

INSTRUCTIONS / NOTES FOR 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. The calculation of some metrics remains paused for 2021-22 and is clearly indicated in the template below. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Content and Evidence” sections for each goal area.
3. While the Institute anticipates that the 3rd - 8th grade state test results from 2021-22 will form a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement these data with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2022. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
6. Schools serving students in 9th – 12th grades additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2018 Total Cohort for Graduation and the 2021-22 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
7. Please do not include these instructions or the reference guide below in the submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



**Academy Charter School -
Hempstead**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 12th, 2022

By Wayne Haughton

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LEARN, LEAD, SERVE

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Wayne Haughton, Executive Directory prepared this 2021-22 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Robert Stewart	Chair	Executive, Academics, Operations & Technology
Dawn West	Vice Chair	Committees
Stephen Rowley	Treasurer	Finance, Operations & Technology
Peter J. Goodman	Trustee	People & Legal
Roderick Roberts	Trustee	Operations & Technology, People & Legal
Claudette Harrison	Trustee	Academics, People & Legal
Beth McKenzie	Trustee	Executive, People & Legal, Operations & Technology
Carol Beckles	Secretary	Executive, People & Legal
Maria Graham	Trustee	Academic & Finance
Dale James	Treasurer	Executive, Finance
Dorothy Burton	Trustee	Academics
Rodger Ball	Trustee	Academics

Mr. 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 1,851 students in the 2021 - 2022. School year. Located in Hempstead, NY, a school district with approximately 81% 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.

The 2021-2022 school year saw the full return of in-person instruction for all students, although periodic interruptions continued due to the impacts of COVID-19. The Academy was fully committed to combatting these disruptions. Interventions included increased communication between the school and families, regular town hall meetings, and when necessary, home visits.

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
2017-18	100	109	110	104	109	78	82	79	87	117	109			1084
2018-19	222	107	103	108	108	108	87	82	84	144	104	104		1361
2019-20	148	230	118	119	119	121	125	122	114	169	142	95	94	1717
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

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>)

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	95	0	95
2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110

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	95	0	95

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2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110

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	95	0	95
2021-22	2017-18	2017	94	0	94

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
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GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school

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

The Academy’s 2020 and 2021 cohorts achieved the goal of 75% promotion, with the 2020 cohort 1.0 percentage point above the 75% goal. Most notably, the 2021 cohort exceeded the goal of 75% by 22.6 percentage points.

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	126	76.0%
2021	126	97.6%

ADDITIONAL EVIDENCE

During the 2021-2022 school year, students returned to in-person instruction, which has significantly improved teachers’ ability to supply supervision throughout instruction and assure student accountability for learning. The percent promoted for the 2020 cohort held steady from the 2020-2021 school year even as the difficulty of scholar course work increased. The Academy welcomed

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new students into the 2020 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 first year exceeded the same goal of the 2020 cohort by 21.2%. 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.

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 Regent's 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

The Academy achieved its goal of 75% of students achieving proficiency on at least three different New York State Regents exams required for graduation for the 2018 and 2019 cohorts. These cohorts exceeded this goal by 10.9 and 15.5-percentage points, respectively. 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.

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	110	85.9%
2019	2020-21	150	90.5%
2020	2021-22	126	69.8%

ADDITIONAL EVIDENCE

The 2020 cohort faced unprecedented challenges due to the continued impact of COVID. In their first year, many scholars did not take Regent's exams due to the virtual instruction, making the 21-22 school year the first time they took exams. While the 2020 cohort did not meet the stated goal

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by earning at least a 65 on three exams, most scholars did earn Regent's credit towards graduation due to 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.

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 reflects 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

The Academy Charter School – Hempstead has exceeded its four-year graduation goal for its first two graduating classes and continued to do so for a third year in a row. The 2016 and 2017 cohorts exceeded the goal by 23.9% and 17.6% respectively. The 2018 cohort exceeded the goal by 21.4%. By the end of its fifth year 100% of the 2016 cohort had graduated, exceeding the stated goal by 5%. By the end of its fifth year 98.9% of the 2017 cohort had graduated, exceeding the stated goal by 3.9%.

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	95	94	98.9%
2017	2020-21	94	87	92.6%
2018	2021-22	110	106	96.4%

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	95	95	100%
2017	2021-22	94	93	98.9%

¹ The state's guidance for the multiple graduation pathways can be found here:

<http://www.p12.nysed.gov/cia/multiple-pathways/>.

ADDITIONAL EVIDENCE

While students returned to in-person instruction for the 2021-2022 school year, the impacts of COVID continued. To compensate for many of the challenges brought about by the pandemic 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.

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

The Academy Charter School-Hempstead met this goal based upon available data for the 2016 and 2017 cohorts where it exceeded the Hempstead School District by 20.9% and 20.6% respectively.

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	95	94	98.9%	479	78%
2017	2020-21	94	87	92.6%	485	72%
2018	2021-22	110	106	96.4%	N/A	N/A

ADDITIONAL EVIDENCE

Based on the available data and the relatively consistent percent graduating in the 2018 cohort in comparison with the 2016 and 2017 cohorts, we anticipate that the 2018 cohort will exceed that of the Hempstead School District.

Goal 1: 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.

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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 below.

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

The Academy's 2018 cohort pursuing an alternate graduation pathway exceeded the goal of a 75 percent graduation rate.

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
Additional Social Studies Regents	0	0	0
Additional Math or Science Regents	21	21	100%
Overall	21	21	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	95	96.8%
2017	2020-21	94	100%
2018	2021-22	100	100%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy’s 2018 cohort achieved all, but one of the measures of this Accountability Plan goal. 75% of the scholars in the 2020 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.

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
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 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.	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

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 2021-22 school year, the school hired additional special education and ESL staff to target instruction for these two subgroups.

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 22-23 school year the Academy will increase the amount of co-teaching with Special Education teachers and Gen Ed teachers to provide all scholars with additional in-class support. The school has also shifted the organization of teachers so that special educators are departmentalized, and every core content area has a dedicated special education teacher.

GOAL 2: COLLEGE PREPARATION

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.

Goal 2: Absolute Measure

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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.

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 the 2021-2022 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.
- 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

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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.

RESULTS AND EVALUATION

The 2018 cohort did not achieve its goal of having 75 percent of graduating students from the 2018 meet the college preparation indicator, 13.7-percentage points short of the goal.

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
Regents diploma with advanced designation	106	43	39.1%
Advanced Placement (“AP”) exam with a score of 3 or higher	46	22	47.8%
Passing a college level course offered at a college or university	45	42	93.3%
Achieving the college and career readiness benchmark on the SAT	106	24	22.6%
Overall	106	65	61.3%

ADDITIONAL EVIDENCE

For the 2018 cohort, scholars participated in virtual learning for up to a year and half. During this time there were limited opportunities to take AP exams and SAT's because they were optional. In 2020 there were no PSAT 10's so the SAT was the first standardized test students took since June 2019.

While the Academy fell short of meeting this goal for the 2021-2022 school year, we most notably increased student participation in AP, SAT, and college level courses. The percentage of scholars taking and passing college classes increased from 77.5% to 93.3%.

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 Calculus AB. The Academy also offers the following college courses for credit through partnership with Molloy College: Drawing, American National Government, and College Composition. To support students in achieving the college readiness benchmark on the SATs, we offered SAT prep (in-school). We also implemented a peer mentoring and tutoring program after school to provide additional one-on-one academic support.

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.

RESULTS AND EVALUATION

The Academy continued to exceed its goal of 75% of graduating students matriculating into a college or university in the year after graduation by 10.5 percentage points for the 2018 Cohort. The 2018 cohort was also larger than the previous two cohorts.

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	95	76	80.0%
2017	2020-21	87	87	100%
2018	2021-22	110	94	85.5%

ADDITIONAL CONTEXT AND EVIDENCE

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.

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.	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

ACTION PLAN

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

GOAL 3: ENGLISH LANGUAGE ARTS

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 ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students

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according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	228	0	0	0	9	237
4	125	0	0	0	4	129
5	128	0	0	0	2	130
6	128	0	0	0	1	129
7	124	0	0	0	0	124
8	126	0	0	0	0	126
All	859	0	0	0	16	875

RESULTS AND EVALUATION

In the 2021-22 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 16 percentage points. The Academy’s Charter School’s sixth grade exceeded the goal and the school’s seventh grade was less than half a percentage point away from achieving the 75% proficiency goal.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53.0%	121/228	53.8%	199
4	38.4%	48/125	41.8%	110
5	46.9%	60/128	47.2%	108
6	75.0%	96/128	76.8%	112
7	73.4%	91/124	74.5%	106
8	65.9%	83/126	64.2%	109
All	58.1%	859	59.0%	744

ADDITIONAL EVIDENCE

Because the state English language arts exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends are difficult to fully assess. However, the school’s overall percentage of students achieving proficiency on the English language arts assessments in the 2021-22 school year was approximately ten percentage

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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points below the school’s overall percentages of students achieving proficiency on the 2017-18 and 2018-19 school years. This decline is in line with the learning loss attributed to COVID-19, which particularly affected the student populations that The Academy serves, economically disadvantaged, students of color. Despite the drop in the percentage of The Academy students achieving proficiency on the English language arts exam in the 2021-22 school year, their results on last year’s assessment exam was still 14 percentage points above the state-wide average of students achieving proficiency in the 2017-18 and 2018-19 school years, the last two assessments in which measurable data is available.

Goal 3: Absolute Measure

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.

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

Goal 3: Comparative Measure

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.

METHOD

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.³

RESULTS AND EVALUATION

2021-22 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	53.8	199	N/A	N/A
4	41.8%	110	N/A	N/A
5	47.2%	108	N/A	N/A
6	76.8%	112	N/A	N/A
7	74.5%	106	N/A	N/A
8	64.2%	109	N/A	N/A

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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All	59.0%	744	N/A	N/A
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ADDITIONAL EVIDENCE

Because the 2021-22 English language arts assessment results for the Hempstead School District are not available, and comparable data is not available for the school's current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, on the two most recently administered English language arts assessment exams, The Academy had a higher percentage of students achieving proficiency than both the district and state-wide average.

Goal 3: Comparative Measure

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

Goal 3: Growth Measure

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.

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

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, 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 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd-8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: Choose an item.

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

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools should attempt to answer the Institute's guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

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Schools that wish to report out on gap closing and absolute measures should refer to the Institute’s [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

Growth Measure: Each year, the school’s *Renaissance* STAR Median Student Growth Percentile in Reading of all 3rd through 8th grade students will be greater than 50.

Grade	Median SGP	Number of Students
3	59	201
4	42	101
5	53	105
6	41	105
7	54.5	96
8	37.5	98
All	49.5	706

The school did not meet this measure for all students.

Closing The Gap Measure 1: Each year, the school’s *Renaissance* STAR Median Student Growth Percentile in Reading of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.

Grade	Median SGP	Number of Students
3	58	191
4	42.5	96
5	53	101
6	42	98
7	56.5	92
8	41	86
All	50	664

The school met this measure for all students.

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Closing the Gap Measure 2: Each year, the *Renaissance* STAR Median Student Growth Percentile in Reading of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	58	191	3	80.5	10
4	42.5	96	4	24	5
5	53	101	5	75	4
6	42	98	6	33	7
7	56.5	92	7	26.5	4
8	41	86	8	28.5	12
ALL	50	664	ALL	42.5	42

The school did not meet this measure.

Absolute Measure: Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the *Renaissance* STAR Pathway to Proficiency.

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	24.38%	201	24.49%	196
4	26.73%	101	27.27%	99
5	20.95%	105	22.00%	100
6	14.29%	105	14.42%	104
7	27.08%	96	27.66%	94
8	35.71%	98	36.08%	97
ALL	24.65%	706	25.07%	690

The school did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Beginning of Year. - ELA	End of Year. - ELA	CHANGE
Kindergarten	26.3	39	12.7
1st Grade	45.7	47	1.3
2nd Grade	32.2	36.3	4.1
3rd Grade	34.2	39.8	5.6
4th Grade	41.1	42.5	1.4
5th Grade	40.8	42.3	1.5
6th Grade	39.7	38.1	-1.6
7th Grade	42.5	42.7	0.2
8th Grade	37.7	38.2	0.5

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

The administration of the *Renaissance* STAR assessment was challenging and the data may have limitations due to the interruption of proctoring caused by the protocols of the Covid-19 pandemic.

<p>Goal 3: Additional Measure [Include additional measures that are part of the Accountability Plan.]</p>
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of 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.	N/A
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

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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 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.

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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

The Academy Charter High School 2018 cohort did not meet this goal. 47.8% of the 2018 cohort achieved this indicator, which is 17.2% below the benchmark. 79.1% of the cohort was exempted with no score due in large part to extensive virtual instruction in their third year when most were schedule to take the English Language Arts Regents.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

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	95	2	45	48.4%
2017	2020-21	94	74	15	75%
2018	2021-22	110	87	11	47.8%

ADDITIONAL EVIDENCE

Given the COVID-19 pandemic, the NYSED regents examination in English were not taken by all scholars. The 2018 cohort was scheduled to test in June 2021 and many students opted out due to their participation in remote instruction. The 2020 cohort percent achieving at least a level 4 was 26.3% higher than the previous cohort.

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	142	0.0%	119	45.8%	110	47.8%

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

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2019	169	0.0%	174	12.3%	150	34.2%
2020			113	0%	126	60.5%
2021					126	0%

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.

RESULTS AND EVALUATION

The Academy Charter High School 2018 cohort did meet this goal. 20.9% of the 2018 cohort sat for the Regents English Common Core Exam by the completion of the fourth year in the cohort. 91.3% of those scholars who did sit for the Regents exams achieved at least a level three. 99.1% earned credit for the exam by passing or exemption.

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

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	95	3	92	100%
2017	2020-21	94	74	20	100%
2018	2021-22	110	87	21	91.3%

ADDITIONAL EVIDENCE

72.0% of the 2019 cohort achieved at least a level 3 and are poised to meet the goal of 80% next year. 90.7% of the students in the 2020 cohort who took the exam earned at least a level 3.

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	142	0.0%	119	85.7%	110	99.1%
2019	169	0.0%	174	22.4%	158	72.0%
2020			113	0.0%	129	30.2%
2021					128	0%

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

The Academy Charter High School 2018 cohort who were not proficient in 8th grade did not meet this goal.

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)
2016	2019-20	20	0	5	26.3%
2017	2020-21	36	33	1	33.3%
2018	2021-22	35	2	7	21.2%

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.

RESULTS AND EVALUATION

In their fourth year, 100% of the students in the 2017 cohort who sat for the Regents English common core exam and were not proficient in 8th grade achieved at least a level 3. This exceeded the goal by 25%. Due to the cancellation of multiple Regents examination administrations, 3 of the 36 scholars in the 2017 cohort who were not proficient in 8th grade, sat for the Regents English common core exam.

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)
2016	2019-20	20	0	14	70%
2017	2020-21	36	33	3	100%
2018	2021-22	34	34	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

The Regents English common core exam for the 2020-2021 academic year was solely offered in June 2020 by the NYSED. Due to the COVID-19 pandemic, participation in the Regents examination administration periods for the June 2021 period.

<p>ELA Goal: Additional Measure [Include additional measures that are part of the Accountability Plan.]</p>
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Academy has achieved all but one measure of this Accountability Plan goal. The school did not achieve the goal that At least 50% of the 2017 cohort who were not proficient in 8th grade did not meet or exceed Common Core expectations.

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	Not Met

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	above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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.	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

ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school hired additional special education and ESL staff to target instruction for these two subgroups. In 2022-2023, the school will contract with specialized consultants to provide additional training to teachers and leaders in English, ESL and special education. Network leaders are engaging in Data Wise training to improve the overall use of data at the Academy. Additionally, the school has increased the amount of co-teaching available to students. To improve in this area, the Academy has a renewed focus on reading at the secondary level. The ELA curricula are being revised for alignment with the Next Generation standards as well as improving student reading

stamina. The school has also adopted the use of IXL to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is increasing co-teaching, adding more academic support teachers, and employing a consultant to train English department leaders.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

All students at the school will be proficient in mathematics

BACKGROUND

The Academy Charter School Uniondale recognizes that curriculum, instruction and assessment must be dynamic through 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 Pearson, *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 *Pearson* curriculum is being utilized for instruction.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	229	0	0	0	8	237
4	126	0	0	0	3	129
5	128	0	0	0	2	130
6	129	0	0	0	0	129
7	58	0	0	0	0	123
8	125	0	0	0	0	125
All	795	0	0	0	13	873

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e., the overall percent of students *in at least their second year* achieving at proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

In the 2021-22 school year, The Academy Charter School students did not meet the overall goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state mathematics exam. Overall, the school missed the absolute goal by 19.8 percentage points. The school's third and eighth grades come the closest to achieving the 75% proficiency goal, with both grades missing the goal by a little over 11 percentage points.

Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63.3%	145/229	63.8%	199
4	42.9%	54/126	44.2%	113
5	43.0%	55/128	43.5%	108
6	56.6%	73/129	60.2%	113
7	47.2%	58/123	48.6%	105
8	64.8%	81/125	63.9%	108
All	58.6%	795	55.2%	746

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period⁶. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. Additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program

Because the state mathematics exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends are difficult to fully assess. However, the school’s overall percentage of students achieving proficiency on the mathematics assessments in the 2021-22 school year was approximately 13 and 15 percentage points below the school’s overall percentages of students achieving proficiency on the 2017-18 and 2018-19 school years. This decline is in line with the learning loss attributed to COVID-19, which particularly affected the student populations that The Academy serves, economically disadvantaged, students of color. Despite the drop in the percentage of The Academy students achieving proficiency on the mathematics exam in the 2021-22 school year, their results on last year’s assessment exam was still ten and eight percentage points above the state-wide average of students achieving proficiency in the 2017-18 and 2018-19 school years, the last two assessments in which measurable data is available.

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A
8	2021-22	Algebra I	100%	22

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. **Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results above.**

Due to Covid-19 there was no science state assessment for the years 2019-2020 and 2020-2021

Goal 4: Absolute Measure

⁶ A school’s Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

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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.

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

Goal 4: Comparative Measure

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.

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g., the aggregate charter school performance compared to the aggregate district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure, i.e., whether the charter school fell short of, equaled or exceed the aggregate district performance and by how much. In addition, the evaluation may also include a discussion of specific grade levels’ comparative performance.

Comparative Goal 1 cannot be measured at this time because the district’s 2021-22 mathematics assessment results are not available.

2021-22 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	63.8%	199	N/A	N/A
4	44.2%	113	N/A	N/A
5	43.5%	108	N/A	N/A
6	60.2%	113	N/A	N/A
7	48.6%	105	N/A	N/A
8	63.9%	108	N/A	N/A
All	55.2%	746	N/A	N/A

⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

Because the 2021-22 mathematics assessment results for the Hempstead School District are not currently available, and comparable data is not available for the school's current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, The Academy enrolled a higher percentage of students achieving proficiency on the state mathematics exam in the two most recently administered exams, in the 2017-18 and 2018-19 school years compared to Hempstead School District and state-wide averages.

Goal 4: Comparative Measure

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

Goal 4: Growth Measure

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.

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

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, 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 mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item. The school administered the *Renaissance* STAR at the beginning of the year in September, and the end of the year in June.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools should attempt to answer the Institute's guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For

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example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute’s [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

Growth Measure: Each year, the school’s *Renaissance* STAR Median Student Growth Percentile in Math of all 3rd through 8th grade students will be greater than 50.

Grade	Median SGP	Number of Students
3	202	68.5
4	99	61
5	105	65
6	103	79
7	93	84
8	101	76
All	703	71

The school met this measure for all students.

Closing The Gap Measure 1: Each year, the school’s *Renaissance* STAR Median Student Growth Percentile in Math of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.

Grade	Median SGP	Number of Students
3	64	117
4	51.5	42
5	61	43
6	78.5	28
7	83	25
8	75.5	44
All	65	299

The school met this measure for all students.

Closing the Gap Measure 2: Each year, the *Renaissance* STAR Median Student Growth Percentile in Math of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	69	191	3	54	11
4	61.5	94	4	46	5
5	65	101	5	55	4
6	79	96	6	84	7
7	85	89	7	40.5	4
8	77	89	8	50	12
ALL	72	660	ALL	57	43

The school did not meet this measure.

Absolute Measure: Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the *Renaissance* STAR Pathway to Proficiency.

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55.94%	202	57.14%	196
4	59.60%	99	60.20%	98
5	54.29%	105	57.58%	99
6	67.96%	103	68.63%	102
7	80.65%	93	82.42%	91
8	64.36%	101	64.36%	101
ALL	62.45%	703	63.76%	687

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The school did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Beginning of Year. - MATH	End of Year MATH	CHANGE
Kindergarten	N/A	N/A	N/A
1st Grade	50.2	47.2	-3
2nd Grade	34.2	36.3	2.1
3rd Grade	39.8	47	7.2
4th Grade	42.9	51.9	9
5th Grade	45.2	51.7	6.5
6th Grade	48.4	56.5	8.1
7th Grade	54.2	63.6	9.4
8th Grade	53.6	60.1	6.5

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Mathematics goal should report those results here.**

The administration of the *Renaissance* STAR assessment was challenging, and the data may have limitations due to the interruption of proctoring caused by the protocols of the Covid-19 pandemic.

<p>Goal 4: Additional Measure [Include additional measures that are part of the Accountability Plan.]</p>
<p>METHOD:</p>
<p>RESULTS AND EVALUATION:</p>
<p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE ELEMENTARY/MIDDLE 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.

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

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

The school will continue to administer the internal assessment at strategic points during the school year. This will allow for assessment at the beginning, midway, and end of the school year using the sample schedule below. The school will schedule assessments to accommodate virtually learning but will administer the assessment in-person to the extent possible.

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 the implementation of the New Next Generation Standards.

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 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.

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RESULTS AND EVALUATION

The Academy did not meet its goal of 65% of students scoring at or above a performance level 4. 41.3% of students in the 2018 cohort scored at or above a performance level 4 on a Regents Mathematics Common Core Exam, falling short of the goal by 23.7%. While the cohort did not meet the stated goal, there was a notable increase in the number of students scoring at a level 4 from the previous two cohorts.

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	95	5	27	30.0%
2017	2020-21	94	67	20	74.1%
2018	2021-22	110	6	43	41.3%

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	142	40.1%	119	38.4%	110	41.3%
2019	169	18.9%	174	28.5%	150	32.0%
2020			113	2.9%	126	5.0%
2021					126	18.2%

Goal 4: 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 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

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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

The Academy exceeded its goal of 80% of students scoring at or above a performance level 3 by 20%. 2018 cohort matched the previous two cohorts' performance. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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	95	5	90	100.0%
2017	2020-21	94	0	94	100.0%
2018	2021-22	110	10	100	100.0%

ADDITIONAL EVIDENCE

The 2019 and 2020 cohorts have already exceeded the goal of 80% of students scoring at or above a performance level 3 by 20% and 12.0% respectively. Additionally, 63.5% of the 2021 cohort has already achieved a level 3, so the Academy is on its way to meeting this goal again.

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	142	88.7%	119	100.0%	110	100.0%
2019	169	26.0%	174	96.6%	150	100.0%
2020			113	70.8%	126	92.0%
2021					126	63.5%

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

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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

The 2018 cohort did not meet this goal by 25% respectively. The 2018 cohort performance improved 16% over the previous cohort. During the 2020-21 school year, many students participated solely in virtual instruction, which had significantly limited the teachers’ ability to provide supervision throughout instruction and assure student accountability for learning. In combination with virtual instruction during the 2019-2020 school year, there were lasting impacts to students learning. To compensate for many of the challenges brought about by virtual instruction, the school offered academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess.

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	Number Exempted with No Valid Score	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

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		(a)	(b)		
2016	2019-20	20	3	2	11.8%
2017	2020-21	44	0	4	9.0%
2018	2021-22	29	25	1	25.0%

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

The Academy met its goal of 75% of students who were not proficient in 8th grade scoring at or above a performance level 3. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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 ⁸

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	20	3	17	100.0%
2017	2020-21	44	0	44	100.0%
2018	2021-22	29	25	3	75.0%

ADDITIONAL CONTEXT AND EVIDENCE

⁸ Based on the highest score for each student on the mathematics Regents exam

<p>Mathematics Goal: Additional Measure [Include additional measures that are part of the Accountability Plan.]</p>
<p>METHOD:</p>
<p>RESULTS AND EVALUATION:</p>
<p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy has achieved two of the four applicable measures of this Accountability Plan goal. The school did not achieve the following goals: 1) 65% of students achieving at least a performance level 4 on a Regents mathematics exam and, 2) At least 50% of the 2018 cohort who were not proficient in 8th grade did not meet or exceed Common Core expectations.

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 or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Met
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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. Additional special education and ESL staff were hired for the 21-22 school year to target instruction for these two subgroups.

For the 2022-2023 school year, the school will employ 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.

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.

GOAL 5: SCIENCE

Goal 5: Science

Write the school's Accountability Plan science goal here.

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in Kindergarten – 12th grades. Provide a summary of the changes to the school's modality for science instruction throughout the year including any important changes to the science program or staff during the 2021-22 school year.

The Academy recognizes that curriculum, instruction and assessment must be dynamic through 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 most of the curriculum outlined in the charter. 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 State Standards. Teachers utilize the SAVVAS *Elevate* Science program in middle and elementary grades. In high school, the *Pearson* curriculum is being utilized for Living Environment instruction, and *Perfection Learning* for Earth Science.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. 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

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e., the overall percent of students *in at least their second year* achieving proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The overall percentage of The Academy students and the school’s 4th and 8th grade achieved the absolute measure of at least 75% of students achieving proficiency on the state science examination. The school’s eighth grade missed the goal by 9.3 percentage points.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	85.3%	109
8	65.7%	105
All	75.7%	214

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8	2021-22	Living Environment	100%	24
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Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. **Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results above.**

Due to Covid-19 there was no science state assessment for the years 2019-2020 and 2020-2021

Goal 5: Comparative Measure

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

ADDITIONAL CONTEXT AND EVIDENCE

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

Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school’s attainment of this Accountability Plan goal.

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

The school resumed in-person lab instruction for the 2022-23 school year. 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*.

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 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 Regent 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

The Academy's 2018 cohort exceeded 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 24%.

Science Regents Passing Rate with a Score of 65

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort⁹

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	19	80	84.2%
2017	2020-21	94	35	79	84.0%
2018	2021-22	110	90	109	99.0%

ADDITIONAL 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.

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	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%

Goal 5: Comparative Measure

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

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

⁹ Based on the highest score for each student on any science Regents exam

Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Academy has exceeded the High School Science Goal.

ACTION PLAN

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.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

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 Regent's 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

98.8% of the students in the 2018 cohort with a valid score passed the US History Regents. This is a 9.6% increase from the previous 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 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	2	71	76.3%
2017	2020-21	94	1	83	89.2%
2018	2021-22	110	29	80	98.8%

EVALUATION

The Academy’s 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort by 1.3% and 14.2% respectively. The 2018 cohort continued this trend, exceeding the stated goal by 23.8%.

ADDITIONAL EVIDENCE

As shown by data in the chart below, students through the 2019 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents US History 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. The Academy has not administered the U.S. History Regents to the 2020 cohort. The scholars in the 2020 cohort who have received a grade of at least 65% did so prior to beginning the first year of the 2020 cohort in high school.

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	142	88.7%	119	94.1%	110	100%
2019	169	18.9%	174	90.2%	150	99.3%
2020			113	13.3%	126	15.1%
2021					126	5.6%

Goal 6: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

86.3% and 66.7% for the 2016 and 2017 cohorts passed the Global History Regents respectively.

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 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	0	82	86.3%
2017	2020-21	94	91	2	66.7%
2018	2021-22	110	109	0	0%

EVALUATION

The New York State Regents Global History exam was not administered in the 2019 school year when the 2018 cohort was scheduled to test.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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%

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.

ADDITIONAL CONTEXT AND EVIDENCE

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

Social Studies Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

The Academy met the social studies goal for Global History.

ACTION PLAN

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.

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 Academy Charter School – Hempstead was in Good Standing during all 3 years.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessments should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2021-22 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁰	[X] ¹¹	[#]	[X]	[Yes/No]

¹⁰ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹¹ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹²	2+ students	75%	[#]	[%]	[Yes/No]
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End of Year Performance on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹³	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

I-READY

2021-22 i-Ready [ELA/Mathematics] Assessment End of Year Results

¹² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹³ Proficiency is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁴	[%] ¹⁵	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				

¹⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁵ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8				
All				

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		