Language Arts. This model allows teachers to increase content knowledge, develop expertise in a single subject matter and further their use of differentiation to support scholars.

The school used the analysis of student achievement to introduce an advanced reading program for grades 3-5. The Academy will provide professional development and implementation support for teacher assigned to teach *the Wit and Wisdom* curriculum in the advanced literacy program. The elementary buildings have systemically included online platforms such as *IXL* and *Renaissance Freckle* into small group instruction period time to provide targeted, self-paced, personalized learning. The Academy will refocus guided reading instruction with frequent progress checks. The teachers will receive ongoing instructional support from content experts.

Teachers will be provided with intensive daily professional development and support. There will be focus on content, pedagogy, practice, and rigor. Moreover, there will be ongoing professional development focused on social and emotional learning.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

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

High School ELA Measure 2 - Absolute

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

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines

¹¹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹² 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

High School ELA Measure 3 - Absolute

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

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

High School ELA Measure 4 - Comparative

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

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

High School ELA Measure 5 - Comparative

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

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

High School ELA Measure 6 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

High School ELA Measure 7 - Growth

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

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

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

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

High School ELA Measure 8 - Growth

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

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation under this indicator.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in	

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION OF HIGH SCHOOL ELA GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation under this indicator.

ADDITIONAL CONTEXT AND EVIDENCE

To improve in this area, the Academy has a renewed focus on reading at the secondary level. The ELA curricula are being revised for alignment with the *Next Generation Standards* as well as improving student reading stamina. The school has also adopted the use of *IXL* to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is increasing co-teaching, adding more academic support teachers, and employing a consultant to train English department leaders.

ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. To improve in this area, the Academy has a renewed focus on reading at the secondary level. The ELA curricula are being revised for alignment with the *Next Generation Standards* as well as improving student reading stamina. The school has also adopted the use of *IXL* to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is utilizing content expert consultants to develop English department leaders, special educators and ESL teachers.

Teachers will be provided with intensive daily professional development and support. There will be focus on content, pedagogy, practice, and rigor. Moreover, there will be ongoing professional development focused on social and emotional learning.

For the upcoming 23-24 school year the Academy is utilizing the *Teach Like a Champion* organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation.

The Academy will continue to focus on the success of all sub-groups of students through increased professional development for co-teachers and data-driven instruction. The school has also shifted

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

the organization of teachers so that special educators and ENL educators are departmentalized, and every core content area has a dedicated special education teacher.

GOAL 4: MATHEMATICS

All students at the school will be proficient in mathematics

BACKGROUND

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

The school will continue to use the curriculum outlined in the charter. Teachers at the K-7 grade levels plan and implement learning experiences aligned with the *Next Generation State Standards*. Teachers utilize the Savvas *Envision*, and Great Minds, *Eureka* curriculums are utilized in the elementary and middle school grades, and other standards-based supplementary materials from the *Rally Education*. In high school, the Savvas *Envision* curriculum is being utilized for instruction

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.

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	Medically excused	Other reason	Took Regents	
3	113	0	0	0	0	0	1	0	114
4	108	0	1	0	0	0	0	0	109
5	107	0	1	0	0	0	1	0	109
6	117	0	2	0	0	0	0	0	119
7	107	1	4	0	0	0	0	0	112
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All	552	1	8	0	0	0	2	0	563
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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	113	88	77.88%	88	69	78.41%
4	108	88	81.48%	80	64	80.00%
5	107	68	63.55%	84	53	63.10%
6	117	77	65.81%	78	52	66.67%
7	107	71	66.36%	76	55	72.37%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	552	392	71.01%	406	293	72.17%

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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	78.41%	88	N/A	N/A
4	80.00%	80	N/A	N/A
5	63.10%	84	N/A	N/A
6	66.67%	78	N/A	N/A
7	72.37%	76	N/A	N/A
8	N/A	N/A	N/A	N/A
All	72.17%	406	N/A	N/A

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	76.0	76.5	38.9	1.78
4	70.4	50.5	35.4	0.76
5	66.0	36.0	32.1	0.21
6	79.8	38.6	27.3	0.59
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	73.3	50.8	33.4	0.86

Math Measure 5 - Growth

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item.

The school administered the *Renaissance* STAR at the beginning of the year in September, and the end of the year in June.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

Math (NCE)

Grade	Beginning of Year	End of Year
Kindergarten	N/A	N/A
1st Grade	50.3	51.9
2nd Grade	41.9	46.1
3rd Grade	47.3	55.0
4th Grade	50.5	57.6
5th Grade	47.0	52.7
6th Grade	43.2	50.1
7th Grade	42.1	57.7

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

This national norm referenced test does not test *New York State Next Generation Standards*

Type	Measure	Outcome
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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Not met
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.	N/A
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.	Met
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
	[Write in additional measure here]	

EVALUATION OF THE MATHEMATICS GOAL

In the 2022-23 school year, The Academy Charter School students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state Mathematics exam. Overall, the school missed the absolute goal by 2.83% percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

The baseline data is encouraging.

MATHEMATICS ACTION PLAN

The school will continue to support struggling students by providing academic services in Mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2023-24 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

During the 2023-24 school year, the school will continue implementing the *Next Generation Standards*. Based on student achievement data and research, the Academy adopted a departmentalized instructional model for the fifth grade. This model allows teachers to increase math content knowledge, develop expertise in a single subject matter, and further their use of differentiation to support scholars. Professional development will be designed to include lesson studies conducted by Eureka Math content specialists. The Academy will provide daily math support during common planning with increased focus on student work analysis data meetings. The elementary buildings have systemically included online platforms such as *IXL* and *Renaissance Freckle* into small group math instruction to provide targeted, self-paced, personalized learning.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

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

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

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

High School Math Measure 2 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

High School Math Measure 3 - Absolute

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

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

High School Math Measure 4 - Comparative

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

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

High School Math Measure 5 - Comparative

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

High School Math Measure 6 - Comparative

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

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

High School Math Measure 7 - Growth

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

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

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

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

High School Math Measure 8 - Growth

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

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

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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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation under this indicator.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

ADDITIONAL CONTEXT AND EVIDENCE

The school will continue to support struggling students by providing academic services in mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. The mathematics curricula are being revised for alignment with the *Next Generation Standards* as well as the *5 Practices for Orchestrating Productive Mathematics Discussions*. The school has also adopted the use of *IXL* to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is utilizing content expert consultants to develop mathematics department leaders, special educators and ESL teachers.

ACTION PLAN

The school will continue to support struggling students by providing academic services in mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. The mathematics curricula are being revised for alignment with the Next Generation standards as well as the *5 Practices for Orchestrating Productive Mathematics Discussions*. The school has also adopted the use of *IXL* to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is utilizing content expert consultants to develop mathematics department leaders, special educators and ESL teachers.

For the upcoming 23-24 school year the Academy is utilizing the *Teach Like a Champion* organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from *Teach Like a Champion* to ensure fidelity of implementation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Academy will continue to focus on the success of all sub-groups of students through increased professional development for co-teachers and data-driven instruction. The school has also shifted the organization of teachers so that special educators and ENL educators are departmentalized, and every core content area has a dedicated special education teacher.

GOAL 5: SCIENCE

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

BACKGROUND

The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the *Next Generation Science Standards*. Teachers utilize the *SAVVAS Elevate Science* program in middle and elementary grades. In high school, the *SAVVAS* curriculum is being utilized for Living Environment, Chemistry and Physics. The *Perfection Learning* curriculum is implemented for Earth Science.

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 Science test was not administered to the 4th graders in the 2022-2023 school year. The school did not have an 8th grade configuration in the 2022-2023 school year.

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	N/A	N/A	N/A
All	N/A	N/A	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan 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.	N/A
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.	N/A
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

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	NA	NA	NA	NA
8	2021-22	NA	NA	NA	NA
8	2022-23	NA	NA	NA	NA

ACTION PLAN

The Academy modified the science curriculum to respond to the *Next Generation Science Learning Standards* and to facilitate increased hands-on lab instruction. The new curriculum is *SAVVAS Elevate Science*. To improve in this area for the 2023 – 2024 School year, the Science maps have been updated, and more intensive professional development will focus on understanding the content knowledge, instructional practice, and assessment.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s). 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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

High School Science Measure 2 - Comparative

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

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

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan 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.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation under this indicator. However, the 2020 cohort has exceeded this goal with 91.7% of students passing a science Regents with a score of 65 or higher. The 2021 cohort is also on its way to meeting this goal ahead of schedule with 71.4% of students scoring 65 or higher on a science Regents.

ADDITIONAL CONTEXT AND EVIDENCE

The school provided in-person labs during the 2022-2023 school year and also used lessons learned to supplement in-person labs with virtual activities. Teachers seamlessly integrated technology into the curriculum to provide a robust science experience for students. The school partnered with The Cradle of Aviation Museum to provide enrichment opportunities for chemistry students. The school supported struggling students by providing academic services in science. Students received support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers were provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

Teachers were provided with intensive daily professional development and support. There will be focus on content, pedagogy, practice, and rigor. Moreover, there will be ongoing professional development focused on social and emotional learning.

ACTION PLAN

For the upcoming 23-24 school year the Academy is utilizing the *Teach Like a Champion* organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from *Teach Like a Champion* to ensure fidelity of implementation.

The Academy will continue to focus on the success of all sub-groups of students through increased professional development for co-teachers and data-driven instruction. The school has also shifted the organization of teachers so that special educators and ENL educators are departmentalized, and every core content area has a dedicated special education teacher.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in 9th – 12th grades. Provide a summary of any important changes to the social studies program or staff during the 2022-23 school year.

Teachers utilize the SAVVAS curriculum is being utilized for Global History and US History.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 1 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

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

Social Studies Measure 2 - Comparative

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

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

Social Studies Measure 3 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Social Studies Measure 4 - Comparative

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

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

SUMMARY OF THE SOCIAL STUDIES GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

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

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	exceed that of the high school Total Cohort from the school district of comparison.	
	[Write in optional measure here]	

EVALUATION OF THE SOCIAL STUDIES GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

ADDITIONAL CONTEXT AND EVIDENCE

57.4% of students in the 2020 cohort have passed the Global History Regents with a score of 65 or higher. Considering students who qualified for the Special Appeal, 95.4% of students have met the graduation requirement for the Global History Regents.

ACTION PLAN

The school will continue to support struggling students by providing academic services in social studies. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2023-2024 school year, there is a focus on collaboration across the history and English departments to promote skill development in reading and writing.

GOAL 7: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is (LSI) Local Support & Improvement: 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	(LSI) Local Support & Improvement

ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

