

Earl Monroe New Renaissance Basketball Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on

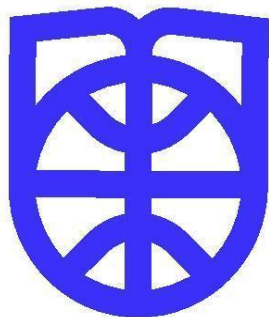
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By Dr. Kern D. Mojica

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**EARL
MONROE**

NEW RENAISSANCE
BASKETBALL SCHOOL

Dr. Kern D. Mojica, Head of School prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Dan Klores	Chair	Executive
Jack Irushalmi	Vice Chair	Executive
Alan Fishman		Executive, Finance
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Anita Reyes	Security	
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Charlie King		
William Wesley		
Prisca Salazar- Rodriguez		
Len Elmore		

Dr. Kern D. Mojica has served as the school leader since 2020.

SCHOOL OVERVIEW

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

The Earl Monroe New Renaissance Basketball Charter school provides high school students with a rigorous academic program in the context of basketball, historically "New York's Game." The school graduates students with a college preparatory education and career readiness to succeed in basketball and other sports-related industries. Our key design elements for success begin with the game of basketball and will drive all aspects of the school, including the academic program, school culture, and extracurricular activities. We provide a small close community of students, teachers, and staff. With only 110 students per grade, the students will know each other and be well known by caring adults in the building. Our programming will include a College and Career Readiness which includes a college counselor in our second year who will provide students with guidance on the courses they need to graduate high school and matriculate into college or pursue a career in a sports-related field. We have an enhanced capacity to provide a college prep curriculum and career readiness through two significant partnerships with New Visions for Public Schools and the New Renaissance Basketball Association. Our students will be learning by doing through our pedagogy will combine doing with reflection to build our student's capacity for independent learning and creativity. Our students will experience the environment of a major university or professional sports team. Our students benefit from the expertise and experience of others through regular opportunities for mentoring and tutoring. Students are exposed to sport-focused facilities and technology, which we housed in a newly developed, state-of-the-art facility. Students will take core courses in ELA, Math, Science, and Social Studies, as well as a yearly PE class and career pathways classes. Academic coaching is built into the schedule. All students will also take an Advisory class that addresses social-emotional learning and career readiness skills. Our educational philosophy is based on active learning strategies that place students in the zone of proximal development. Our special education program is primarily ICT services, and our ENL program is based on immersion strategies supplemented by academic

coaching. We have one counselor in every grade. Professional development is a combination of formal training, including two weeks of staff preprofessional development training in August, as well as regular coaching during the school year. All students develop annual personal opportunity plans (POPs), and all teachers develop professional growth plans.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019-20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020-21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2021-22	0	0	0	0	0	0	0	0	0	113	0	0	0	113

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 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>)

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The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

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
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including 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)
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	N/A	N/A	N/A
2021-22	2017-18	2017	N/A	N/A	N/A

PROMOTION POLICY

In order to graduate, students must successfully complete at least 44 credits distributed as follows: eight ELA, eight social studies, six science, six mathematics, one health, two arts, two language other than English (LOTE), four physical education, and seven electives

The Earl Monroe New Renaissance Basketball Charter School strongly encourages students to enroll in English, History, Math, and Science courses for all four years of high school. Students are considered to be promoted to the next grade level as long as they remain on track to graduate from high school in four years.

- 10th: Students must complete at least 10 credits to be considered a sophomore.
- 11th: Students must complete at least 20 credits to be considered a junior.
- 12th: Students must complete at least 30 credits to be considered a senior.

All students will complete high school

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

100% of students will be college and career ready upon HS graduation

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Earl Monroe in Renaissance basketball charter school exceeded the goal with 86% of students earning ten and more credits in their first year.

Our programming shifted following the start of our school year, and baseline assessment provided us with data showing an overwhelming literacy learning loss we can only attribute to remote learning and interrupted education in the pandemic. All students were enrolled in a literacy program to help meet their needs and make up for the learning loss that was created during the COVID-19 pandemic.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	N/A	N/A
2021	N/A	N/A
2022	N/A	N/A
2023	N/A	N/A
2024	N/A	N/A
2025	115	99%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School do not have information on the cohort of students in their second year, passing three Regents Exams. Every student is scheduled and on track to complete at least three different Regents Exams by the end of their sophomore 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)
2018	2019-20	N/A	N/A
2019	2020-21	N/A	N/A
2020	2021-22	N/A	N/A

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. This 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.¹

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

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the percent of students in the total graduation cohort after four years.

¹ The state’s guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	N/A	N/A	N/A
2016	2020-21	N/A	N/A	N/A
2017	2021-22	N/A	N/A	N/A

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	N/A	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A	N/A

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments, refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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.

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

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

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	exceeded
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.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Upon Graduation 100% of students will be college or career ready

The Earl Monroe New Renaissance Basketball Charter School is implementing a college and career counselor for all students in their second year of High School. As well as a one-to-one mentorship for each student with a professional in the private sector.

Goal 2: Absolute Measure

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;

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- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
Overall	[Total number of 2018 Cohort graduates. Not a sum of entire column] ²	[Number of 2018 Cohort graduates achieving at least one indicator]	[Percentage of 2018 Cohort graduates achieving at least one indicator]

² This number should match the number of graduates reported under the high school graduation goal.

Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 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.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	On track
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.	On track
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GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

100% students at Earl Monroe New Renaissance Basketball Charter School will be proficient in reading and writing the English Language.

BACKGROUND

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their junior year of High School. All students are on track to take four years of English Language Arts and complete the English Language Arts Regents by the end of junior year.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

³ Based on the highest score for each student on the English Regents exam

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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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

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)
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2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 3 by Cohort and 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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020				N/A	N/A	N/A	N/A
2021						N/A	N/A

Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.

METHOD

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

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of mathematics and fulfill NYS Regents requirements.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 th 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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.

METHOD

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of mathematics and fulfill NYS Regents requirements.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 th 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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A

Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade 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.	N/A

GOAL 4: MATHEMATICS

Goal 4: Mathematics

100% students at Earl Monroe New Renaissance Basketball Charter School will be proficient at mathematics upon graduation.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of mathematics and fulfill NYS Regents requirements.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

Goal 4: Absolute Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of mathematics and fulfill NYS Regents requirements.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020			N/A	N/A	N/A	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021					N/A	N/A
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Goal 4: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.

METHOD

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

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of mathematics and fulfill NYS Regents requirements.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.

METHOD

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

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of mathematics and fulfill NYS Regents requirements.

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 ⁴

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

⁴ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

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

RESULTS AND EVALUATION

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of Science and fulfill NYS Regents requirements.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁵

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

Science Regents Passing Rate with a score of 65 by Cohort and 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	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

Goal 5: Comparative Measure

⁵ Based on the highest score for each student on any science Regents exam

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

The calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of Science and fulfill NYS Regents requirements.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Students will meet or exceed NYS state standards in High School Science for skill mastery and content knowledge.

ACTION PLAN

The science curriculum at Earl Monroe New Renaissance Basketball Charter School is being developed to provide students with more background knowledge and context related to their basketball passions, as well as to provide teachers with more background knowledge and context related to the subjects and courses they are teaching.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

In Social Studies, students will meet or exceed NYS state standards for skill mastery and content knowledge.

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the

graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of History and fulfill NYS Regents requirements.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of History and fulfill NYS Regents requirements.

U.S. History Regents Passing Rate with a score of 65 by Cohort and 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	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

Goal 6: Comparative Measure
 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 2021-22.

Goal 6: Absolute Measure
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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

RESULTS

Since 2020-2021 was our first year with students, the Earl Monroe New Renaissance Basketball Charter School does not have information on the cohort of students in their fourth year. All students are on track to take four years of History and fulfill NYS Regents requirements.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

Global History Regents Passing Rate with a score of 65 by Cohort and 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	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

All students are on track to take four years of Social Studies and fulfill NYS Regents requirements.

ACTION PLAN

The social studies curriculum at Earl Monroe New Renaissance Basketball Charter School is being developed to provide students with deep background knowledge and context related to their basketball passions, as well as to provide teachers with more background knowledge and context related to the subjects and courses they are teaching.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

The Earl Monroe New Renaissance basketball Charter School is in “Good Standing” for the 2017-18 school year. The Earl Monroe New Renaissance basketball Charter School met the measure.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	N/A
2020-21	N/A
2021-22	Good Standing

