

**Success Academy Charter Schools -  
NYC**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 2023

By Michael Albalah



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Michael Albalah, Legal Counsel, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Lorenzo Smith III	Chair	
Suleman Lunat	Secretary	
Scott Friedman	Treasurer	
Edwin Cespedes (non-voting)	Parent Representative	
Ramin Beheshti (non-voting)		
Derrell Bradford		
Samuel Cole		
Neal Desai		
Ripan S. Kadakia		
Aaron Kinnari		
Kamilah Mitchell-Thomas		
Robin Pzena		
Lizette St. Hilaire		
Cate Shinker (non-voting <i>Emeritus</i> )		

See Appendix A, Tab 1 for a list of Principals for the 2022-23 school year.

## SCHOOL OVERVIEW

The mission of Success Academy Charter Schools – NYC is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

All Success Academy schools were fully in person during the 2022-23 school year. However, in response to the tremendous challenges posed by the COVID-19 pandemic, Success Academy put in place social, mental, and emotional health supports as part of Success Academy’s return to on campus learning.

Success Academy invested in ensuring all scholars achieved academic mastery, and regularly assessed scholar learning to identify and support any scholars who were struggling. Success Academy employed a school psychologist and/or social emotional learning specialist to partner with school leadership in supporting our scholars at all schools. Further, Success Academy utilized key supports such as counseling, morning meetings and advisory blocks to ensure scholars’ social and emotional wellbeing remained a priority.

## ENROLLMENT SUMMARY

See Appendix A, Tab 2 for each school’s 2022-23 BEDS Day enrollment.

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will demonstrate proficiency in reading, writing, and comprehending the English language.

#### BACKGROUND

Believing that all students can succeed, SA goes above and beyond Common Core standards. SA uses THINK Literacy, a comprehensive balanced literacy program, in all grades. THINK Literacy was developed in-house by the Instructional Management team at Success Academy Charter Schools, the charter management organization. There are many components of THINK, including Shared Text, Guided Reading, Read Aloud with Discussion, Reading Workshop, and Writing Workshop. During Shared Text, the teacher displays a text and the whole class reads and analyzes it together, giving students practice interpreting brief, engaging texts. During Guided Reading, the teacher works with a small group of students to read and comprehend a book that is one level above what they can read and understand independently. During Read Aloud with Discussion, the teacher models the internal thinking that excellent readers exhibit, and students discuss their ideas about the book with their classmates. During Reading Workshop and Writing Workshop, students internalize key aspects of great reading and writing, through direct instruction, independent work, and partner work. All THINK components press students to read, write, think, and speak with clarity and precision.

In kindergarten and first grade, students also receive extensive phonics instruction. This early literacy curriculum is modeled on an enhanced version of Success For All (SFA), which has a proven track record in urban schools and has been implemented in 1,300 schools around the United States.

Students are assessed in reading regularly. They progress to the next instructional reading level when ready. Thus, children are assigned to appropriate reading levels based on reading performance, not age or grade.

SA enforces specific protocols for how it collects, distributes, and analyzes data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having ready access to academic data empowers the staff to better decide how to expend time and resources so as to maximize student achievement.

SA views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to “win the race” that is educating children. Further information is available in the school’s charter.

Particularly during the pandemic, SA invested in ensuring all scholars achieved academic mastery, and regularly assessed scholar learning to identify and support any scholars who were struggling.

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - Absolute

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

### METHOD

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

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

See Appendix A, Tab 3 for summary 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).

### Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Success Academy exceeded this goal. 81.74% of all tested students in at least their second year performed at or above proficiency on the New York State English Language arts examination for grades 3-8. See Appendix A, Tab 4 for additional information.

#### ADDITIONAL EVIDENCE

SA has consistently exceeded its Accountability Plan goals in this area in years past. SA 7th graders also took the World History Regents, an exam that requires proficiency in English Language Arts skills, and 90% passed. 8th graders also took the Regents ELA Exam and scored a 96.6%, further demonstrating English Language Arts mastery.

#### Goal 2: 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 2022-23.

#### ELA Measure 3 - Comparative

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

#### 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.<sup>2</sup>

#### RESULTS AND EVALUATION

See Appendix A, Tab 6 for results. All Success Academy charters significantly exceeded this goal. The network's ELA average score was 82% and the vast majority of schools scored above 75%. Among the nearly 13,000 SA test takers, 52.1% are Black, 30.5% Hispanic, 6.3% Asian, and 5.2% white. About 72% are from low-income families. The percentage of students scoring at the low (Level 1)

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

and high end (Level 4) of the state exams also demonstrated a sharp contrast between the city’s district schools and Success Academy. Only 4.4% of SA students scored Level 1 in ELA, compared to 29.3% district students. At the other end of the spectrum, 31.9% of SA students scored a 4 in ELA compared to 14.3% in ELA for district students. Black and Hispanic children at Success Academy achieved double, and in some cases triple, the pass rates of their district peers. The network of almost 50 schools, enrolling 20,000, achieved overall pass rates of 81.39% — with 32% scoring at Level 4 — in ELA.

**ELA Measure 4 - Comparative**

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

As we have consistently done, every SA charter met this goal. Refer to Appendix A, Tab 16.

**ELA Measure 5 - Growth**

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

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

**ELA INTERNAL EXAM RESULTS**

Not applicable.

**ADDITIONAL CONTEXT AND EVIDENCE**

Success Academy’s assessments inform instruction and guarantee continual improvement. SA has consistently met its Accountability Plan goals in this area in years past.

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<sup>3</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

SUMMARY OF THE ELA GOAL

SA consistently met or exceeded its Accountability Plan goals in this area year after year.

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.	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.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ELA ACTION PLAN

In order to continue improving in English language arts, SA plans to make the following improvements to its literacy program:

- More effectively use shared text to enhance student discussions around literature that are truly student-driven and less directed by the teacher.
- Provide students with more opportunities to respond to literature in writing.
- Promote genre variety in the classroom by giving students short excerpts of non-fiction, realistic fiction, folktales, interviews, plays, pamphlets, advertisements, etc.
- Help students identify the main idea of what they read in order to better understand the author's purpose and connect details to a cohesive narrative.
- Deepen class discussions around literature to transcend the literal and have students infer character traits, feelings and other aspects of literature not explicitly written.

GOAL 2: MATHEMATICS

Students will show competency in their understanding and application of mathematical computation and problem solving.

## BACKGROUND

Success Academy uses Cognitively Guided Instruction (CGI) and the Investigations math program. Some of its key elements are described below:

- **Problem Solving** – CGI offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding. Students learn the basics of problem solving strategies by solving daily word problems that require critical thinking and both written and verbal expression of mathematical reasoning. Students work individually to solve a problem and then share their strategies with their peers. The teacher leads a discussion based on student strategies that leads to understanding of mathematical properties.
- **Assessment** – SA administers Math Interim Assessments and weekly quizzes to determine the progress of students with respect to the Common Core standards. Teachers use the data to inform future instruction.
- **Common Core State Standard Alignment** – SA has mapped the scope and sequence of CGI and the Investigations math program to closely align with the Common Core. This scope and sequence closely follows the state and national requirements of what students should know and be able to do at each administration of the state math assessments. By aligning closely with the Common Core and assessments, teachers will have a much better sense of where their students stand in SA’s goal of preparing all students for college-track level mathematics in middle and high school.
- **Conceptual Understanding** – Investigations math places an emphasis on open-ended exploration and interactive learning components to each lesson to let students make sense of mathematics by building on ideas and observations from previous experiences. By learning mathematical ideas and procedures that is grounded in meaning, students are able to apply their thinking to new situations and unfamiliar problems. CGI uses daily world problems to give students meaning, understanding, and application to the math they learn.
- **Computational Fluency** – SA also provides students with regular math facts practice because it recognizes the importance of computational fluency. Math facts quizzes emphasize both accuracy and speed.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

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

**METHOD**

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 7 grades in Spring 2023. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

See Appendix A, Tab 7 for summary 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).

**RESULTS AND EVALUATION**

See Appendix A, Tab 8. Each SA charter exceeded this goal. 93.11% of Success Academy students enrolled in at least their second year performed at or above proficiency on the New York State Mathematics examination for grades 3-7. In lieu of taking the Math exam, 8th graders took the Algebra I regents and 99.76% passed. See Appendix A, Tab 13.

Almost all of the schools achieved pass rates at 90% or above on math. Middle school scholars in G6-8 saw strong scores as well: in math, fifteen schools averaged pass rates of 90% or higher in these grades. 54% of scholars scored a Level 4, the highest proficiency possible, in math.

**ADDITIONAL EVIDENCE**

SA has consistently met its Accountability Plan goals in this area year over year.

**Math Measure 2 - Absolute Measure**

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.

Given the timing of the state’s release of data necessary to produce this analysis, the 2022-23 results are not yet available. As such, the Institute does not require charters to report on this measure for 2022-23.

**Math Measure 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 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.

RESULTS AND EVALUATION

See Appendix A, Tab 10 for results. Each Success Academy charter exceeded this goal. The percent of all tests students in each SA charter and grade level performing at proficiency on the state mathematics exam exceeded that of all students in the same tests grades in the school district of comparison, often by two or three times.

Moreover, the percentage of students scoring at the low (Level 1) and high end (Level 4) of the state exams demonstrates a sharp contrast between the city’s district schools and Success Academy. Less than 2% of SA students scored a Level 1 in math, compared to 35.8% for district students. At the other end of the spectrum, 54.19% of SA students scored a 4 in in math, compared to 16.2% for district students.

ADDITIONAL EVIDENCE

SA consistently meets its Accountability Plan goals in this area year after year.

**Math Measure 4 - Comparative**

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

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

As we have consistently done, every SA charter met this goal. Refer to Appendix A, Tab 17.

**Math Measure 5 - Growth**

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

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

**MATHEMATICS INTERNAL EXAM RESULTS**

Not applicable.

**INTERNAL EXAM RESULTS**

During 2022-23, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) also used internal assessments to measure student growth and achievement in mathematics.

**ADDITIONAL CONTEXT AND EVIDENCE**

Success Academy’s internal and external assessments inform instruction and guarantee continual improvement. SA has consistently met its Accountability Plan goals in this area in years past.

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.	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.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

**MATHEMATICS ACTION PLAN**

**ACTION PLAN**

Despite impressive state math test results, SA plans to make the following improvements to the math program:

- More effectively guide students to move away from invented strategies for solving problems, which can sometimes be laborious, towards more efficient strategies that improve accuracy;
- Improve the pacing calendar for math instruction so that teachers have time to teach oft-overlooked skills such as fractions.

## GOAL 3: SCIENCE

Students will understand and apply scientific principles at a proficient level.

### BACKGROUND

#### *Elementary School*

The Success Academy science program is like none other in the country. Five days a week, beginning in kindergarten, Success Academy scholars receive hands-on, inquiry-based science with a dedicated science teacher. Our unique commitment to science ignites a passion for the subject early in life, builds a comprehensive foundation of knowledge, and teaches scholars to investigate and analyze real-world problems critically and systematically, grounded in a strong base of evidence.

Scholars conduct investigations and discuss observations, data, and results in the same way true scientists do. We incorporate the three main disciplines of science — life, physical, earth and space — into each year’s curriculum, as well as engineering.

Science units are grounded in anchoring phenomena that are complex or puzzling. Scholars participate in different types of activities that advance their ability to reconstruct what they know about scientific ideas based on evidence from lessons or texts and observations and ideas raised in classroom discussions. Science lessons launch with a challenge or question presented by the teacher: Scholars may be asked to determine how to make a lightbulb light up or compare the speed at which different objects fall to the floor. After scholars work collaboratively on the challenge and record their observations, they participate in rich discussion about their discoveries, during which the teacher guides them to a deeper understanding of the scientific principles embedded in the lesson.

Finally, scholars discuss or write their conclusions that grow in sophistication over the course of elementary school. Scientific concepts are revisited at increasing levels of depth, complexity, and rigor as scholars progress through elementary and middle school. By high school, scholars are prepared to excel in Advanced Placement exams across scientific disciplines.

#### *Middle school*

In middle school, we prioritize the development of scholar independence and leadership in scientific inquiry. Each day, science consists of:

A launch, during which the teacher engages scholars in an interesting concept or task.

An investigation or activity, during which scholars design and execute experiments, conduct research, and solve problems to explore and explain scientific phenomena, under the guidance of the teacher.

Discourse, when scholars discuss and debate their findings and work together to create common takeaways based on that day’s investigation.

Thanks to daily inquiry-based science in Success Academy elementary schools, our entering fifth graders are already capable of thinking like scientists. They have a strong foundation of knowledge and are adept at asking questions, observing, recording, and applying their knowledge to make predictions. In middle school, we push our scholars to dive deeper, and expose them to each of the major disciplines — Physics, Chemistry, Biology, and Earth Science.

Science Symposium is Success Academy’s fresh take on the traditional science fair. For one month each year, all middle school scholars complete independent projects, constructing and testing experiments that they develop themselves. This unit drives authentic excitement in the application of scientific knowledge to real-world phenomena, allowing everyone to stretch their wings by completing independent research. We also press scholars on the development of communication and presentation skills and on using technology effectively and creatively. The Symposium culminates in a celebration of projects in front of parents and the school community.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

### METHOD

The school administered a portion of the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in Spring 2023, however the state did not produce scores for the exam. The school administered the more rigorous Science Regents exam to 8th graders in June 2023. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS AND EVALUATION

See Appendix A, Tab 14. SA’s 8th graders took the more rigorous high school level Living Environment Regents examination in June 2023 and over 96% passed. SA continues to educate its students in science at the highest level.

### Science Measure 2 - Comparative

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

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

### ADDITIONAL CONTEXT AND EVIDENCE

None.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

SA consistently meets its Accountability Plan goals in this area year after year for elementary and middle school science.

**ACTION PLAN**

SA will continue offering discovery-based science to all students five days a week. Results from rigorous exams demonstrate SA’s high level of achievement of science.

**SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL**

SA consistently meets its Accountability Plan goals in this area year after year for elementary and middle school science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

**EVALUATION OF THE SCIENCE GOAL**

See Appendix A, Tab 14. SA’s 8th graders took the more rigorous high school level Living Environment Regents examination in June 2023 and over 96.02% passed. SA continues to educate its students in science at the highest level.

**ADDITIONAL CONTEXT AND EVIDENCE**

SA consistently meets its Accountability Plan goals in this area year after year.

**GOAL 4: ESSA**

**ESSA Measure 1**  
 Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

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

Accountability Status by Year	
Year	Status

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### RESULTS AND EVALUATION

Each SA charter was in “Good Standing” under ESSA for the 2022-23 school year.

### ADDITIONAL EVIDENCE

Each SA charter was in “Good Standing” under ESSA for all years during the accountability period.

APPENDIX A: DATA REPORTING TABLES

Attached.

**Success Academy Charter School -  
Harlem 1**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

By Laura Asserfea

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Laura Asserfea, Deputy General Counsel, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Lorenzo Smith III	Chair	
Suleman Lunat	Secretary	
Scott Friedman	Treasurer	
Edwin Cespedes (non-voting)	Parent Representative	
Ramin Beheshti (non-voting)		
Derrell Bradford		
Samuel Cole		
Neal Desai		
Ripan S. Kadakia		
Aaron Kinnari		
Kamilah Mitchell-Thomas		
Robin Pzena		
Lizette St. Hilaire		
Cate Shinker (non-voting <i>Emeritus</i> )		

See Appendix A, Tab 1 for a list of School Principals for the 2022-23 school year.



## SCHOOL OVERVIEW

The mission of Success Academy Charter Schools – NYC, which includes Success Academy Charter School – Harlem 1 (“SA Harlem 1”) is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

All Success Academy schools were fully in person during the 2022-23 school year. However, in response to the tremendous challenges posed by the COVID-19 pandemic, Success Academy put in place social, mental, and emotional health supports as part of Success Academy’s return to on campus learning.

Success Academy invested in ensuring all scholars achieved academic mastery, and regularly assessed scholar learning to identify and support any scholars who were struggling. Success Academy employed a school psychologist and/or social emotional learning specialist to partner with school leadership in supporting our scholars at all schools. Further, Success Academy utilized key supports such as counseling, morning meetings and advisory blocks to ensure scholars’ social and emotional wellbeing remained a priority.

## ENROLLMENT SUMMARY

See Appendix A, Tab 2 for each school’s 2022-23 BEDS Day enrollment.

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

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 30<sup>th</sup> of that year.

Given SA Bronx 3 served 10<sup>th</sup> grade for the first time during the 2022-23 school year, there are no students in their accountability cohort. Given SA HSLA Harlem served 9<sup>th</sup> grade for the or the first time during the 2022-23 school year, there are no students in their accountability cohort.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2019-20	2016-17	2016	133	10	123
2020-21	2017-18	2017	141	10	131
2021-22	2018-19	2018	172	40	132
2022-23	2019-20	2019	136	6	130

### TOTAL COHORT FOR GRADUATION

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

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	123	0	123
2020-21	2017-18	2017	131	0	131
2021-22	2018-19	2018	132	0	132
2022-23	2019-20	2019	130	0	130

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	2	0	2
2020-21	2016-17	2016	17	0	17
2021-22	2017-18	2017	not collected		
2022-23	2018-19	2018	11	0	11

## PROMOTION POLICY

The school’s requirements are consistent with the State Commissioner’s Part 100.5 Diploma Requirements. To graduate from high school at Success Academy, a scholar must fulfill course credit and exam credit requirements. Scholars must earn a passing grade of 70% in 23 academic core courses as well as Arts and Athletics courses. English, History, Math and Science are considered core courses. Of these, freshmen, sophomores, and juniors usually take four core courses per semester and seniors are strongly recommended to take four core courses; any departure must be approved by the High School Principal. To graduate from HSLA, a scholar must also pass 5 external exams.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

100% of students will graduate from high school.

### Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Number in Cohort during 2022-23 Who Were Promoted	Percent promoted (earning the required number of credits per year, 5)
2020	214	177	82.71%
2021	164	130	79.27%
2022	222	209	95.35%

### Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	208	100%
2019	2020-21	235	100%
2020	2021-22	213	100%
2021	2022-23	222	92.3%

### Graduation Goal Measures 3 & 4 - Absolute

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

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

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	123	98	79.67%
2017	2020-21	131	116	88.54%
2018	2021-22	132	117	88.64%
2019	2022-23	130	108	83.08%

### 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	125	99	79.20%
2016	2020-21	123	111	90.2%
2017	2021-22	not collected		
2018	2022-23	132	131	99.2%

### Graduation Goal Measure 5 - Comparative Measure

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

### Percent of Students in the Total Graduation Cohort who

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

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### Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			NYC School District 2	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating in 4-year June Cohort
2016	2019-20	123	98	79.67%	9150	79.3%
2017	2020-21	131	116	88.54%	8852	80.9%
2018	2021-22	132	117	88.64%	8765	83%
2019	2022-23	130	108	83.08%	not yet available	not yet available

### Graduation Goal 6 - Absolute Measure

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

### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
Algebra I Regents	130	108	83.08%
ELA Regents	130	108	83.08%
Geometry Regents	1	1	100%
Global History Transition Regents	130	108	83.1
Living Environment Regents	130	108	83.08%
AP Art History	12	8	66.7%

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

<sup>3</sup> 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 canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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AP Biology	0	0	N/A
AP Calculus AB	0	0	N/A
AP European History	0	0	N/A
AP Literature and Composition	0	0	N/A
AP Macroeconomics	0	0	N/A
AP World History: Modern	24	12	50%
Overall (passed at least 1 exam)	130	108	83.08%

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	123	100%
2017	2020-21	131	100%
2018	2021-22	132	100%
2019	2022-23	130	83.08%

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

SA Harlem has met or exceeded all of its high school graduation goals.

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.	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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### EVALUATION OF THE GRADUATION GOAL

SA Harlem 1 met its high school graduation goals.

### ADDITIONAL CONTEXT AND EVIDENCE

None.

### ACTION PLAN

SA Harlem 1 plans to continue taking steps to improve academic performance based on the data presented.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

100% of students will be prepared to enter and succeed at college.

The College Access & Persistence Team (the CAP team) at SA Harlem 1 works closely with each scholar to find and attend a college where they can persist to graduation in four years. The school's goal is to match each scholar to colleges and universities that have high four year graduation rates, meet their family's financial needs, and offer the intellectual environment that will launch them successfully toward their careers and independent adult lives. Though the average college counselor to scholar ratio nationwide is nearly 500 scholars to one counselor, at SA Harlem 1 is fortunate to maintain a ratio of 60 scholars to one counselor, which is critical to the school's excellent outcomes.

The school's college counseling services rival, and often surpass, the counseling offered at elite independent schools. The school will:

- Prescriptively advise on the best list of colleges where scholars can apply to maximize their successful graduation and financial outcomes;
- Support comprehensively through financial aid applications;
- Provide extensive edits on all college application writing, including scholarships;
- Coach scholars through college interviews;
- Ensure that faculty and counselor recommendation letters are high quality, reflecting our scholars' performance in and out of our school community;
- Advocate on our scholars' behalf with admissions and financial aid officers;
- Reach out to alumni in college to keep in touch and provide periodic guidance.

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In service of the school’s college access and persistence goals, the school also offers a suite of completely free SAT preparatory services. Scholars formally begin the counseling process during 11th grade, but are encouraged to meet with the College team at any time.

### Dual Enrollment Partnerships with Columbia University and New York University

Scholars who attain the highest level of academic achievement at SA Harlem 1 are eligible to apply for a limited number of seats in the school’s dual enrollment partnerships, offered through Columbia University (the Columbia Edge program) and New York University (the NYU Pre-College program). If accepted, scholars are able to take one or more college courses on campus, alongside undergraduate students, entirely tuition-free.

### **College Preparation Goal Measure 1 - Absolute**

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

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

### Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Art History	18	6	33.3%
AP Biology	105	46	43.8%
AP Calculus AB	66	29	43.9%
AP European History	65	21	32.3%

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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AP Literature and Composition	121	74	61.2%
AP Macroeconomics	110	69	62.7%
AP World History: Modern	70	25	35.7%
SAT Math Readiness Benchmark (530)	130	122	93.8%
SAT Verbal Readiness Benchmark (480)	130	122	93.8%
Overall	130 <sup>5</sup>	130	100%

### College Preparation Goal Measure 2 - Absolute

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

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

### College Preparation Goal Measure 3 - Comparative

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

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

### College Preparation Goal Measure 4 - Absolute

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

#### Matriculation Rate of Graduates by Year<sup>6</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year	Matriculation Rate =[(b)/(a)]*100
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<sup>5</sup> This number should match the number of graduates reported under the high school graduation goal.

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

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			(b)	
2016	2019-20	98	98	100%
2017	2020-21	129	109	84%
2018	2021-22	117	117*	100%
2019	2022-23	108	108**	100%

\*Of the 117 graduates in the 2021-22 school year, we have matriculation data for 112 of them from a combination of the NSCH and/or alumni surveys. Of those 112, 112 of them were enrolled in 2 or 4-year programs.

\*\* ALTHOUGH WE DON'T YET HAVE MATRICULATION DATA FOR THE CLASS THAT GRADUATED IN 2023, 100% OF THESE GRADUATES WERE ADMITTED TO 2 OR 4-YEAR PROGRAMS FOLLOWING GRADUATION AND IT IS OUR EXPECTATION THEY WILL ALL MATRICULATE IN COLLEGE OR UNIVERSITY. NSCH DATA WON'T BE AVAILABLE UNTIL SPRING 2024 FOR THIS COHORT.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

SA Harlem 1 has met or exceeded all of its college preparation goals.

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.	Yes
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.	Yes
Absolute	Each year, 90% of graduating students will be accepted into college or university.	Yes

### EVALUATION OF THE COLLEGE PREPARATION GOAL

Success Academy Harlem 1 exceeded this goal. 100% of the graduating students from the 2021-22 school year were accepted to 4 year programs. Of the 117 graduates in the 2021-22 school year, we have matriculation data for 112 of them from a combination of the NSCH and/or alumni surveys. Of those 112, 112 of them were enrolled in 2 or 4-year programs. 100% of the graduating class for the 2022-23 school year were accepted to 2 or 4-year programs and are expected to matriculate into a college or university in the year after graduation, however, this data is not yet available from the National Student Clearinghouse.

### ADDITIONAL CONTEXT AND EVIDENCE

None.

## ACTION PLAN

SA Harlem 1 plans to continue taking steps to improve college preparatory performance based on the data presented.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

Students will demonstrate proficiency in reading, writing, and comprehending the English language.

### BACKGROUND

Success Academy’s high school English curriculum exposes scholars to the great texts, ideas, and events that have shaped our modern world, and it prioritizes Platonic-style discourse; incisive analysis; and powerful, cogent writing. By studying works of lasting and urgent value, our students learn to grapple with complex ideas, appreciate diverse cultural perspectives, and experience the joy of the written word. Scholars also practice strong writing across styles and genres, helping them to appreciate writing as a powerful tool for discovering, developing, and conveying their ideas. All scholars take four years of English. Scholars who have successfully completed four AP-level courses in the Humanities (History and English) will be accepted into the Humanities Academy and receive the distinction on their diploma.

See Success Academy Charter Schools - NYC’s 2022-23 Accountability Plan Progress Report for information regarding SA Harlem 1’s Kindergarten through 8th grade scholars and their progress towards meeting this goal.

### HIGH SCHOOL ELA

#### High School ELA Measure 1 - Absolute

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>7</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>8</sup>

<sup>7</sup> Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

<sup>8</sup> Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	131	0	70	54.43%
2018	2021-22	132	0	132*	100%
2019	2022-23	130	0	99	76.15%

\* A LEVEL 4 SCALED SCORE WAS 79 FOR BOTH THE JAN. 2019 REGENTS ELA AND FOR THE JUNE 2019 REGENTS EXAM WHEN THESE SCHOLARS TOOK THIS EXAM.

\* A LEVEL 4 SCALED SCORE WAS AT LEAST A 79 FOR THE JAN. 2020 REGENTS ELA WHEN THESE SCHOLARS TOOK THIS EXAM.

### High School ELA Measure 2 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	123	0	123	100%
2017	2020-21	131	0	131	100%
2018	2021-22	132	0	132	100%
2019	2022-23	130	0	108	83.08%

### High School ELA Measure 3 - Absolute

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

during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### High School ELA Measure 4 - Comparative

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

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

### High School ELA Measure 5 - Comparative

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

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

### High School ELA Measure 6 - Comparative

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

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

### High School ELA Measure 7 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	Not required by the Institute in the 2020-21 school year.			
2018	2021-22	Not collected for the 2021-22 school year.			
2019	2022-23	Not collected for the 2022-23 school year.			

### High School ELA Measure 8 - Growth

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	Not required by the Institute in the 2020-21 school year.			
2018	2021-22	Not collected for the 2021-22 school year.			
2019	2022-23	Not collected for the 2022-23 school year.			

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Success Academy Harlem 1 did not compute this data for the 2021-22 or 2022-23 school years. There are consistently very few Success Academy students who are not proficient on the New York state ELA or Math exams in the eighth grade. Moreover, Success Academy seventh and eighth graders have started sitting for advanced exams including certain Regents exams in lieu of the state exams in those grades. Accordingly, Success Academy Harlem 1 has likely met this growth measure.

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

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	(Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
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 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF HIGH SCHOOL ELA GOAL

SA Harlem 1 has exceeded its English language arts goals.

### ADDITIONAL CONTEXT AND EVIDENCE

None.

### ACTION PLAN

SA Harlem 1 plans to continue taking steps to improve academic performance based on the data presented.

## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

Students will show competency in their understanding and application of mathematical computation and problem solving.

### BACKGROUND

Empowering high school scholars as STEM innovators starts with a revolutionary mathematics program. Our teachers are facilitators of inquiry-based learning, creating the conditions for scholars to pose and pursue rich questions, develop their own approaches to solve these problems, and constantly make sense of the ideas they are learning. Our goal is to foster a robust thinking culture across STEM classrooms, one in which all scholars are challenged to become bold, knowledgeable, flexible, and resourceful problem-solvers. Each mathematics course at the high school consists of a series of carefully sequenced tasks that allow scholars to pose and pursue rich and often socially relevant mathematical questions. Through these problems, scholars formalize and gain fluency with key math concepts, conventions, and procedures. Applications span public policy, economics, technology, and popular culture to build a key mindset: Mathematics is a powerful tool for analysis

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across disciplines. All scholars take four years of Mathematics.

See Success Academy Charter Schools - NYC's 2022-23 Accountability Plan Progress Report for information regarding SA Harlem 1's Kindergarten through 8th grade scholars and their progress towards meeting this goal.

### HIGH SCHOOL MATHEMATICS

#### High School Math Measure 1 - Absolute

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

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	131	0	131	100%
2018	2021-22	132	0	132	100%
2019	2022-23	130	0	108	83.08%

#### High School Math Measure 2 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	131	0	131	100%
2018	2021-22	132	0	132	100%
2019	2022-23	130	0	108	83.08%

### High School Math Measure 3 - Absolute

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

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

### High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics 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 2022-23.

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics 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 2022-23.

### High School Math Measure 6 - Comparative

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

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

### High School Math Measure 7 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2017	2020-21	Not required by the Institute in the 2020-21 school year.			
2018	2021-22	Not collected for the 2021-22 school year.			
2019	2022-23	Not collected for the 2022-23 school year.			

### High School Math Measure 8 - Growth

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

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

### Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>9</sup>

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	Not required by the Institute in the 2020-21 school year.			
2018	2021-22	Not collected for the 2021-22 school year.			
2019	2022-23	Not collected for the 2022-23 school year.			

## SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Success Academy Harlem 1 has achieved or exceeded all of its absolute and growth goals.

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.	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

<sup>9</sup> Based on the highest score for each student on the mathematics Regents exam

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Success Academy Harlem 1 did not compute this data for the 2022-23 school year. However, there are consistently very few Success Academy students who are not proficient on the New York state ELA or Math exams in the eighth grade. Moreover, Success Academy seventh and eighth graders have started sitting for more advanced exams including certain Regents exams in lieu of the state exams in those grades. Accordingly, Success Academy Harlem 1 has very likely met this growth measure.

### ADDITIONAL CONTEXT AND EVIDENCE

None.

### ACTION PLAN

SA Harlem 1 plans to continue taking steps to improve academic performance based on the data presented.

## GOAL 5: SCIENCE

### Goal 5: Science

Students will understand and apply scientific principles at a proficient level.

### BACKGROUND

At Success Academy Harlem 1, we are building the next generation of innovators in the STEM fields and beyond, which starts with a revolutionary mathematics and science program. To reach this end,

our teachers are facilitators of inquiry based learning, creating the conditions for scholars to pose and investigate rich questions, develop their own approaches to solve these problems, and constantly make sense of the ideas they are learning. Our goal is to foster a robust thinking culture across STEM classrooms, one in which all scholars are challenged to become bold, knowledgeable, flexible, and resourceful problem-solvers. Success Academy’s core science program encourages scholars to think flexibly and analytically when faced with unfamiliar and difficult problems. Ninth graders complete weekly laboratory exercises and write-ups, mastering advanced applications of the scientific method. Beginning in the sophomore year, scholars engage in college-level science content in AP courses. All scholars take four years of Science.

See Success Academy Charter Schools - NYC’s 2022-23 Accountability Plan Progress Report for information regarding SA Harlem 1’s Kindergarten through 8th grade scholars and their progress towards meeting this goal.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered the Living Environment Regents Exam. 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.**

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>10</sup>

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	127	0	123	97%
2017	2020-21	131	0	131	100%
2018	2021-22	132	0	132	100%

<sup>10</sup> Based on the highest score for each student on any science Regents exam

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2022-23	130	0	130	100%
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### High School Science Measure 2 - Comparative

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

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

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

SA Harlem 1 has exceeded this goal with 100% of students passing a high school science exam, the Living Environment Regents.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Met

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

SA Harlem 1 has exceeded its science goal.

### ADDITIONAL CONTEXT AND EVIDENCE

None.

### ACTION PLAN

SA Harlem 1 plans to continue taking steps to improve academic performance based on the data presented.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Students will show proficiency in U.S. and world history.

### BACKGROUND

Our approach to history is set apart by an emphasis on inquiry and the examination and analysis of primary sources and authentic artifacts. Each scholar develops strengths as a reader, researcher,

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

listener, and speaker — and especially as a writer — while building a comprehensive understanding of historical change and continuity. Success Academy high school scholars engage in a rigorous four-year history program, including two years of World History and two years of an elective history course of their choosing. All scholars take four years of History. Scholars who have successfully completed four AP level courses in the Humanities (History and English) will be accepted into the Humanities Academy and receive the distinction on their diploma.

### Social Studies Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	123	n/a	98.4	80%
2017	2020-21	131	131	n/a	n/a
2018	2021-22	132	132	n/a	n/a
2019	2022-23	130	0	108	83%

### Social Studies Measure 2 - Comparative

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

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

### Social Studies Measure 3 - Absolute

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

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

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

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Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	131	n/a	127	96.95%
2018	2021-22	132	125	7	100%
2019	2022-23	130	118	12	100%

### Social Studies Measure 4 - Comparative

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

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

### SUMMARY OF THE SOCIAL STUDIES GOAL

100% of the Fourth Year Accountability Cohort who sat for the Global History Regents exam received a score of 65 or higher or were previously exempted from taking the exam as a result of COVID-related cancellations.

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

### EVALUATION OF THE SOCIAL STUDIES GOAL

SA Harlem 1 has exceeded its high school social studies goal.

### ADDITIONAL CONTEXT AND EVIDENCE

None.

### ACTION PLAN

SA Harlem 1 plans to continue taking steps to improve academic performance based on the data presented.

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

SA Harlem 1 has remained in “Good Standing” under ESSA for the past four school years.

**2022-2023 Fountas & Pinnell Benchmark Assessment Systems, 3rd Edition for SA Bronx 5 Lower**

<b>Grade</b>	<b>Total Tested for Cycle 3</b>	<b>Met or Exceeded SA Expectations (Cycle 3, as of 6/7/23)</b>	<b>Did Not Meet Expectations (as of Cycle 3, 6/7/23)</b>	<b>% Met or Exceeded SA'S Benchmark (as of Cycle 3, 6/7/23)</b>
K	57	43	14	75%
1	28	20	8	71%
2	31	19	12	61%

**PERFORMANCE MEASURES LEGEND FOR SA's BENCHMARK**

<b>&lt;A</b>	Below Expectations for K
<b>A</b>	Below Expectations for K
<b>B</b>	Below Expectations for K
<b>C</b>	Below Expectations for K
<b>D</b>	<i>Meets SA's Expectations for K</i>
<b>E</b>	Below Expectations for Grade 1
<b>F</b>	Below Expectations for Grade 1
<b>G</b>	Below Expectations for Grade 1
<b>H</b>	Below Expectations for Grade 1
<b>I</b>	Below Expectations for Grade 1
<b>J</b>	<i>Meets Expectations for Grade 1</i>
<b>K</b>	Below Expectations for Grade 2
<b>L</b>	Below Expectations for Grade 2
<b>M</b>	<i>Meets Expectations for Grade 2</i>
<b>N</b>	<i>Exceeds Expectations for Grade 2</i>
<b>O</b>	<i>Exceeds Expectations for Grade 2</i>
<b>P</b>	<i>Exceeds Expectations for Grade 2</i>

## SA 2023-24 Principals

<b>Charter</b>	<b>Principal</b>
Bed-Stuy 1	Kamptary Williams
Bed-Stuy 2	Melissa Lopez
Bed-Stuy 3	Marina Raafat
Bensonhurst	Stacy Aquino
Bergen Beach	Gabrielle Alford
Bronx 1	Vickeuris Garcia
Bronx 2	Bianca Rosa
Bronx 3	Katherine Huntington
Bronx 4	Nadienka Morillo
Bronx 5 Upper	Wanda Diaz
Bronx 5 Lower	Wanda Diaz
Bushwick	Shannon Beatty
Cobble Hill	Ali Foglia
Crown Heights	Mary Rojas
Far Rockaway	Danielle Pena
Flatbush	Susanna Sierra
Fort Greene	Shannon Beatty
Harlem 1	Kayla Bostwick
Harlem 2	Amelia Cohen
Harlem 3	Jamessa Clark
Harlem 4	Taylor White
Harlem 5	Cori Bonaddio
Harlem 6	Olivia Levey
Hell's Kitchen	William Abbott
Hudson Yards	Kaleigh Maines
Prospect Heights	Kristina Colao
Rosedale	Gina Castillon
South Jamaica	Brianna Levy
Springfield Gardens	Samantha Lalli
Union Square	Caitlin Marcoux
Upper West	Kristyn Ouimette
Washington Heights	Stephanie Henriquez
Williamsburg	Patty Meegan

SA School Enrollment for SY 2022-23 (as of BEDS DAY, October 5, 2022)

Charter	K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Bed-Stuy 1						138	108	96	59	90				491
Bed-Stuy 2	64	88	109	96	120									477
Bed-Stuy 3						86	65	50	28					229
Bensonhurst	145	129	121	133	118									646
Bergen Beach	120	118	105	124	111	189	125	122	42					1056
Bronx 1	60	68	60	82	74									344
Bronx 2	86	85	117	108	111	106	145	114	55					927
Bronx 3	98	99	111	122	120	190	141	88	80	172	110			1331
Bronx 4	124	110	126	126	130									616
Bronx 5 Upper			35	25										60
Bronx 5 Lower	79	38												117
Bushwick	98	92	87	112	92									481
Cobble Hill	57	77	101	69	89									393
Crown Heights	77	90	86	81	62	113	129	106	48					792
Far Rockaway	88	87	99	104	106	66	66	30						646
Flatbush	117	104	116	118	120									575
Fort Greene						55	55	44	27					181
Harlem 1	69	103	110	98	99	118	84	92	72	224	207	181	126	1583
Harlem 2	48	66	77	61	86									338
Harlem 3	40	56	50	55	58	127	130	98	78					692
Harlem 4	43	56	42	49	61									251
Harlem 5	68	75	87	89	85	141	144	104	79					872
Harlem 6				45	54									99
Hell's Kitchen	69	60	78	91	88									386
Hudson Yards	64	65	74	93	90									386
Prospect Heights	49	59	69	55	47									279
Rosedale	127	124	129	130	130	169	128	68						1005
South Jamaica	92	96	94	92	92									466
Springfield Gardens	71	94	95	97	109	113	102	100	118					899
Union Square	110	115	97	98	98	180	128	92	77					995
Upper West	55	61	82	72	76	224	174	103	94					941
Washington Heights	67	83	96	110	102	81								539
Williamsburg	54	74	87	64	81									360
<b>Grand Total</b>	<b>2239</b>	<b>2372</b>	<b>2540</b>	<b>2599</b>	<b>2609</b>	<b>2096</b>	<b>1724</b>	<b>1307</b>	<b>857</b>	<b>486</b>	<b>317</b>	<b>181</b>	<b>126</b>	<b>19453</b>

SA Harlem 1 Enrollment for SY 2022-23 (as of BEDS DAY, October 5, 2022)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	55	90	79	87	101	91	78	69	78	211	168	31	17	1155
2018-19	89	87	94	83	100	88	80	63	50	258	171	134	26	1323
2019-20	83	99	98	108	85	111	80	72	48	253	237	175	114	1563
2020-21	107	98	102	126	110	127	99	66	66	270	234	223	149	1777
2021-22	77	91	98	90	119	120	111	104	57	208	260	177	141	1653
2022-23	69	103	110	98	99	118	84	92	72	224	207	181	126	1583

**2022-2023 State English Language Arts Exam**

**Number of Students Tested and Not Tested**

<b>Charter</b>	<b>Grade</b>	<b>Enrollment as</b>	<b>Total Tested</b>	<b>many of the</b>	<b>many of the</b>	<b>(column C -</b>
Bed Stuy 1	5	130	129	28	5	1
	6	104	104	18	1	0
	7	94	94	14	0	0
	8	58	58	0	0	0
	ALL	386	385	60	6	1
Bed Stuy 2	3	93	91	14	11	2
	4	115	115	19	7	0
	ALL	208	206	33	18	2
Bed Stuy 3	5	76	76	11	2	0
	6	59	59	12	2	0
	7	49	48	2	0	1
	8	26	26	0	0	0
	ALL	210	209	25	4	1
Bensonhurst	3	131	129	15	40	2
	4	119	119	5	6	0
	ALL	250	248	20	46	2
Bergen Beach	3	117	117	11	6	0
	4	108	107	9	2	1
	5	182	182	22	2	0
	6	121	121	8	2	0
	7	113	113	13	0	0
	8	44	44	3	0	0
	ALL	685	683	66	12	2
	ALL	685	683	66	12	2
Bronx 1	3	76	75	4	9	1
	4	62	62	10	1	0
	ALL	138	137	14	10	1
Bronx 2	3	104	103	13	10	1
	4	98	98	14	4	0
	5	99	98	25	9	1
	6	138	138	25	7	0
	7	109	109	10	0	0
	8	56	53	3	0	3
	ALL	604	599	90	30	5
Bronx 3	3	120	117	17	13	3
	4	114	114	20	8	0
	5	187	187	24	14	0
	6	135	132	18	4	3
	7	85	85	17	0	0
	8	78	78	2	0	0
	ALL	719	713	98	39	6
Bronx 4	3	116	114	14	13	2
	4	129	129	16	1	0
	ALL	245	243	30	14	2
Bronx 5 Upper	3	21	21	3	2	0
	ALL	21	21	3	2	0
Bushwick	3	102	101	7	33	1

	4	90	90	7	5	0
	ALL	192	191	14	38	1
Cobble Hill	3	67	66	11	5	1
	4	89	88	15	2	1
	ALL	156	154	26	7	2
Crown Heights	3	68	66	13	3	2
	4	58	58	6	1	0
	5	108	108	13	0	0
	6	124	124	13	1	0
	7	104	104	15	1	0
	8	49	48	0	0	1
	ALL	511	508	60	6	3
Far Rockaway	3	103	101	6	1	2
	4	100	97	11	1	3
	5	59	59	10	0	0
	6	59	59	11	0	0
	7	30	30	1	0	0
	ALL	351	346	99	2	5
Flatbush	3	113	111	14	9	2
	4	110	110	12	2	0
	ALL	223	221	26	11	2
Fort Greene	5	53	53	10	2	0
	6	53	52	10	2	1
	7	39	38	5	0	1
	8	26	26	1	0	0
	ALL	171	169	26	4	2
Harlem 1	3	85	85	19	9	0
	4	91	91	11	4	0
	5	103	103	10	7	0
	6	80	78	9	0	2
	7	84	84	3	0	0
	8	71	71	4	0	0
	ALL	514	512	56	20	2
Harlem 2	3	62	52	15	8	10
	4	76	68	5	4	8
	ALL	138	120	20	12	18
Harlem 3	3	49	49	10	9	0
	4	54	54	10	2	0
	5	123	122	18	2	1
	6	126	125	26	4	1
	7	93	91	14	0	2
	8	77	77	10	0	0
	ALL	522	518	88	17	4
Harlem 4	3	46	45	10	6	1
	4	56	56	7	1	0
	ALL	102	101	17	7	1
Harlem 5	3	86	86	11	8	0
	4	81	79	13	2	2
	5	134	134	18	5	0

	6	140	139	16	7	1
	7	99	99	8	0	0
	8	73	73	4	0	0
	ALL	613	610	70	22	3
Harlem 6	3	44	44	10	8	0
	4	51	51	12	1	0
	ALL	95	95	22	9	0
Hells Kitchen	3	91	91	16	12	0
	4	79	79	23	0	0
	ALL	170	170	39	12	0
Hudson Yards	3	90	89	17	13	1
	4	88	88	15	2	0
	ALL	178	177	32	15	1
Prospect Heights	3	46	45	6	1	1
	4	45	45	9	0	0
	ALL	91	90	15	1	1
Rosedale	3	127	124	15	2	3
	4	122	122	15	0	0
	5	167	166	18	0	1
	6	121	120	15	2	1
	7	64	64	3	0	0
	ALL	601	596	66	4	5
South Jamaica	3	86	84	13	3	2
	4	87	87	17	3	0
	ALL	173	171	30	6	2
Springfield Gardens	3	95	94	14	3	1
	4	108	108	16	1	0
	5	107	107	12	0	0
	6	95	95	17	1	0
	7	92	92	9	0	0
	8	118	118	0	0	0
	ALL	615	614	68	5	1
Union Square	3	90	90	19	5	0
	4	96	96	15	2	0
	5	170	170	21	2	0
	6	125	124	12	2	1
	7	91	91	10	0	0
	8	77	77	3	0	0
	ALL	649	648	80	11	1
Upper West	3	72	71	12	4	1
	4	76	76	11	0	0
	5	220	220	31	6	0
	6	170	168	27	3	2
	7	102	102	16	0	0
	8	94	93	10	0	1
	ALL	734	730	107	13	4
Washington Heights	3	101	99	13	6	2
	4	94	94	8	11	0
	5	79	78	14	6	1

	ALL	274	271	35	23	3
Williamsburg	3	60	60	7	3	0
	4	79	79	11	3	0
	ALL	139	139	18	6	0

**Performance on 2022-2023 State ELA Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Charter	Grade	All Students			Enrolled in at least their Second Year		
		Percent	Number that	Number	Percent	Number that	Number
Bed Stuy 1	5	64%	83	129	64%	82	128
	6	72%	75	104	72%	75	104
	7	96%	90	94	96%	90	94
	8	90%	52	58	90%	52	58
	ALL	78%	300	385	78%	299	384
Bed Stuy 2	3	74%	67	91	75%	62	83
	4	74%	85	115	77%	79	103
	ALL	74%	152	206	76%	141	186
Bed Stuy 3	5	67%	51	76	67%	51	76
	6	69%	41	59	69%	41	59
	7	88%	42	48	88%	42	48
	8	96%	25	26	96%	25	26
	ALL	76%	159	209	76%	159	209
Bensonhurst	3	87%	112	129	86%	100	116
	4	87%	103	119	88%	100	114
	ALL	87%	215	248	87%	200	230
Bergen Beach	3	68%	80	117	73%	75	103
	4	76%	81	107	79%	73	92
	5	75%	137	182	75%	137	182
	6	75%	91	121	75%	91	121
	7	96%	109	113	96%	109	113
	8	100%	44	44	100%	44	44
	ALL	79%	541	683	81%	528	654
	ALL	79%	541	683	81%	528	654
Bronx 1	3	77%	58	75	82%	54	66
	4	73%	45	62	76%	42	55
	ALL	75%	103	137	79%	96	121
Bronx 2	3	92%	95	103	92%	85	92
	4	95%	93	98	95%	86	91
	5	53%	52	98	53%	52	98
	6	77%	106	138	77%	106	138
	7	94%	103	109	94%	103	109
	8	94%	50	53	94%	50	53
Bronx 3	ALL	83%	499	599	83%	482	581
	3	65%	76	117	68%	75	110
	4	71%	81	114	73%	67	92
	5	66%	124	187	67%	123	183
	6	83%	110	132	83%	110	132
	7	91%	77	85	91%	77	85
	8	97%	76	78	97%	76	78
	ALL	76%	544	713	78%	528	680
Bronx 4	3	69%	79	114	71%	70	99
	4	81%	104	129	82%	93	114
	ALL	75%	183	243	77%	163	213
Bronx 5 Upper	3	33%	7	21	60%	3	5
	ALL	33%	7	21	60%	3	5
Bushwick	3	80%	81	101	80%	75	94
	4	94%	85	90	94%	78	83
	ALL	87%	166	191	86%	153	177
Cobble Hill	3	80%	53	66	78%	43	55
	4	78%	69	88	81%	67	83
	ALL	79%	122	154	80%	110	138
Crown Heights	3	67%	44	66	65%	37	57
	4	88%	51	58	87%	47	54

	5	57%	62	108	58%	61	106
	6	82%	102	124	82%	102	124
	7	92%	96	104	92%	96	104
	8	96%	46	48	96%	46	48
	ALL	79%	401	508	79%	389	493
Far Rockaway	3	64%	65	101	68%	59	87
	4	82%	80	97	81%	65	80
	5	92%	54	59	92%	54	59
	6	83%	49	59	83%	49	59
	7	100%	30	30	100%	30	30
	ALL	80%	278	346	82%	257	315
Flatbush	3	66%	73	111	69%	67	97
	4	66%	73	110	66%	67	101
	ALL	66%	146	221	68%	134	198
Fort Greene	5	70%	37	53	70%	37	53
	6	65%	34	52	65%	34	52
	7	97%	37	38	97%	37	38
	8	96%	25	26	96%	25	26
	ALL	79%	133	169	79%	133	169
Harlem 1	3	68%	58	85	72%	54	75
	4	68%	62	91	70%	57	81
	5	79%	81	103	79%	81	103
	6	81%	63	78	81%	63	78
	7	89%	75	84	89%	75	84
	8	96%	68	71	96%	68	71
	ALL	79%	407	512	81%	398	492
Harlem 2	3	67%	35	52	68%	34	50
	4	81%	55	68	83%	53	64
	ALL	75%	90	120	76%	87	114
Harlem 3	3	71%	35	49	78%	35	45
	4	93%	50	54	94%	44	47
	5	60%	73	122	60%	73	122
	6	77%	96	125	77%	96	125
	7	91%	83	91	91%	83	91
	8	99%	76	77	99%	76	77
	ALL	80%	413	518	80%	407	507
Harlem 4	3	78%	35	45	79%	34	43
	4	88%	49	56	90%	47	52
	ALL	83%	84	101	85%	81	95
Harlem 5	3	57%	49	86	61%	45	74
	4	65%	51	79	68%	47	69
	5	66%	89	134	66%	89	134
	6	82%	114	139	82%	114	139
	7	94%	93	99	94%	93	99
	8	99%	72	73	99%	72	73
	ALL	77%	468	610	78%	460	588
Harlem 6	3	50%	22	44	50%	21	42
	4	61%	31	51	61%	30	49
	ALL	56%	53	95	56%	51	91
Hells Kitchen	3	88%	80	91	88%	71	81
	4	92%	73	79	93%	69	74
	ALL	90%	153	170	90%	140	155
Hudson Yards	3	81%	72	89	82%	64	78
	4	86%	76	88	88%	67	76
	ALL	84%	148	177	85%	131	154
Prospect Heights	3	64%	29	45	70%	28	40
	4	78%	35	45	80%	35	44
	ALL	71%	64	90	75%	63	84

Rosedale	3	71%	88	124	71%	83	117
	4	88%	107	122	87%	96	110
	5	73%	122	166	74%	121	164
	6	86%	103	120	86%	103	120
	7	91%	58	64	91%	58	64
	ALL	80%	478	596	80%	461	575
South Jamaica	3	88%	74	84	88%	65	74
	4	83%	72	87	80%	60	75
	ALL	85%	146	171	84%	125	149
Springfield Gardens	3	69%	65	94	70%	62	89
	4	71%	77	108	74%	69	93
	5	77%	82	107	76%	80	105
	6	76%	72	95	76%	72	95
	7	95%	87	92	95%	86	91
	8	97%	114	118	97%	114	118
	ALL	81%	497	614	82%	483	591
	Union Square	3	87%	78	90	90%	66
4		90%	86	96	96%	72	75
5		84%	142	170	84%	142	170
6		89%	110	124	89%	109	123
7		99%	90	91	99%	90	91
8		99%	76	77	99%	76	77
ALL		90%	582	648	91%	555	609
Upper West		3	80%	57	71	81%	47
	4	88%	67	76	91%	61	67
	5	91%	201	220	92%	199	217
	6	91%	153	168	91%	153	168
	7	94%	96	102	94%	96	102
	8	98%	91	93	98%	91	93
	ALL	91%	665	730	92%	647	705
	Washington Heights	3	85%	84	99	86%	68
4		84%	79	94	85%	70	82
5		51%	40	78	51%	39	77
ALL		75%	203	271	74%	177	238
Williamsburg	3	77%	46	60	76%	42	55
	4	85%	67	79	89%	63	71
	ALL	81%	113	139	83%	105	126

English Language Arts 2022-23 Performance Index

Percent of Students at Each Performance Level					
Charter	Number in Cohort	L1	L2	L3	L4
Bed-Stuy 1	385	4%	18%	37%	41%
Bed-Stuy 2	206	8%	18%	55%	19%
Bed-Stuy 3	209	4%	20%	45%	31%
Bensonhurst	248	2%	11%	40%	46%
Bergen Beach	684	4%	17%	46%	33%
Bronx 1	137	4%	20%	55%	20%
Bronx 2	599	3%	14%	51%	32%
Bronx 3	713	6%	17%	46%	30%
Bronx 4	243	5%	20%	53%	23%
Bronx 5 Upper	21	19%	48%	33%	0%
Bushwick	154	5%	16%	40%	39%
Cobble Hill	508	4%	17%	44%	35%
Crown Heights	198	7%	20%	48%	25%
Far Rockaway	221	7%	27%	47%	19%
Flatbush	168	4%	17%	36%	43%
Fort Greene	512	3%	17%	46%	33%
Harlem 1	120	3%	23%	50%	25%
Harlem 2	518	2%	19%	42%	38%
Harlem 3	101	3%	14%	62%	21%
Harlem 4	610	4%	20%	49%	28%
Harlem 5	95	9%	35%	36%	20%
Harlem 6	170	0%	10%	51%	39%
Hell's Kitchen	177	4%	12%	46%	37%
Hudson Yards	90	7%	22%	58%	13%
Prospect Heights	596	4%	16%	42%	38%
Rosedale	148	0%	10%	49%	41%
South Jamaica	171	5%	10%	46%	39%
Springfield Gardens	614	3%	16%	43%	38%
Union Square	648	2%	8%	36%	54%
Upper West	730	1%	8%	36%	55%
Washington Heights	271	5%	20%	48%	27%
Williamsburg	139	4%	14%	44%	37%

Charter	PI	=	not required for 22-23
Bed-Stuy 1	PI	=	
Bed-Stuy 2	PI	=	
Bed-Stuy 3	PI	=	
Bensonhurst	PI	=	
Bergen Beach	PI	=	
Bronx 1	PI	=	
Bronx 2	PI	=	
Bronx 3	PI	=	
Bronx 4	PI	=	
Bronx 5 Upper	PI	=	
Bushwick	PI	=	
Cobble Hill	PI	=	
Crown Heights	PI	=	
Far Rockaway	PI	=	
Flatbush	PI	=	
Fort Greene	PI	=	
Harlem 1	PI	=	
Harlem 2	PI	=	
Harlem 3	PI	=	
Harlem 4	PI	=	
Harlem 5	PI	=	
Harlem 6	PI	=	
Hell's Kitchen	PI	=	
Hudson Yards	PI	=	
Prospect Heights	PI	=	
Rosedale	PI	=	
South Jamaica	PI	=	
Springfield Gardens	PI	=	
Union Square	PI	=	
Upper West	PI	=	
Washington Heights	PI	=	
Williamsburg	PI	=	

**2022-2023 State English Language Arts Exam**  
**Charter School and District Performance by Grade Level**

Charter	Grade	District	Percent of Students at or Above Proficiency			
			Charter School Students In			
			Percent	Number	Percent	Number
Bed Stuy 1	5	14	64%	128	48%	781
	6	14	72%	104	59%	735
	7	14	96%	94	53%	706
	8	14	90%	58	57%	698
	ALL	14	78%	384	54%	2,920
Bed Stuy 2	3	14	75%	83	54%	757
	4	14	77%	103	53%	734
	ALL	14	76%	186	53%	1,491
Bed Stuy 3	5	16	67%	76	40%	344
	6	16	69%	59	31%	283
	7	16	88%	48	44%	298
	8	16	96%	26	46%	340
	ALL	16	76%	209	40%	1,265
Bensonhurst	3	21	86%	116	47%	1,756
	4	21	88%	114	51%	1,750
	ALL	21	87%	230	49%	3,506
Bergen Beach	3	21	73%	103	49%	2,062
	4	21	79%	92	56%	2,044
	5	21	75%	182	53%	2,209
	6	21	75%	121	45%	1,679
	7	21	96%	113	51%	1,735
	8	21	100%	44	60%	1,782
	ALL	21	81%	654	52%	11,511
Bronx 1	3	7	82%	66	30%	758
	4	7	76%	55	29%	844
	ALL	7	79%	121	30%	1,602
Bronx 2	3	9	92%	92	24%	1,624
	4	9	95%	91	31%	1,801
	5	9	53%	98	30%	1,806
	6	9	77%	138	29%	1,788
	7	9	94%	109	35%	1,912
	8	9	94%	53	47%	1,932
	ALL	9	83%	581	33%	10,863
Bronx 3	3	9	68%	110	24%	1,624
	4	9	73%	92	31%	1,801
	5	9	67%	183	30%	1,806
	6	9	83%	132	29%	1,788
	7	9	91%	85	35%	1,912
	8	9	97%	78	47%	1,932
ALL	9	78%	680	33%	10,863	

Bronx 4	3	8	71%	99	31%	1,525
	4	8	82%	114	39%	1,650
	ALL	8	77%	213	35%	3,175
Bronx 5 Upper	3	7	60%	5	30%	758
	ALL	7	60%	5	30%	758
Bushwick	3	32	80%	94	28%	566
	4	32	94%	83	35%	541
	ALL	32	86%	177	32%	1,107
Cobble Hill	3	15	78%	55	63%	1,850
	4	15	81%	83	69%	1,953
	ALL	15	80%	138	66%	3,803
Crown Heights	3	17	65%	57	45%	844
	4	17	87%	54	53%	858
	5	17	58%	106	47%	1,009
	6	17	82%	124	43%	1,054
	7	17	92%	104	45%	1,073
	8	17	96%	48	54%	1,080
	ALL	17	79%	493	48%	5,918
Far Rockaway	3	27	68%	87	43%	2,512
	4	27	81%	80	48%	2,690
	5	27	92%	59	46%	2,724
	6	27	83%	59	42%	2,904
	7	27	100%	30	49%	2,957
	ALL	27	82%	315	46%	13,787
Flatbush	3	17	69%	97	45%	844
	4	17	66%	101	53%	858
	ALL	17	68%	198	49%	1,702
Fort Greene	5	13	70%	53	46%	797
	6	13	65%	52	47%	518
	7	13	97%	38	54%	510
	8	13	96%	26	57%	486
	ALL	13	79%	169	53%	2,311
Harlem 1	3	3	72%	75	66%	978
	4	3	70%	81	71%	944
	5	3	79%	103	66%	924
	6	3	81%	78	64%	1,041
	7	3	89%	84	66%	1,045
	8	3	96%	71	73%	1,030
	ALL	3	81%	492	68%	5,962
Harlem 2	3	5	68%	50	34%	498
	4	5	83%	64	35%	452
	ALL	5	76%	114	34%	950
Harlem 3	3	4	78%	45	45%	550
	4	4	94%	47	48%	589
	5	4	60%	122	44%	595
	6	4	77%	125	44%	689

	7	4	91%	91	44%	734
	8	4	99%	77	61%	753
	ALL	4	80%	507	48%	3,910
Harlem 4	3	3	79%	43	66%	978
	4	3	90%	52	71%	944
	ALL	3	85%	95	69%	1,922
Harlem 5	3	5	61%	74	34%	498
	4	5	68%	69	35%	452
	5	5	66%	134	30%	485
	6	5	82%	139	30%	503
	7	5	94%	99	37%	566
	8	5	99%	73	42%	644
	ALL	5	78%	588	35%	3,148
Harlem 6	3	5	50%	42	34%	498
	4	5	61%	49	34%	452
	ALL	5	56%	91	34%	950
Hells Kitchen	3	2	88%	81	75%	2,025
	4	2	93%	74	81%	2,057
	ALL	2	90%	155	78%	4,082
Hudson Yards	3	2	82%	78	75%	2,025
	4	2	88%	76	81%	2,057
	ALL	2	85%	154	78%	4,082
Prospect Heights	3	17	70%	40	45%	844
	4	17	80%	44	53%	858
	ALL	17	75%	84	49%	1,702
Rosedale	3	29	71%	117	49%	1,582
	4	29	87%	110	49%	1,698
	5	29	74%	164	45%	1,801
	6	28	86%	120	55%	2,071
	7	28	91%	64	65%	2,125
	ALL	29,28	80%	575	52%	9,277
South Jamaica	3	27	88%	74	43%	2,512
	4	27	80%	75	48%	2,690
	ALL	27	84%	149	46%	5,202
Springfield Gardens	3	29	70%	89	49%	1,582
	4	29	74%	93	49%	1,698
	5	29	76%	105	45%	1,801
	6	29	76%	95	38%	1,723
	7	29	95%	91	46%	1,829
	8	29	97%	118	57%	1,894
	ALL	29	82%	591	47%	10,527
Union Square	3	2	90%	73	75%	2,025
	4	2	96%	75	81%	2,057
	5	2	84%	170	78%	2,122
	6	2	89%	123	76%	1,992
	7	2	99%	91	77%	2,007

	8	2	99%	77	80%	1,813
	ALL	2	91%	609	78%	12,016
Upper West	3	3	81%	58	66%	978
	4	3	91%	67	71%	944
	5	2	92%	217	78%	2,122
	6	2	91%	168	76%	1,992
	7	2	94%	102	77%	2,007
	8	2	98%	93	79%	1,813
	ALL	3,2	92%	705	75%	9,856
Washington He	3	6	86%	79	37%	1,041
	4	6	85%	82	42%	1,137
	5	6	51%	77	41%	1,071
	ALL	6	74%	238	40%	3,249
Williamsburg	3	14	76%	55	54%	757
	4	14	89%	71	53%	734
	ALL	14	83%	126	53%	1,491

**2022-2023 State Mathematics Exam  
Number of Students Tested and Not Tested**

<b>Charter</b>	<b>Grade</b>	<b>enrollment as</b>	<b>Total Tested</b>	<b>many of the</b>	<b>many of the</b>	<b>d (column C -</b>
Bed Stuy 1	5	130	130	28	5	0
	6	104	104	18	1	0
	7	94	94	14	0	0
	ALL	328	328	60	6	0
Bed Stuy 2	3	93	91	14	11	2
	4	115	113	18	7	2
	ALL	208	204	32	18	4
Bed Stuy 3	5	76	76	11	2	0
	6	58	58	12	2	0
	7	48	47	2	0	1
	ALL	182	181	25	4	1
Bensonhurst	3	131	130	15	40	1
	4	118	118	5	6	0
	ALL	249	248	20	46	1
Bergen Beach	3	117	117	11	6	0
	4	108	107	9	2	1
	5	182	182	22	2	0
	6	121	121	8	2	0
	7	113	113	13	0	0
	ALL	641	639	63	12	2
Bronx 1	3	76	74	4	9	2
	4	62	62	10	1	0
	ALL	138	136	14	10	2
Bronx 2	3	104	103	13	10	1
	4	98	98	14	4	0
	5	99	98	25	9	1
	6	138	138	25	7	0
	7	109	109	10	0	0
	8	56	0	0	0	0
Bronx 3	ALL	604	547	87	30	57
	3	120	116	17	13	4
	4	114	114	20	8	0
	5	186	186	24	14	0
	6	134	131	18	4	3
	7	85	85	17	0	0
Bronx 4	ALL	639	632	96	39	7
	3	116	115	14	13	1
	4	129	129	16	1	0
Bronx 5 Upper	ALL	245	244	30	14	1
	3	21	21	3	2	0
	ALL	21	21	3	2	0
Bushwick	3	102	101	7	33	1
	4	90	90	7	5	0
	ALL	192	191	14	38	1
Cobble Hill	3	67	67	11	5	0
	4	89	88	15	2	1

Crown Heights	ALL	156	155	26	7	1
	3	68	67	14	3	1
	4	58	58	6	1	0
	5	108	108	13	1	0
	6	124	124	13	1	0
Far Rockaway	7	104	104	15	0	0
	ALL	462	461	61	6	1
	3	103	101	6	1	2
	4	100	97	12	1	3
	5	59	59	10	0	0
Flatbush	6	59	59	11	0	0
	7	30	30	1	0	0
	ALL	351	346	40	2	5
	3	113	112	14	9	1
	4	110	110	2	2	0
Fort Greene	ALL	223	222	16	11	1
	5	52	52	10	2	0
	6	53	52	10	2	1
	7	39	38	5	0	1
	ALL	144	142	25	4	2
Harlem 1	3	85	85	19	9	0
	4	91	91	11	4	0
	5	103	103	10	7	0
	6	80	79	9	0	1
	7	84	84	3	0	0
Harlem 2	ALL	443	442	52	20	1
	3	62	54	16	9	8
	4	76	69	6	4	7
	ALL	138	123	22	13	15
	Harlem 3	3	49	49	10	9
4		54	54	10	2	0
5		123	122	18	2	1
6		126	126	26	4	0
7		93	92	14	0	1
Harlem 4	ALL	445	443	78	17	2
	3	46	45	10	6	1
	4	56	56	7	1	0
	ALL	102	101	17	7	1
	Harlem 5	3	85	85	11	8
4		81	79	13	2	2
5		134	133	18	5	1
6		140	139	16	7	1
7		99	99	8	0	0
Harlem 6	ALL	539	535	66	22	4
	3	44	44	10	8	0
	4	50	50	12	1	0
	ALL	94	94	22	9	0
	Hells Kitchen	3	91	90	16	12
4		80	80	23	0	0

	ALL	171	170	39	12	1
Hudson Yards	3	90	89	17	13	1
	4	88	87	14	2	1
	ALL	178	176	31	15	2
Prospect Heights	3	46	45	6	1	1
	4	45	45	9	0	0
	ALL	91	90	15	1	1
Rosedale	3	126	124	15	2	2
	4	122	122	15	0	0
	5	167	167	18	0	0
	6	121	120	15	2	1
	7	64	64	3	0	0
	ALL	600	597	66	4	3
South Jamaica	3	85	84	13	3	1
	4	87	87	17	3	0
	ALL	172	171	30	6	1
Springfield Gardens	3	95	93	14	3	2
	4	107	107	16	1	0
	5	107	107	12	0	0
	6	95	95	17	1	0
	7	92	92	9	0	0
	ALL	496	494	68	5	2
Union Square	3	90	90	19	5	0
	4	96	96	15	2	0
	5	170	169	21	2	1
	6	125	124	12	2	1
	7	91	91	10	0	0
	ALL	572	570	77	11	2
Upper West	3	72	71	12	4	1
	4	76	76	11	0	0
	5	220	220	31	6	0
	6	169	168	27	3	1
	7	102	102	16	0	0
	ALL	639	637	97	13	2
Washington Heights	3	101	100	13	6	1
	4	94	94	8	11	0
	5	79	78	14	6	1
	ALL	274	272	35	23	2
Williamsburg	3	60	60	7	3	0
	4	79	79	11	3	0
	ALL	139	139	18	6	0

**Performance on 2022-2023 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Charter	Grade	All Students			Enrolled in at least their Second Year		
		Percent	Number that	Number	Percent	Number that	Number
Bed Stuy 1	5	82%	106	130	82%	106	129
	6	94%	98	104	94%	98	104
	7	99%	93	94	99%	93	94
	ALL	91%	297	328	91%	297	327
Bed Stuy 2	3	95%	86	91	96%	80	83
	4	91%	103	113	92%	94	102
	ALL	93%	189	204	94%	174	185
Bed Stuy 3	5	66%	50	76	66%	50	76
	6	72%	42	58	72%	42	58
	7	98%	46	47	98%	46	47
	ALL	76%	138	181	76%	138	181
Bensonhurst	3	99%	129	130	99%	116	117
	4	100%	118	118	100%	113	113
	ALL	100%	247	248	100%	229	230
Bergen Beach	3	90%	105	117	93%	96	103
	4	91%	97	107	95%	87	92
	5	86%	157	182	86%	157	182
	6	84%	102	121	84%	102	121
	7	99%	112	113	99%	112	113
	ALL	90%	572	639	91%	553	610
Bronx 1	3	93%	69	74	94%	61	65
	4	94%	58	62	96%	53	55
	ALL	93%	127	136	95%	114	120
Bronx 2	3	100%	103	103	100%	92	92
	4	94%	92	98	93%	85	91
	5	87%	85	98	87%	85	98
	6	72%	100	138	72%	100	138
	7	94%	102	109	94%	102	109
	8			0			0
Bronx 3	ALL	88%	483	547	88%	465	529
	3	88%	102	116	91%	99	109
	4	89%	101	114	92%	85	92
	5	83%	154	186	83%	151	182
	6	95%	124	131	95%	124	131
	7	95%	81	85	95%	81	85
Bronx 4	ALL	89%	562	632	90%	540	599
	3	97%	112	115	97%	96	99
	4	98%	127	129	99%	113	114
Bronx 5 Upper	ALL	98%	239	244	98%	209	213
	3	76%	16	21	80%	4	5
	ALL	76%	16	21	80%	4	5
Bushwick	3	98%	99	101	99%	93	94
	4	100%	90	90	100%	83	83
	ALL	99%	189	191	99%	176	177
Cobble Hill	3	99%	66	67	100%	56	56
	4	88%	77	88	88%	74	84
	ALL	92%	143	155	93%	130	140

Crown Heights	3	91%	61	67	90%	52	58
	4	97%	56	58	96%	52	54
	5	82%	89	108	82%	87	106
	6	89%	110	124	89%	110	124
	7	96%	100	104	96%	100	104
	ALL	90%	416	461	90%	401	446
Far Rockaway	3	95%	96	101	95%	83	87
	4	92%	89	97	94%	74	79
	5	93%	55	59	93%	55	59
	6	95%	56	59	95%	56	59
	7	100%	30	30	100%	30	30
	ALL	94%	326	346	95%	298	314
Flatbush	3	90%	101	112	94%	92	98
	4	93%	102	110	93%	94	101
	ALL	91%	203	222	93%	186	199
Fort Greene	5	87%	45	52	87%	45	52
	6	87%	45	52	87%	45	52
	7	100%	38	38	100%	38	38
	ALL	90%	128	142	90%	128	142
Harlem 1	3	94%	80	85	95%	71	75
	4	90%	82	91	94%	76	81
	5	85%	88	103	85%	88	103
	6	89%	70	79	89%	70	79
	7	93%	78	84	93%	78	84
	ALL	90%	398	442	91%	383	422
Harlem 2	3	94%	51	54	94%	49	52
	4	100%	69	69	100%	65	65
	ALL	98%	120	123	97%	114	117
Harlem 3	3	98%	48	49	98%	44	45
	4	100%	54	54	100%	47	47
	5	87%	106	122	87%	106	122
	6	93%	117	126	93%	117	126
	7	100%	92	92	100%	92	92
	ALL	94%	417	443	94%	406	432
Harlem 4	3	100%	45	45	100%	43	43
	4	100%	56	56	100%	52	52
	ALL	100%	101	101	100%	95	95
Harlem 5	3	91%	77	85	96%	70	73
	4	89%	70	79	96%	66	69
	5	81%	108	133	81%	108	133
	6	88%	123	139	88%	123	139
	7	98%	97	99	98%	97	99
	ALL	89%	475	535	90%	464	513
Harlem 6	3	93%	41	44	93%	39	42
	4	90%	45	50	90%	44	49
	ALL	91%	86	94	91%	83	91
Hells Kitchen	3	99%	89	90	100%	80	80
	4	100%	80	80	100%	75	75
	ALL	99%	169	170	100%	155	155
Hudson Yards	3	97%	86	89	97%	76	78
	4	97%	84	87	99%	74	75
	ALL	97%	170	176	98%	150	153

Prospect Heights	3	84%	38	45	90%	36	40
	4	93%	42	45	93%	41	44
	ALL	89%	80	90	92%	77	84
Rosedale	3	95%	118	124	95%	111	117
	4	98%	119	122	97%	107	110
	5	85%	142	167	85%	140	165
	6	89%	107	120	89%	107	120
	7	98%	63	64	98%	63	64
	ALL	92%	549	597	92%	528	576
South Jamaica	3	99%	83	84	99%	73	74
	4	95%	83	87	96%	72	75
	ALL	97%	166	171	97%	145	149
Springfield Gardens	3	92%	86	93	93%	82	88
	4	95%	102	107	98%	91	93
	5	92%	98	107	91%	96	105
	6	93%	88	95	93%	88	95
	7	100%	92	92	100%	91	91
	ALL	94%	466	494	95%	448	472
Union Square	3	96%	86	90	99%	72	73
	4	94%	90	96	99%	74	75
	5	86%	145	169	86%	145	169
	6	92%	114	124	92%	113	123
	7	99%	90	91	99%	90	91
	ALL	92%	525	570	93%	494	531
Upper West	3	97%	69	71	100%	58	58
	4	96%	73	76	97%	65	67
	5	94%	206	220	94%	203	217
	6	96%	161	168	96%	161	168
	7	99%	101	102	99%	101	102
	ALL	96%	610	637	96%	588	612
Washington Heights	3	96%	96	100	99%	78	79
	4	98%	92	94	100%	82	82
	5	76%	59	78	75%	58	77
	ALL	91%	247	272	92%	218	238
Williamsburg	3	93%	56	60	95%	52	55
	4	94%	74	79	99%	70	71
	ALL	94%	130	139	97%	122	126

Math 2022-2023 Performance Index

Percent of Students at Each Performance Level					
Charter	Number in Cohort	L1	L2	L3	L4
Bed-Stuy 1	385	2%	7%	45%	46%
Bed-Stuy 2	206	0%	7%	49%	44%
Bed-Stuy 3	209	8%	15%	40%	36%
Bensonhurst	248	0%	0%	25%	75%
Bergen Beach	684	2%	8%	39%	50%
Bronx 1	137	1%	5%	43%	50%
Bronx 2	599	3%	9%	40%	48%
Bronx 3	713	2%	9%	40%	49%
Bronx 4	243	1%	1%	43%	55%
Bronx 5 Upper	21	5%	19%	52%	24%
Bronx 5 Lower	191	1%	1%	31%	68%
Bushwick	154	4%	4%	32%	61%
Cobble Hill	508	2%	8%	40%	50%
Crown Heights	198	2%	5%	40%	53%
Far Rockaway	221	2%	6%	52%	39%
Flatbush	168	1%	9%	49%	42%
Fort Greene	512	2%	8%	43%	47%
Harlem 1	120	0%	2%	35%	63%
Harlem 2	518	2%	4%	31%	63%
Harlem 3	101	0%	0%	26%	74%
Harlem 4	610	2%	10%	43%	46%
Harlem 5	95	0%	9%	50%	41%
Harlem 6	170	0%	1%	26%	73%
Hell's Kitchen	177	0%	3%	35%	61%
Hudson Yards	90	0%	11%	50%	39%
Prospect Heights	596	2%	6%	39%	53%
Rosedale	148	0%	5%	41%	55%
South Jamaica	171	0%	3%	32%	66%
Springfield Gardens	614	1%	4%	43%	51%
Union Square	648	1%	6%	24%	68%
Upper West	730	1%	4%	26%	70%
Washington Heights	271	3%	7%	33%	58%
Williamsburg	139	1%	6%	30%	64%

Charter	PI	=	
Bed-Stuy 1	PI	=	not required for 22-23
Bed-Stuy 2	PI	=	
Bed-Stuy 3	PI	=	
Bensonhurst	PI	=	
Bergen Beach	PI	=	
Bronx 1	PI	=	
Bronx 2	PI	=	
Bronx 3	PI	=	
Bronx 4	PI	=	
Bronx 5 Upper	PI	=	
Bronx 5 Lower	PI	=	
Bushwick	PI	=	
Cobble Hill	PI	=	
Crown Heights	PI	=	
Far Rockaway	PI	=	
Flatbush	PI	=	
Fort Greene	PI	=	
Harlem 1	PI	=	
Harlem 2	PI	=	
Harlem 3	PI	=	
Harlem 4	PI	=	
Harlem 5	PI	=	
Harlem 6	PI	=	
Hell's Kitchen	PI	=	
Hudson Yards	PI	=	
Prospect Heights	PI	=	
Rosedale	PI	=	
South Jamaica	PI	=	
Springfield Gardens	PI	=	
Union Square	PI	=	
Upper West	PI	=	
Washington Heights	PI	=	
Williamsburg	PI	=	

**2022-2023 State Mathematics Exam  
Charter School and District Performance by Grade Level**

School	Grade	District	Percent of Students at or Above Proficiency			
			Charter School Students In At		All District Students	
			Percent Proficient (2+)	Number Tested (2+)	Percent Proficient (District)	Number Tested (District)
Bed Stuy 1	5	14	82%	129	48%	777
	6	14	94%	104	51%	669
	7	14	99%	94	50%	642
	ALL	14	91%	327	50%	2,088
Bed Stuy 2	3	14	96%	83	59%	776
	4	14	92%	102	51%	743
	ALL	14	94%	185	55%	1,519
Bed Stuy 3	5	16	66%	76	35%	343
	6	16	72%	58	31%	278
	7	16	98%	47	44%	307
	ALL	16	76%	181	37%	928
Bensonhurst	3	21	99%	117	57%	1,932
	4	21	100%	113	56%	1,914
	ALL	21	100%	230	57%	3,846
Bergen Beach	3	21	93%	103	57%	1,932
	4	21	95%	92	56%	1,914
	5	21	86%	182	56%	1,993
	6	21	84%	121	57%	2,672
	7	21	99%	113	66%	2,730
	ALL	21	91%	610	58%	11,241
Bronx 1	3	7	94%	65	36%	791
	4	7	96%	55	29%	872
	ALL	7	95%	120	33%	1,663
Bronx 2	3	9	100%	92	34%	1,694
	4	9	93%	91	30%	1,868
	5	9	87%	98	27%	1,892
	6	9	72%	138	27%	1,882
	7	9	94%	109	33%	1,971
	8	9	100%	1	32%	1,611
	ALL	9	88%	529	31%	10,918
Bronx 3	3	9	91%	109	34%	1,694
	4	9	92%	92	30%	1,868
	5	9	83%	182	27%	1,892
	6	9	95%	131	27%	1,882
	7	9	95%	85	33%	1,971
	ALL	9	90%	599	30%	9,307
Bronx 4	3	8	97%	99	41%	1,569
	4	8	99%	114	37%	1,686
	ALL	8	98%	213	39%	3,255
Bronx 5 Upper	3	7	80%	5	36%	791
	ALL	7	80%	5	36%	791
Bushwick	3	32	99%	94	33%	589
	4	32	100%	83	33%	593
	ALL	32	99%	177	33%	1,182
Cobble Hill	3	15	100%	56	69%	1,903
	4	15	88%	84	69%	1,989

	ALL	15	93%	140	69%	3,892
Crown Heights	3	17	90%	58	52%	861
	4	17	96%	54	51%	869
	5	17	82%	106	41%	1,021
	6	17	89%	124	38%	1,071
	7	17	96%	104	41%	938
	ALL	17	90%	446	45%	4,760
Far Rockaway	3	27	95%	87	55%	2,612
	4	27	94%	79	51%	2,782
	5	27	93%	59	46%	2,825
	6	27	95%	59	39%	3,015
	7	27	100%	30	49%	3,028
	ALL	27	95%	314	48%	14,262
Flatbush	3	17	94%	98	52%	861
	4	17	93%	101	51%	869
	ALL	17	93%	199	52%	1,730
Fort Greene	5	13	87%	52	52%	798
	6	13	87%	52	36%	504
	7	13	100%	38	42%	485
	ALL	13	90%	142	43%	1,787
Harlem 1	3	3	95%	75	66%	1,045
	4	3	94%	81	67%	1,016
	5	3	85%	103	65%	985
	6	3	89%	79	58%	1,095
	7	3	93%	84	59%	1,091
	ALL	3	91%	422	63%	5,232
Harlem 2	3	5	94%	52	37%	510
	4	5	100%	65	34%	462
	ALL	5	97%	117	36%	972
Harlem 3	3	4	98%	45	43%	619
	4	4	100%	47	36%	639
	5	4	87%	122	37%	650
	6	4	93%	126	39%	741
	7	4	100%	92	38%	780
	ALL	4	94%	432	39%	3,429
Harlem 4	3	3	100%	43	66%	1,045
	4	3	100%	52	67%	1,016
	ALL	3	100%	95	67%	2,061
Harlem 5	3	5	96%	73	37%	510
	4	5	96%	69	34%	462
	5	5	81%	133	30%	495
	6	5	88%	139	21%	506
	7	5	98%	99	35%	559
	ALL	5	90%	513	31%	2,532
Harlem 6	3	5	93%	42	44%	510
	4	5	90%	49	44%	462
	ALL	5	91%	91	44%	972
Hells Kitchen	3	2	100%	80	80%	2,093
	4	2	100%	75	80%	2,131
	ALL	2	100%	155	80%	4,224
Hudson Yards	3	2	97%	78	80%	2,093
	4	2	99%	75	80%	2,131
	ALL	2	98%	153	80%	4,224
Prospect Heights	3	17	90%	40	52%	861
	4	17	93%	44	51%	869

	ALL	17	92%	84	52%	1,730
Rosedale	3	29	95%	117	51%	1,633
	4	29	97%	110	48%	1,736
	5	29	85%	165	42%	1,835
	6	28	89%	120	48%	2,130
	7	28	98%	64	54%	2,134
	ALL	29,28	92%	576	49%	9,468
South Jamaica	3	27	99%	74	55%	2,612
	4	27	96%	75	51%	2,782
	ALL	27	97%	149	53%	5,394
Springfield Gardens	3	29	93%	88	51%	1,633
	4	29	98%	93	48%	1,736
	5	29	91%	105	42%	1,835
	6	29	93%	95	34%	1,729
	7	29	100%	91	39%	1,835
	ALL	29	95%	472	43%	8,768
Union Square	3	2	99%	73	80%	2,093
	4	2	99%	75	80%	2,131
	5	2	86%	169	79%	2,190
	6	2	92%	123	71%	2,056
	7	2	99%	91	77%	2,043
	ALL	2	93%	531	77%	10,513
Upper West	3	3	100%	58	66%	1,045
	4	3	97%	67	67%	1,016
	5	2	94%	217	79%	2,190
	6	2	96%	168	71%	2,056
	7	2	99%	102	77%	2,043
	ALL	3,2	96%	612	72%	8,350
Washington Heights	3	6	99%	79	44%	1,098
	4	6	100%	82	44%	1,192
	5	6	75%	77	39%	1,111
	ALL	6	92%	238	42%	3,401
Williamsburg	3	14	95%	55	59%	776
	4	14	99%	71	51%	743
	ALL	14	97%	126	55%	1,519

**Performance on 2022-2023 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

School	Grade	All Students		Enrolled in at least their	
		Proficient	Tested (All)	Proficient	Tested (2+)
Bed-Stuy 1	8				
Bed-Stuy 1	ALL				
Bed-Stuy 2	4				
Bed-Stuy 2	ALL				
Bed-Stuy 3	8				
Bed-Stuy 3	ALL				
Bensonhurst	4				
Bensonhurst	ALL				
Bergen Beach	4				
Bergen Beach	8				
Bergen Beach	ALL				
Bronx 1	4				
Bronx 1	ALL				
Bronx 2	4				
Bronx 2	8				
Bronx 2	ALL				
Bronx 3	4				
Bronx 3	8				
Bronx 3	ALL				
Bronx 4	4				
Bronx 4	ALL				
Bronx 5 Upper	ALL				
Bushwick	4				
Bushwick	ALL				
Cobble Hill	4				
Cobble Hill	ALL				
Crown Heights	4				
Crown Heights	8				
Crown Heights	ALL				
Far Rockaway	4				
Far Rockaway	ALL				
Flatbush	4				
Flatbush	ALL				
Fort Greene	8				
Fort Greene	ALL				
Harlem 1	4				
Harlem 1	8				
Harlem 1	ALL				
Harlem 2	4				
Harlem 2	ALL				
Harlem 3	4				

NO SCORES REPORTED BY THE STATE FOR GRADE 4.  
SA ADMINISTERED THE LIVING ENVIRONMENT  
REGENTS TO GRADE 8 STUDENTS IN LIEU OF THE  
SCIENCE EXAM.

Harlem 3	8
Harlem 3	ALL
Harlem 4	4
Harlem 4	ALL
Harlem 5	4
Harlem 5	8
Harlem 5	ALL
Harlem 6	4
Harlem 6	ALL
Hell's Kitchen	4
Hell's Kitchen	ALL
Hudson Yards	4
Hudson Yards	ALL
Prospect Heights	4
Prospect Heights	ALL
Rosedale	4
Rosedale	ALL
South Jamaica	4
South Jamaica	ALL
Springfield Garde	4
Springfield Garde	8
Springfield Garde	ALL
Union Square	4
Union Square	8
Union Square	ALL
Upper West	4
Upper West	8
Upper West	ALL
Washington Height:	4
Washington Height:	ALL
Williamsburg	4
Williamsburg	ALL

**June 2023 Regents Exam  
World (Global) History**

<b>SA Charter</b>	<b>Grades</b>	<b>Did not pass</b>	<b>Passed</b>	<b>Total</b>	<b>% Passing</b>
Bed Stuy 1	7	8	83	91	91.2%
Bed Stuy 3	7	7	41	48	85.4%
Bergen Beach	7	13	99	112	88.4%
Bronx 2	7	19	88	107	82.2%
Bronx 3	7	3	77	80	96.3%
Crown Heights	7	5	96	101	95.0%
Far Rockaway	7	1	29	30	96.7%
Fort Greene	7	6	32	38	84.2%
Harlem 1	7	17	65	82	79.3%
Harlem 3	7	8	81	89	91.0%
Harlem 5	7	14	84	98	85.7%
Rosedale	7	5	59	64	92.2%
Springfield Gardens	7	10	81	91	89.0%
Union Square	7	2	89	91	97.8%
Upper West	7	5	96	101	95.0%
<b>Grand Total</b>		123	1100	1223	89.94%

**June 2023 Regents Exam  
Algebra I**

<b>SA Charter</b>	<b>Grade</b>	<b>Did not pass</b>	<b>Passed</b>	<b>Total</b>	<b>% Passing</b>
Bed Stuy 1	8	2	54	56	96.4%
Bed Stuy 3	8		26	26	100.0%
Bergen Beach	8		44	44	100.0%
Bronx 2	8		51	51	100.0%
Bronx 3	8		78	78	100.0%
Crown Heights	8		48	48	100.0%
Fort Greene	8		26	26	100.0%
Harlem 1	8		71	71	100.0%
Harlem 3	8		75	75	100.0%
Harlem 5	8		71	71	100.0%
Springfield Gardens	8		117	117	100.0%
Union Square	8		76	76	100.0%
Upper West	8		92	92	100.0%
<b>Grand Total</b>		2	829	831	99.76%

**June 2023 Regents Exam  
Living Environment**

<b>SA Charter</b>	<b>Grade</b>	<b>Did not pass</b>	<b>Passed</b>	<b>Total</b>	<b>% Passing</b>
Bed Stuy 1	8	7	49	56	87.50%
Bed Stuy 3	8		26	26	100.00%
Bergen Beach	8		44	44	100.00%
Bronx 2	8	4	48	52	92.31%
Bronx 3	8	2	75	77	97.40%
Crown Heights	8	5	41	46	89.13%
Fort Greene	8	1	25	26	96.15%
Harlem 1	8	2	69	71	97.18%
Harlem 3	8	1	74	75	98.67%
Harlem 5	8	4	67	71	94.37%
Springfield Gardens	8	4	114	118	96.61%
Union Square	8		75	75	100.00%
Upper West	8	3	89	92	96.74%
<b>Grand Total</b>		<b>33</b>	<b>796</b>	<b>829</b>	<b>96.02%</b>

**June 2023 Regents Exam  
ELA**

<b>SA Charter</b>	<b>Grade</b>	<b>Did not pass</b>	<b>Passed</b>	<b>Total</b>	<b>% Passing</b>
Bed Stuy 1	8	7	48	55	87.3%
Bed Stuy 3	8		26	26	100.0%
Bergen Beach	8	2	42	44	95.5%
Bronx 2	8	6	46	52	88.5%
Bronx 3	8	3	74	77	96.1%
Crown Heights	8	4	43	47	91.5%
Fort Greene	8		26	26	100.0%
Harlem 1	8	2	69	71	97.2%
Harlem 3	8	5	70	75	93.3%
Harlem 5	8	8	63	71	88.7%
Springfield Gardens	8	6	112	118	94.9%
Union Square	8		75	75	100.0%
Upper West	8	2	90	92	97.8%
<b>Grand Total</b>		45	784	829	94.6%

<b>Bed Stuy 1</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	75.4	66.2	38.6	1.44	
	4	76.1	53.2	33.3	1.14	
	5	63.5	64.5	35	1.85	
	6	64.5	97	54.5	2.57	
	7	68.6	87.8	43.7	2.39	
	8	63.9	97.1	47.7	2.61	
	All	67.5	77.7	42.1	2.04	<b>YES</b>
<b>Bed Stuy 2</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	80.4	62.2	36.5	1.31	
	4	79.7	46.9	31.7	0.87	
	5					
	6					
	7					
	8					
	All	80				<b>YES</b>
<b>Bed Stuy 3</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3					
	4					
	5	66.3	57.1	33.8	1.45	
	6	55	86	58.1	1.8	
	7	4	97.2	53.2	2.56	
	8	60.6	90.9	48.7	2.29	
	All	57.5	77.8	46.5	1.88	<b>YES</b>
<b>Bensonhurst</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	51.2	91.7	48.6	2.35	
	4	60	85.7	40.1	2.6	
	5					
	6					
	7					
	8					
	All	55.4	88.8	44.5	2.47	<b>YES</b>
<b>Bergen Beach</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	58.3	67.5	45.7	1.19	
	4	49.5	63.5	44.5	1.1	
	5	56.3	55.4	37.9	1.15	
	6	58.9	91.5	56.6	2.11	
	7	54.1	89.6	48.5	2.29	
	8	52	95.7	51.3	2.6	
	All	55.7	73.2	46.5	1.58	<b>YES</b>
<b>Bronx 1</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	90	67.9	32.5	1.9	
	4	86.4	42.3	28.9	0.76	
	5					
	6					
	7					
	8					

<b>Bronx 2</b>	All	88	53.1	30.4	1.24	<b>YES Met</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	83.7	64.7	35.1	1.51	
	4	88.6	47.4	28	28	
	5	81.1	54.3	27.8	27.8	
	6	73.6	92.7	51	51	
	7	75.8	63.1	41.3	43.3	
	8	66.2	89.2	47	57	
	All	79.4	69.8	36.6	36.6	
<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		
3	87.3	52.8	33.7	0.98		
4	81.1	42	31.2	0.61		
5	77.6	73.9	29.2	2.72		
6	76.5	90.8	49.9	2.45		
7	73.6	91.7	42	2.69		
8	65	96.2	47.4	2.57		
All	76.6	74.7	38.3	2.06	<b>YES Met</b>	
<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		
3	77.2	77.2	37.8	2.05		
4	79.1	59.5	32	1.57		
5						
6						
7						
8						
All	78.1	68.8	35.1	1.83		<b>YES Met</b>
<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		
3	66.7	92.5	42.2	2.67		
4	77.8	88.9	32.6	3.23		
5						
6						
7						
8						
All	71.2	91	38.3	2.89	<b>YES Met</b>	
<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		
3	46.9	89.6	50.4	2.14		
4	56.2	78.6	41.7	2.1		
5						
6						
7						
8						
All	51.3	84.4	46.3	2.12		<b>YES Met</b>
<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		
3	67	86.6	42.1	2.36		
4	61.3	57.6	39.5	1.03		
5	58.7	48.5	36.9	0.76		
6	54.5	86.7	58.3	1.83		
7	44.9	86.4	51.5	2.02		

Far Rockaway	8	52.2	89.5	51.2	2.24	YES Met
	All	56.7	71.9	45.8	1.55	
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	62	59.4	44.2	1.34	
	4	68.7	59	36.4	1.29	
	5	63.4	72.3	35	2.33	
	6	55.6	97.2	57.9	2.38	
	7					
Flatbush	8					YES Met
	All	63	71.5	41.6	1.74	
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	68.5	60.8	41.4	1.03	
	4	64.7	58.7	38.1	1.17	
	5					
	6					
	7					
Fort Greene	8					YES Met
	All	66.7	59.8	39.8	1.1	
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	79.6	42.2	36.8	0.28	
	4	64.3	47.4	38.3	0.52	
	5					
	6					
	7					
Harlem 1	8					YES Met
	All	72.6	44.6	37.5	0.39	
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	74.2	80.2	39.1	2.14	
	4	73.5	55.5	34.4	1.21	
	5	75.6	65.1	30	2.13	
	6	68.8	90.2	52.8	2.23	
	7	68.6	94.6	43.6	2.76	
8	69.6	88.5	46	2.24		
Harlem 2	All	72	77.3	40.3	2.08	YES Met
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	84.7	59.6	34.7	1.27	
	4	78.4	81.8	32.3	2.83	
	5					
	6					
	7					
	8					
Harlem 3	All	81.7	70.1	33.6	2.01	YES Met
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	67.9	86.9	41.7	2.4	
	4	79.1	60.3	32	1.62	
	5	78.7	69.9	28.8	2.5	
	6	74.4	92.8	50.7	2.51	

	7	72.5	94.2	42.4	2.81	
	8	68	93.7	46.5	2.49	
	All	74	82.9	39.8	2.44	<b>YES</b>
<b>Harlem 4</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	69.6	80.3	41	2.09	
	4	72.2	73.1	34.9	2.19	
	5					
	6					
	7					
	8					
	All	70.9	76.6	37.8	2.14	<b>YES</b>
<b>Harlem 5</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	77	58.7	37.9	1.08	
	4	82.4	66.7	30.6	2.04	
	5	81.5	62.8	27.6	2.11	
	6	75.8	92.8	50.2	2.55	
	7	79.2	86.9	40.1	2.53	
	8	71.7	83.3	45.3	2	
	All	78.3	74.3	37.7	2.08	<b>YES</b>
<b>Harlem 6</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	85.5	71.9	34.4	1.91	
	4	72.4	62.9	34.8	1.61	
	5					
	6					
	7					
	8					
	All	78.7	67.2	34.6	1.75	<b>YES</b>
<b>Hells Kitchen</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	59.1	86.7	45.4	2.26	
	4	52.8	86.8	53.1	2.49	
	5					
	6					
	7					
	8					
	All	55.8	86.8	44.2	2.38	<b>YES</b>
<b>Hudson Yards</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	45.3	88	51.1	2.01	
	4	47.3	76.3	45.4	1.78	
	5					
	6					
	7					
	8					
	All	46.3	81.9	48.2	1.89	<b>YES</b>
<b>Prospect Heights</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	66.2	82.1	42.4	2.11	
	4	56.7	50	41.4	0.49	
	5	68.6	58.8	32.9	1.62	

		6	77	86.4	49.7	2.17	
		7	58.8	90.9	46.9	2.28	
		8	59.6	100	49	2.77	
		All	65	75.4	43	1.82	<b>YES</b>
<b>Rosedale</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		<b>Met</b>
		3	53.6	82.2	47.6	1.88	
		4	55.6	81.4	41.9	2.25	
		5	55.3	69.1	38.3	2.02	
		6	52.9	96.1	58.9	2.4	
		7					
		8					
		All	54.5	80	45.1	2.1	<b>YES</b>
<b>South Jamaica</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		<b>Met</b>
		3	59.3	77.4	45.2	1.75	
		4	62.7	61.5	38.9	1.28	
		5					
		6					
		7					
		8					
		All	61.2	68.9	41.9	1.5	<b>YES</b>
<b>Springfield Gardens</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		<b>Met</b>
		3	56.4	78.9	46.5	1.77	
		4	47.2	76.3	45.5	1.78	
		5	47.1	58.9	41.7	1.1	
		6	52.1	97.9	59.2	2.5	
		7	47.6	85.8	50.7	1.96	
		8	45.7	100	53.1	2.85	
		All	49.2	82.1	49.2	1.95	<b>YES</b>
<b>Union Square</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		<b>Met</b>
		3	44.6	91.4	51.4	2.18	
		4	37.3	93.4	49.7	2.67	
		5	48	71.3	41.3	1.92	
		6	47.2	98	61.1	2.38	
		7	43.1	97.9	52.1	2.66	
		8	39.8	100	54.9	2.74	
		All	43.6	89.9	50.6	2.38	<b>YES</b>
<b>Upper West</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		<b>Met</b>
		3	45.3	91.1	51.1	2.18	
		4	50	92.3	44.3	2.78	
		5	53.4	77.7	39.1	2.54	
		6	57.6	92	57.1	2.11	
		7	47.6	97.1	50.6	2.6	
		8	44	92.9	53.6	2.38	
		All	50.5	88.7	48.1	2.44	<b>YES</b>
<b>Washington Heights</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>		<b>Met</b>
		3	74.2	70.8	39.1	1.65	
		4	73.7	58.8	34.3	1.41	

	5					
	6					
	7					
	8					
<b>Williamsburg</b>	All	74	64.9	36.7	1.53	<b>YES</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	57.7	70.3	45.9	1.33	
	4	67.5	59	36.9	1.26	
	5					
	6					
	7					
	8					
	All	62.7	64.5	41.3	1.29	<b>YES</b>

<b>Bed Stuy 1</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	75.4	81.3	39.2	1.99	
	4	76.1	75.8	32.4	2.18	
	5	63.5	64.5	33.3	1.72	
	6	64.5	82	35.2	2.52	
	7	68.6	83.8	28.9	2.87	
	8					
	All	68.1	75.9	33.7	2.21	<b>YES</b>
<b>Bed Stuy 2</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	80.4	77.8	36.9	1.88	
	4	79.7	71.4	30.5	2.06	
	5					
	6					
	7					
	8					
	All	80	74.1	33.2	1.99	<b>YES</b>
<b>Bed Stuy 3</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3					
	4					
	5	66.3	51.3	32	1.06	
	6	55	93	40.2	3.16	
	7	40	91.7	42.6	2.77	
	8					
	All	56.9	74	37	2.13	<b>YES</b>
<b>Bensonhurst</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	51.2	100	50.2	2.78	
	4	60	97.3	40.9	2.96	
	5					
	6					
	7					
	8					
	All	55.4	98.7	45.7	2.86	<b>YES</b>
<b>Bergen Beach</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	58.3	87.2	47	2.15	
	4	49.5	77.1	46.4	1.69	
	5	56.3	63.7	36.8	1.55	
	6	58.9	77.6	38.1	2.13	
	7	54.1	86.6	35.8	2.86	
	8					
	All	56	76.2	40.5	1.97	<b>YES</b>
<b>Bronx 1</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	90.1	84	32.5	2.51	
	4	86.4	77.3	27	2.48	
	5					
	6					
	7					

	8					
<b>Bronx 2</b>	All	88	80.1	29.3	2.49	<b>YES Met</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	83.7	88.9	35.4	2.46	
	4	88.6	85.1	25.8	3.17	
	5	81.1	50.5	24.9	1.38	
	6	73.6	75.6	30.5	2.42	
	7	75.8	89.7	25.4	3.35	
	8					
<b>Bronx 3</b>	All	80.8	74.3	28.2	2.39	<b>YES Met</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	87.3	77.6	33.8	2.02	
	4	81.1	67.9	29.8	1.88	
	5	77.6	75.6	26.6	2.67	
	6	76.5	89.7	29	3.25	
	7	73.6	91.6	26.5	3.4	
	8					
<b>Bronx 4</b>	All	79.2	79.7	28.9	2.62	<b>YES Met</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	77.2	91.8	38.4	2.53	
	4	79.1	80	30.8	2.47	
	5					
	6					
	7					
	8					
<b>Bushwick</b>	All	78.1	86.2	34.8	2.5	<b>YES Met</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	66.7	98.9	43.2	2.82	
	4	77.8	96.8	31.5	3.28	
	5					
	6					
	7					
	8					
<b>Cobble Hill</b>	All	71.2	98.1	38.4	3.01	<b>YES Met</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	46.9	98.7	52.2	2.6	
	4	56.2	82.9	42.9	1.09	
	5					
	6					
	7					
	8					
<b>Crown Heights</b>	All	51.3	91.2	47.8	2.36	<b>YES Met</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
	3	67	89.6	43	2.36	
	4	61.3	78.6	50.2	1.94	
	5	58.7	63.3	35.6	1.59	

	6	54.5	70.8	40.4	1.82	
	7	44.9	81.5	40.2	2.33	
	8					
	All	57.5	73.5	39.1	1.9	<b>YES</b>
<b>Far Rockaway</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	62	85	45.3	2.01	
	4	68.7	83.6	36.3	2.39	
	5	63.4	74.7	33.4	2.28	
	6	55.6	75	39.8	1.9	
	7					
	8					
	All	63	80.5	39.2	2.15	<b>YES</b>
<b>Flatbush</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	68.5	60.8	41.4	1.03	
	4	64.7	58.7	38.1	1.17	
	5					
	6					
	7					
	8					
	All	66.7	59.8	39.8	1.1	<b>YES</b>
<b>Fort Greene</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	79.6	86.7	37.3	2.34	
	4	64.3	71.1	38.6	1.64	
	5					
	6					
	7					
	8					
	All	72.6	49.5	37.9	2.02	<b>YES</b>
<b>Harlem 1</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	74.2	91.9	39.8	2.46	
	4	73.5	83.6	33.8	2.51	
	5	75.6	68.8	27.5	2.24	
	6	68.8	84.5	33	2.76	
	7	68.6	85.1	28.9	2.94	
	8					
	All	72.2	82.3	32.4	2.58	<b>YES</b>
<b>Harlem 2</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	84.7	79.8	34.9	2.06	
	4	78.4	92.8	31.2	3.1	
	5					
	6					
	7					
	8					
	All	81.7	85.9	33.2	2.55	<b>YES</b>
<b>Harlem 3</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	67.9	93.4	42.6	2.58	

	4	79.1	92.6	30.9	3.11	
	5	78.7	80.4	26.1	2.95	
	6	74.4	88	30.1	3.1	
	7	72.5	97.1	27	3.67	
	8					
<b>Harlem 4</b>	<b>All</b>	75.1	88.9	29.9	3.11	<b>YES</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	69.6	96.7	41.8	2.78	
	4	72.3	95.5	34.5	3.07	
	5					
	6					
	7					
	8					
<b>Harlem 5</b>	<b>All</b>	70.9	96.1	38	2.93	<b>YES</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	77	83.3	38.5	2.12	
	4	82.4	88.6	29.1	2.94	
	5	81.5	60.6	24.7	1.94	
	6	75.8	84.7	29.3	2.97	
	7	79.2	87.8	23.8	3.34	
	8					
<b>Harlem 6</b>	<b>All</b>	79.3	77.8	23.8	2.56	<b>YES</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	85.5	76.9	34.6	1.95	
	4	72.4	75.7	34.3	2.08	
	5					
	6					
	7					
	8					
<b>Hells Kitchen</b>	<b>All</b>	78.7	76.3	34.5	2.02	<b>YES</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	59.1	95	46.6	2.59	
	4	52.8	96.7	44.6	2.72	
	5					
	6					
	7					
	8					
<b>Hudson Yards</b>	<b>All</b>	55.7	95.9	45.6	2.66	<b>YES</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	45.3	96	52.9	2.41	
	4	47.3	93.8	47.6	2.54	
	5					
	6					
	7					
	8					
	<b>All</b>	46.3	94.8	50.1	2.47	<b>YES</b>

<b>Prospect Heig</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	66.2	78.6	43.4	1.78	
	4	56.7	80.3	42.6	1.97	
	5	68.6	62.7	30.9	1.75	
	6	77	75.4	28.7	2.44	
	7	58.8	93.9	33.6	3.15	
	8					
	All	65.9	76.3	36	2.12	<b>YES</b>
<b>Rosedale</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	53.6	90.1	49.1	2.19	
	4	55.6	96.4	43.2	2.79	
	5	55.3	66.4	37.3	1.68	
	6	52.9	88.5	41.2	2.82	
	7					
	8					
	All	54.5	83.7	42.6	2.27	<b>YES</b>
<b>South Jamaica</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	59.3	95.2	46.5	2.6	
	4	62.7	87.5	39.4	2.43	
	5					
	6					
	7					
	8					
	All	61.2	91.1	42.7	2.51	<b>YES</b>
<b>Springfield Ga</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	56.4	80.2	47.8	1.73	
	4	47.2	87.3	47.6	2.18	
	5	47.1	63.6	41.2	1.29	
	6	52.1	89.6	41.6	2.86	
	7	47.6	89.5	39	2.85	
	8					
	All	49.7	82.5	43.2	2.22	<b>YES</b>
<b>Union Square</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	44.6	96.3	53.2	2.4	
	4	37.3	99.2	52.8	2.7	
	5	48	75.5	40.8	2.01	
	6	47.2	92	44.1	2.86	
	7	43.1	95.8	41.1	3.09	
	8					
	All	44.1	90.2	45.9	2.56	<b>YES</b>
<b>Upper West</b>	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	45.3	93.7	52.9	2.28	
	4	50	98.7	46.1	2.89	
	5	53.4	84.1	38.2	2.64	
	6	57.4	92	38.7	2.87	
	7	47.6	97.1	38.9	3.28	

	8					
<b>Washington H</b>	All	51.6	91.4	41.6	2.79	<b>YES</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	74.2	85.8	39.7	2.18	
	4	73.7	76.2	33.7	2.14	
	5					
	6					
	7					
	8					
<b>Williamsburg</b>	All	74	81.2	36.8	2.16	<b>YES</b>
	<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Met</b>
	3	57.7	98.7	47.3	2.75	
	4	67.5	85.9	36.9	2.47	
	5					
	6					
	7					
	8					
	All	62.7	92.2	42	2.61	<b>YES</b>