

**Academy Charter School –
Hempstead**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicholas Stapleton, Chief Academic Officer 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)
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Wayne Haughton has served as the executive director since 2012.

SCHOOL OVERVIEW

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. The Academy has expanded to a K-12 institution serving 1,880 students in the 2022 - 2023. School year. Located in Hempstead, NY, a school district with approximately 76.9% free and reduced-price lunch, a growing percentage of English Language and Special Education learners, The Academy continues provide high quality learning experiences for its diverse community.

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.

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.

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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	152	152	230	125	125	123	122	122	125	108	179	123	92	1782
2021-22	150	150	155	236	129	131	132	123	123	122	124	158	118	1851
2022-23	152	148	151	152	237	129	129	130	126	135	124	116	151	1880

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

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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 30 th
2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110
2022-23	2019-20	2019	147	4	143

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	94	0	94
2021-22	2018-19	2018	110	0	110
2022-23	2019-20	2019	143	0	143

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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	95	0	95
2021-22	2017-18	2017	94	0	94
2022-23	2018-19	2018	110	0	110

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	126	80.95%
2022	141	88.65%

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	110	90.5%
2020	2021-22	126	69.8%
2021	2022-23	126	60.3%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

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

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	94	87	92.6%
2018	2021-22	110	106	96.4%
2019	2022-23	143	136	95.1%

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	95	95	100%
2017	2021-22	94	93	98.9%
2018	2022-23	110	106	96.4%

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	94	97	92.6%	485	72%
2018	2021-22	110	106	96.4%	465	83%
2019	2022-23	143	136	95.1%	N/A	N/A

Graduation Goal Measure 6 - Absolute Measure

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

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

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

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

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
Additional Social Studies Regents	90	74	82.2%
Additional Math/Science Regents	142	134	94.4%
LOTE	53	53	100%
Overall	143	136	95.1%

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	94	100%
2018	2021-22	100	100%
2019	2022-23	143	95.1%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy Charter School – Hempstead has continued to exceed its four-year graduation goal with the 2019 cohort with 95.1% of students graduating in four years. The 2019 cohort exceeded the goal by 20.1%.

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

EVALUATION OF THE GRADUATION GOAL

The Academy’s 2019 cohort achieved all, but one of the measures of this Accountability Plan goal. 75% of the scholars in the 2021 cohort did not 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.

The Academy’s 2021 and 2022 cohorts achieved the goal of 75% promotion, with the 2021 cohort 5.95 percentage points above the 75% goal. Most notably, the 2022 cohort exceeded the goal of 75% by 13.65 percentage points.

The Academy did not achieve its goal of 75% of students in the second-year high school Total Graduation Cohort scoring at or above proficient on least three different New York State Regents exams. The 2019 cohort exceeded this goal by 15.5-percentage points, due in large part to the state exemptions offered in 2020 and 2021. The removal of the exemptions saw a steep decline in the number of students meeting this benchmark. The 2020 cohort did not meet this goal, with 69.8% of students passing at least three Regents exams, 5.2-percentage points short of the goal. The 2021 cohort did not meet this goal, with 60.3% of students passing at least three Regents exams, 14.7-percentage points short of the goal.

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 percent promoted for the 2022 cohort held steady from the 2020-2021 school year even as the difficulty of scholar course work increased. The Academy welcomed new students into the 2022 cohort, many of whom were under credited. Action plans were put into place to provide additional support through online credit recovery, after school tutoring and Saturday Academy. Additionally, the 2021

cohort percent promoted after the second year exceeded the same goal of the 2020 cohort 80.95% and 76.0%, comparatively. The Academy's commitment to provide academic support through after-school tutoring from teachers and peers, Saturday Academy, and intercession academies have helped scholars meet and exceed academic goals.

The 2021 cohort continued to face challenges due to the lasting impact of COVID. While the 2021 cohort did not meet the stated goal by earning at least a 65 on three exams, most scholars did earn Regent's credit towards graduation due to the Special Appeals. For the June 2023 Regents administration, an average of 82.2% of students tested earned credit through the Special Appeals.

The Academy took steps to prepare students for the Regents exam by providing mock Regents testing during the school day twice a year. Data from the mock exams was used to create flexible groupings in class, as well as assign after-school tutoring and Saturday Regents prep.

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 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. In our first year, close working relationships were established between The Academy and colleges such as Nassau Community College, SUNY Stony Brook University, SUNY Brockport, SUNY University at Albany and the University of Rochester.

For the 2022-2023 academic year, the Academy continued a partnership with Molloy College to offer college credit for courses provided to high school scholars on our campus. Courses were taught by instructors hired by the Academy and vetted and approved by Molloy College faculty. Participating scholars received 3 [or 4] credits (from Molloy College) for completion of the college course with a grade of C or higher. Scholars had the opportunity to participate in the following courses:

- ENG 1100 – College Composition (3 cr.): College Composition seeks to initiate a dialogue among students that leads them to hone skill development by moving beyond their own "personal" position: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. Students are therefore required to integrate the thoughts and words of other writers of the class texts, online databases, other print and media sources and oral exchange into their own essays using the appropriate citing mechanism. Both in relation to their own experience and to a text or set of texts, student writers will learn how to articulate and develop a sophisticated argument within a specific rhetorical situation.

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- POL 1010 – American National Government (3 cr.): This course provides students with an overview of the American system of government which examines the impact of public opinions, group interests, and organizations on the institutions of American government. Particular attention is focused on issues which relate to the politics of public policy and the decision-making process. The nature of American democracy is examined and critically analyzed.
- ART 1020 – Drawing (3 cr.): Drawing is an introductory studio drawing course with emphasis on learning to see and developing basic drawing skills using various media by employing fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. During the semester, students will explore different drawing techniques and media. Students will be encouraged to develop an expression of individual style. This is a hands-on art class in which you will be exposed to the basic principles of drawing. We will work from observation in order to translate three-dimensional objects and space onto a two-dimensional surface. Drawing is a way of seeing that should be developed in an increasingly personal way as the student works through the semester.
- MAT 2210 - Calculus I (4 cr.): Calculus is a transition course to upper-division mathematics and computer science courses. Students will extend their experience with functions as they study the fundamental concepts of calculus: limiting behaviors, difference quotients and the derivative, Riemann sums and the definite integral, antiderivatives and indefinite integrals, and the Fundamental Theorem of Calculus. Students review and extend their knowledge of trigonometry and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak, and think in the language of mathematics. Students learn how to apply the tools of calculus to a variety of problem situations.

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.

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents diploma with advanced designation	143	42	29.4%
Advanced Placement (“AP”) exam with a score of 3 or higher	74	32	43.2%
Passing a college level course offered at a college or university	68	66	97.1%
Achieving the college and career readiness benchmark on the SAT	143	25	17.5%
Overall	143	81	56.6%

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.

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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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 Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	94	87	92.6%
2018	2021-22	110	94	84.5%
2019	2022-23	143	118	82.5%

SUMMARY OF THE COLLEGE PREPARATION GOAL

The College Preparation goal with met with mixed success. The 2019 cohort exceeded the stated goal of 75% of graduates matriculating into college, but it did not achieve its goal of 75 percent of graduating students demonstrating college readiness.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

EVALUATION OF THE COLLEGE PREPARATION GOAL

The Academy continued to exceed its goal of 75% of graduating students matriculating into a college or university in the year after graduation by 7.5 percentage points for the 2019 Cohort. The 2019 cohort was also larger than the previous two cohorts.

The 2019 cohort did not achieve its goal of having 75 percent of graduating students meet the college preparation indicator, 18.4-percentage points short of the goal.

ADDITIONAL CONTEXT AND EVIDENCE

While the Academy fell short of meeting the college preparation goal for the 2022-23 school year, we most notably increased student participation in AP, SAT, and college level courses. 51.7% of all students in the 2019 cohort took an AP course and 47.5% took a college level course and 100% of Academy students took the SAT. The percentage of scholars passing college classes also increased from 93.3% to 97.1%.

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

The Academy will continue to implement a robust college preparation program for all scholars. Beginning in the first year of each cohort, the program provides targeted support to scholars as they matriculate through high school. To support these endeavors, we have added an Early College Counselor whose primary focus will be implementing curriculum and programs for scholars in their first, second, and third year. A College and Career Placement officer will work with scholars in the fourth year of their cohort.

ACTION PLAN

To achieve this goal for the 23-24 school year, the school will increase opportunities for students to participate in Advanced Placement and college level courses. The Academy will also expand its AP and college course offerings to include AP Comparative Government & Politics and Anatomy & Physiology. The school is making intentional shifts in school culture to provide increased access to college level courses. Counselors will meet 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 after school. 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

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

BACKGROUND

The Integrated Language Arts Program of The Academy Charter School 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 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 mulita-media systems. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	148	0	1	0	0	0	0	149
4	230	1	5	0	0	0	0	236
5	128	0	0	0	0	0	0	128
6	119	0	2	0	0	0	2	123
7	123	1	0	0	0	0	1	125
8	126	0	0	0	0	0	1	127
All	874	2	8	0	0	0	4	888

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	148	81	54.73%	131	71	54.20%
4	230	139	60.43%	205	124	60.49%
5	128	80	62.50%	114	71	62.28%
6	119	91	76.47%	106	83	78.30%
7	123	98	79.67%	106	85	80.19%
8	126	117	92.86%	105	98	93.33%
All	874	606	69.34%	767	532	69.36%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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

ELA Measure 3 - Comparative

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54.20%	131	N/A	N/A
4	60.49%	205	N/A	N/A
5	62.28%	114	N/A	N/A
6	78.30%	106	N/A	N/A
7	80.19%	106	N/A	N/A
8	93.33%	105	N/A	N/A
All	69.36%	767	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.⁸

2021-22 English Language Arts Comparative Performance by Grade Level

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	93.3	74.3	36.7	2.10
4	84.4	71.8	37.8	1.80
5	79.5	51.9	28.4	1.45
6	91.5	72.2	34.0	2.37
7	89.9	57.0	26.7	1.97
8	81.6	75.0	39.0	1.78
All	86.9	67.8	34.2	1.92

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

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2022-23 school year using internal assessments.

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 Reading 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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Reading (NCE)

Grade	Beginning Of Year	End Of Year
Kindergarten	24.3	34.8
1st Grade	36.5	38.5
2nd Grade	35.1	37.6
3rd Grade	36.7	42.5
4th Grade	37.2	41.7
5th Grade	39.4	39.4
6th Grade	41.1	40.8
7th Grade	39.3	41.8
8th Grade	40.0	39.9

SUMMARY OF THE ELA 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.

The Academy met one of the two ELA goals where data was available.

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 5.64% percentage points. The Academy's Charter School's sixth, seventh and eighth grades exceeded the 75% proficiency goal.

ADDITIONAL CONTEXT AND EVIDENCE

The baseline data for the middle school grades (6-8) was encouraging. Most of the challenges were in the elementary grades (3-5).

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, and 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 2022-23 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2022-23 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

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁰

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	94	74	15	75%
2018	2021-22	110	87	11	47.8%
2019	2022-23	143	1	48	33.8%

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

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

¹¹ Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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	94	74	20	100%
2018	2021-22	110	87	21	91.3%
2019	2022-23	143	1	108	76.0%

High School ELA Measure 3 - Absolute

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

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

High School ELA Measure 4 - Comparative

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

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

High School ELA Measure 5 - Comparative

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

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

High School ELA Measure 6 - Comparative

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	36	33	1	33.3%
2018	2021-22	35	2	7	21.2%
2019	2022-23	44	1	5	11.6%

High School ELA Measure 8 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	36	33	3	100%
2018	2021-22	34	34	N/A	N/A
2019	2022-23	44	1	24	54.8%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Academy has not met the measures set forth in the English Language Arts Goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 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.	Not Met

EVALUATION OF HIGH SCHOOL ELA GOAL

The Academy Charter High School 2019 cohort did not meet measure 1 or measure 2 of the ELA goal. 33.8% of the 2019 cohort met measure 1, which is 31.2% below the benchmark and 76.0% met measure 2, which is 4.0% below the benchmark.

The Academy Charter High School 2019 cohort who were not proficient in 8th grade did not meet measure 7 or measure 8. 11.6 % of the 2019 cohort met measure 7, which is 38.4% below the benchmark and 54.8% met measure 8, which is 20.2% below the benchmark.

ADDITIONAL CONTEXT AND EVIDENCE

To improve in this area, the Academy has a renewed focus on reading at the secondary level. The ELA curricula were revised for alignment with the Next Generation standards as well as improving student reading stamina. The school also adopted the use of IXL to allow for systematic progress monitoring of student proficiency on the standards. In 2022-2023, the school contracted with specialized consultants to provide additional training to teachers and leaders in English, ESL and special education. Network leaders engaged in Data Wise training to improve the overall use of data at the Academy. Additionally, the school increased the amount of co-teaching available to students.

The Academy supported 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.

While the 2019 cohort did not meet these metrics, 83.2% of Academy students who took the ELA Regents during the June 2023 administration met measure 2. 95% of students who tested earned credit through with a score of 65 or the Special Appeal.

ACTION PLAN

The Academy will continue to support struggling students by providing additional support 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. The school will continue the use of IXL to allow for systematic progress monitoring of student proficiency on the standards.

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 plans to increase the amount of collaboration between teachers within the Academy network to leverage the strengths of individual educators.

For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.

GOAL 4: MATHEMATICS

All students at the school will be proficient in mathematics

BACKGROUND

The Academy Charter School 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-8 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	148	0	1	0	0	0	0	0	149
4	230	2	4	0	0	0	0	0	236
5	128	0	0	0	0	0	0	0	128
6	121	0	2	0	0	0	0	0	123
7	123	1	0	0	0	0	0	0	124
8	126	0	0	0	0	0	0	0	126
All	876	3	7	0	0	0	0	0	886

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	148	98	66.22%	131	85	64.89%
4	230	160	69.57%	205	138	67.32%
5	128	81	63.28%	114	71	62.28%
6	121	95	78.51%	106	86	81.13%
7	123	98	79.67%	104	86	82.69%
8	126	108	85.71%	104	89	85.58%
All	876	640	73.06%	764	555	72.64%

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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64.89%	131	N/A	N/A
4	67.32%	205	N/A	N/A
5	62.28%	114	N/A	N/A
6	81.13%	106	N/A	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

7	82.69%	104	N/A	N/A
8	85.58%	104	N/A	N/A
All	72.64%	764	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	93.3	82.4	39.5	2.08
4	84.4	68.0	36.6	1.49
5	79.5	50.6	33.5	0.93
6	91.5	64.6	26.8	2.18
7	89.9	66.3	24.2	2.27
8	81.6	73.5	22.5	2.24
All	87.0	68.5	31.2	1.87

Math Measure 5 - Growth

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

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

Math (NCE)

Grade	Beginning of Year	End of Year
Kindergarten	N/A	N/A
1st Grade	45.3	49.0
2nd Grade	39.7	42.9
3rd Grade	43.4	49.9
4th Grade	44.7	54.1
5th Grade	48.4	55.0
6th Grade	48.7	56.2
7th Grade	52.5	64.8
8th Grade	53.2	63.5

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.

The Academy met one of the two Math goals where data was available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	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	N/A

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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

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 English language arts exam. Overall, the school missed the absolute goal by 2.36% percentage points. The Academy’s Charter School’s sixth, seventh and eighth grades exceeded the 75% proficiency goal.

ADDITIONAL CONTEXT AND EVIDENCE

The baseline data for the middle school grades (6-8) was encouraging. Most of the challenges were in the elementary grades (3-5).

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 2022-23 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2022-23 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	94	67	20	74.1%
2018	2021-22	110	6	43	41.3%
2019	2022-23	143	45	28	28.6%

High School Math Measure 2 - Absolute

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

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This 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	94	0	90	95.7%

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2018	2021-22	110	3	103	96.3%
2019	2022-23	143	45	46	46.9%

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.

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.

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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	44	3	2	11.8%
2018	2021-22	29	25	1	25.0%
2019	2022-23	46	20	0	0.0%

High School Math Measure 8 - Growth

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

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

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

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	44	0	44	100%
2018	2021-22	29	25	3	75%
2019	2022-23	46	20	2	7.7%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy has not met the measures set forth in the Mathematics Goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	Not Met

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	or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 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.	Not Met

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy’s 2019 cohort did not meet measure 1, 28.6% of students met the goal, 36% of students scored below the benchmark. For measure 2, 46.9% of students met the benchmark, 33.1% of students scored below the benchmark. For measures 7 and 8, the percentage of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam was 0.0% and 7.7% respectively.

While the 2019 cohort did not meet these metrics, 49.3% of Academy students who took a mathematics Regents during the June 2023 administration met Measure 2 with 78.3% of students who tested earned credit through with a score of 65 or the Special Appeal.

ADDITIONAL CONTEXT AND EVIDENCE

The Academy supported 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. For the 2022-2023 school year, the school employed content expert consultants to provide

additional training to teachers and department chairs on curriculum and pedagogy. The school has adopted the IXL platform for systematic progress monitoring of standards mastery. Special education teachers have been reorganized to be included in each department and there will be increased co-teaching and smaller classes.

The mathematics curricula were revised for alignment with the *Next Generation Standards* as well as improving student reading stamina. The school also adopted the use of IXL to allow for systematic progress monitoring of student proficiency on the standards. In 2022-2023, the school contracted with specialized consultants to provide additional training to teachers and leaders in mathematics, ESL and special education. Network leaders engaged in Data Wise training to improve the overall use of data at the Academy. Additionally, the school increased the amount of co-teaching available to students.

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

ACTION PLAN

The Academy will continue to support struggling students by providing additional support 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 school will continue the use of IXL to allow for systematic progress monitoring of student proficiency on the standards.

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 plans to increase the amount of collaboration between teachers within the Academy network to leverage the strengths of individual educators.

For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.

GOAL 5: SCIENCE

Write the school's science goal here.

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

The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The Science test was not administered to the 4th graders in the 2022-2023 school year. The overall percentage of 8th grade students achieving proficiency is 61.17%. Students struggled with the lab component of the assessment.

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	103	63	61.17%
All	103	63	61.17%

Science Measure 2 - Comparative

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

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

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

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	Charter School Students in at Least 2 nd Year			All District Students		
Grade	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	103	63	61.17%	N/A	N/A	N/A
All	103	63	61.17%	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.	Not Met
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

The 4th grade students did not take the science exam this year. Overall, 61.17 were proficient in the 8th grade. The school fell short by 13.83%.

ADDITIONAL CONTEXT AND EVIDENCE

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	18	18	100%
8	2021-22	Living Environment	24	24	100%
8	2022-23	Living Environment	26	25	96.1%

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, teachers will participate in intensive professional development and 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

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	94	0	79	94.0%
2018	2021-22	110	4	83	78.3%
2019	2022-23	143	70	44	60.3%

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

The Academy did not meet the High School Science Goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65	Not Met

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	on a New York State Regents science exam by the completion of their fourth year in the cohort.	
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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The Academy's 2019 cohort did not meet the target goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort by 14.7%.

ADDITIONAL CONTEXT AND EVIDENCE

As shown by data in the chart below, students through the 2020 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure's target for the next academic year.

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	72.5%	119	88.7%	110	99.0%
2019	169	22.5%	174	92.3%	150	98.0%
2020			113		126	91.2%
2021					126	43.7%

ACTION PLAN

For the upcoming 23-24 school year the school will continue to support struggling students by providing academic services in science. Support includes after-school and Saturday tutoring. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

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 plans to increase the amount of collaboration between teachers within the Academy network to leverage the strengths of individual educators.

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For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.

GOAL 6: SOCIAL STUDIES

Write the school's social studies goal here.

BACKGROUND

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

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	94	1	82	88.2%
2018	2021-22	110	6	73	70.1%
2019	2022-23	143	134	8	88.9%

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	94	92	2	100%
2018	2021-22	110	106	2	50%
2019	2022-23	143	8	66	48.1%

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 met the social studies goal for US History and did not meet the goal Global History.

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.	Met
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	

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

The Academy's 2019 cohort not only met measure 1, but exceeded the goal. For measure 1, 88.9% of the 2019 cohort met the benchmark, 13.9% above the stated goal of 75%. For measure 3, 48.1% of the cohort met the goal, 26.9% below the stated goal of 75%.

ADDITIONAL CONTEXT AND EVIDENCE

As shown by data in the chart below, 65% of students in the 2020 cohort have passed the Global History exam. Through additional tutoring and academic interventions, we are confident that they will meet the benchmark in their fourth year.

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	0.0%	119	86.6%	110	99.1%
2019	169	0.0%	174	4.6%	150	45.3%
2020			113	0.0%	126	65.0%
2021					126	0%

ACTION PLAN

For the upcoming 23-24 school year the school will continue to support struggling students by providing academic services in history. Support includes after-school and Saturday tutoring. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

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 plans to increase the amount of collaboration between teachers within the Academy network to leverage the strengths of individual educators.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.

GOAL 7: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in (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

