

Prospect Schools

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
Cullen-Cheung, Juliet	Trustee	No Committee Assignment
Keenan, Sara	Trustee	Academic Oversight
Koch, Sam	Treasurer	Governance
Kurazawa, Angela	Trustee	No Committee Assignment
Petrocelli, Maya	Secretary	Facilities
Pierre, Gravelle	Chair	Finance, Governance, Facilities
Ramirez, Michelle	Trustee	Academic Oversight
Garce-Rodriguez, Joanne	Trustee	Facilities

Tresha Ward has served as the school leader since July 2021.

SCHOOL OVERVIEW

Prospect Schools began as Brooklyn Prospect Charter School (“BPCS”), which opened in 2009 with 90, sixth grade students in the Sunset Park neighborhood of Brooklyn School District 15 (“CSD 15”). In 2012, BPCS moved to a new location, in the CSD 15 neighborhood of Windsor Terrace. In the 2014-15 school year, BPCS served kindergarten through first, and sixth through eleventh grade. In April 2013, BPCS submitted a request to amend the BPCS charter so that BPCS may add kindergarten through fifth grade. BPCS secured a facility for this elementary school in Brooklyn School District 13 (“CSD 13”) and served kindergarten and first grade students in the 2014-15 school year. Again in 2016 we amended our charter, so that Prospect Schools may add another middle school sixth through eighth grade and in 2016-2017 our Clinton Hill campus in CSD 13 served its first sixth grade cohort. Per our chartered plan, Prospect Schools added one grade each year to ultimately serve students in grades kindergarten through twelve, with our first class of seniors having graduated in 2016. 2018-19 was the first year that we served all grades K-12.

In the 2020-21 school year we opened Windsor Terrace Elementary (CSD 15), which began by serving just kindergarten, growing to K-1 in 2021-22. Additionally, after a yearlong merger process, in June of 2021, we absorbed International Charter School (CSD 13), to become our third elementary program, renamed International Elementary School.

For SY22-23, our academic priority focused on curriculum alignment, coaching and professional development practices, and data practices. This was critical in order to continue improvement in student outcomes and teacher development, with the goal that schools will have improved student outcomes for historically marginalized student groups (Black, Indigenous, and students of color (BIPOC), multi-language learners, and students with exceptionalities) in literacy and math by June 2023.

In order to achieve this goal, the approach focused on teacher development through 1.) effective teacher training that included priority-aligned professional development, 2.) access to rigorous, standards aligned curriculum, 3.) and coaching cycles that centered on developing strong, data-driven Tier 1 instruction with Universal Design by Learning (UDL) approaches, and 4.) Network support of operational systems for all schools.

Our Mission

Prospect Schools is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Brooklyn Prospect is committed to:

Diversity - Building a truly diverse and inclusive community is our most important goal, our hardest challenge, and the driving force behind everything we do. By thoughtfully serving students and families from all backgrounds — racial, cultural, linguistic, and socioeconomic — we create learning environments where students can gain a deep understanding of the ways in which alternative perspectives drive innovation and creativity. We are a proud founding member of the Diverse Charter Schools Coalition.

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World Class Academics - An IB world school, Brooklyn Prospect models its curriculum on the renowned International Baccalaureate Program. This rigorous program raises the level of academic responsibility for our students and serves as an important indicator of their capacity for success in college and beyond. Our liberal arts-focused curriculum inspires creative inquiry, problem solving, critical thinking, personal reflection and collaborative learning, going far beyond the basic standards required by the state.

Excellent Teaching - The bedrock of any successful school is strong, professional teachers. Our teachers are highly skilled in their content areas and are constantly improving their craft. They are committed to the Brooklyn Prospect mission and excel as enthusiastic collaborators and engaged community members. We conduct regular class observations, one-to-one meetings and create yearly professional development scopes and sequences, as well as routinely send out surveys to ensure the needs of every student are being met.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	113	58	60	58	59	56	230	232	227	171	173	121	98	1660
2021-22	149	156	140	128	125	130	204	226	216	149	157	151	109	2040
2022-23	162	162	164	137	135	142	235	227	234	200	130	154	147	2229

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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

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Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	112	6	118
2021-22	2018-19	2018	101	5	96
2022-23	2019-20	2019	145	7	138

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	96	0	96
2021-22	2018-19	2018	109	0	109
2022-23	2019-20	2019	138	0	138

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	2	0	2
2021-22	2017-18	2017	5	0	5
2022-23	2018-19	2018	2	0	2

PROMOTION POLICY

High School Promotion/Retention Policy:

Students receive 1 credit per semester for each course that meets for 180 minutes/week.

Students must receive a minimum grade of 65% in order to be considered as having met the standard in academic subject areas and to receive course credit.

In alignment with the NY guidelines, promotion from to each grade will be based on whether students:

1. Successfully complete standards in academic subject areas; and
2. Accumulates the annual minimum number of required credits.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	7.5 credits
10	Successful completion of standards in academic subject areas including 4 in English and/or ESL and 4 in Social Studies	20 credits
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas Passing score on 5 Regents Exams – English, Global History, U.S. History, Math, and Science	44 credits in required subject areas

GOAL 1: HIGH SCHOOL GRADUATION

Prospect Schools will maintain high graduation rates each year.

Graduation Goal Measure 1 - Leading Indicator

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

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

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	145	92%
2022	200	99%

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Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	138	99%
2020	2021-22	145	90%
2021	2022-23	121	22%

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 Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	98	94	96%
2018	2021-22	109	108	99%
2019	2022-23	138	137	99%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	2	2	100%
2017	2021-22	5	5	100%
2018	2022-23	2	2	100%

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

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Graduation Goal Measure 5 - Comparative Measure

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	98	94	96%	1698	75%
2018	2021-22	109	108	99%	1629	79%
2019	2022-23	138	137	99%	Data not yet released	

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

We met all of the absolute and comparative HS metrics and continue to demonstrate promotion and graduation rates of close to 100%.

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

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

Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A
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EVALUATION OF THE GRADUATION GOAL

Our high promotion and graduation rates are in part because of our extended support programs to IEP and 504 students. Additionally, our student support services team has continued to use data on a regular basis to identify students needing interventions and plan out the appropriate support tools to help them succeed in the classroom.

ACTION PLAN

The following initiatives were used this past year and will continue to be utilized going forward in an effort to attain our graduation goals.

Regents and International Baccalaureate (IB) Preparation

Prospect Schools teachers embed differentiated Regents preparation throughout the year in ELA, U.S. and Global History, Algebra I, Living Environment and advanced math and science classes. Our teachers monitor student performance on mid-year and mock Regents, analyzing standards mastery for the class and subgroups. Intervention is designed to target the range of needs in the class, to the end of increasing overall proficiency and knowledge of standards taught.

We have also identified several benchmarks to monitor students’ readiness toward our IB program. This includes achievement on PSAT exams and passing rate/credit accumulation, in addition to performance on Regents assessments. Students who are not on track to meet each of the three benchmarks are identified for additional academic support through our MTSS.

Outside of the classroom, Prospect Schools offers additional afterschool tutoring and Regents Prep for 9-12 students across all departments throughout the year. Beyond the regular school year, we offer a remote-based summer school program that emphasized engaging struggling students through our robust RtI system, small group instruction, skill building and Regents preparation. This system was able to be offered remotely for students that we were concerned about due to their spring performance during the transition to remote instruction.

Extended Support

Prospect Schools has a dedicated high school IEP and 504 Plan Coordinator to the Student Support Services team who can serve as a liaison between families and the school on the IEP process, coordinating related services and testing accommodations and ensure strong collaboration between teachers to the end of raising achievement of students with disabilities. We maintain student performance data into usable teacher tools and our SIS for effective analysis and record keeping to inform Tier 3 groupings and interventions.

Our guidance team leads monthly analysis of student data to analyze students in all grades (both students with and without IEPs) tracking toward June graduation and elevating a group of select 11th and 12th grade students in danger as “Tier 3”. Additionally, our guidance counselor, principal and grade level team develop individualized sets of RTI interventions for each student including

academic support, Regents Prep and counseling, as necessary. We also provide consistent and coordinated communication between school and families of Tier 3 students on student progress toward the earning of adequate credits and Regents scores toward on-time graduation between marking periods.

GOAL 2: COLLEGE PREPARATION

Prospect School graduates will be prepared for success at academic institutions of higher education.

Beginning with the 2020-21 school year, we mandated a credit-bearing course for students to aid them with the college preparation and application process. In the 22-23 school year, our high school created an Alumni Success Pilot Program to not only ensure that our students are prepared to attend college but are also set up for long-term success and persistence through college.

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

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 Indicator³

³ 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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Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
SAT: Achieving the college readiness benchmark in both ELA and Math	99	74	54%
IB: Passing at least one IB Exam with a score of 4 or higher	106	93	67%
Overall	138	106	77%

ADDITIONAL EVIDENCE

We have consistently increased our college readiness since 2017-18. This is the first year that we have achieved our college readiness metric.

Indicator	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SAT	51%	53%	59%	53%	51%	54%
IB Exam	48%	55%	57%	46%	60%	67%
Overall	51%	55%	57%	61%	72%	77%

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.

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

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	98	80	82%
2018	2021-22	109	107	98%
2019	2022-23	138	127	92%

SUMMARY OF THE COLLEGE PREPARATION GOAL

This is the first time that we have met all of the 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

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

EVALUATION OF THE COLLEGE PREPARATION GOAL

Regarding the college readiness metric, this is the first time that we have met the 75% bar. Our college readiness is measured by requiring a student to meet the college preparedness bar in both Evidence Based Reading and Writing (EBRW) and Math on the SAT and/or pass an IB exam with a score of 4 or higher out of 7. We had more students and a higher percentage of students meet the SAT bar and pass an IB exam than ever before.

Our college acceptance and matriculation data is captured both by our High School College Team, who continues to be very meticulous in capturing college application and acceptance data, as well as launching a post-graduation pilot project this year to continue to track student success. We also use the National Student Clearinghouse to confirm all college matriculation information.

ACTION PLAN

Prospect Schools will continue to offer support both in and out of the classroom to prepare all students for college. In the classroom, we will monitor progress with Mock Regents, and offer extended support via afterschool, weekend, and summer tutoring. As an IB For All school, every graduating Senior is enrolled in and will sit for at least 6 International Baccalaureate exams, ensuring that all 11th and 12th graders are offered a rigorous, college-ready curriculum.

College & Career Services

Additionally, all students are enrolled in our College & Career Seminar course in both grades 11 and 12. These credit bearing classes prepare students for the college application, acceptance, and matriculation processes. Outside of their seminar course, each student receives 1:1 counseling with a College & Career Counselor, who works with both the student and family to identify “right fit” college options and arrange for tours, interviews, and informational sessions. Counselors support 11th grade students to round out their applicant profiles—including but not limited to coordinating extracurricular opportunities and internships. Finally, all seniors at Prospect Schools will engage in a month-long internship program before graduating in June; this is an opportunity for students to implement the social-emotional, organizational, and intellectual career readiness skills they have practiced throughout their Advisory curriculum and College & Career Seminar courses.

Monthly Grade Team meetings will focus on analysis of student data to monitor toward June graduation; in 11th and 12th grade, a select group of 11th and 12th grade students who are not currently on track to meet achievement benchmarks will be elevated to “Tier 3” supports. College Counselors and Student Affairs Managers will identify individualized RTI interventions for each student in need of Tier 2 and Tier 3 supports, including monthly family progress meetings, Regents and credit recovery support (if applicable), counseling services, and academic tutoring between marking periods.

GOAL 3: ENGLISH LANGUAGE ARTS

All students at Prospect Schools will be proficient at reading and writing the English Language.

BACKGROUND

We embrace a vision of literacy education that empowers all Prospect Schools students to have voice and agency in our world.

Our literacy classrooms foster positive identity, belonging, and agency, and serve as conduits to learning about content, identities, cultures, and peoples through culturally affirming curriculum.

We design classrooms and learning communities that serve as disruptors of structural racism, and also equip our students with the knowledge and tools to create a more equitable and just world.

Beginning in Kindergarten, we believe in a structured, data-informed literacy program that explicitly develops students' foundational reading and expressive communication (speech and writing) skills so that all of our children have access to advocate for themselves and unlock their passions as their educational journey unfolds.

In English Language Arts courses at Prospect Schools, students develop the receptive literacy skills of listening, viewing, and reading, and the expressive literacy skills of speaking and writing, following the standards laid out by the Next Generation Learning Standards (K-5) and Common Core Standards (6-12). Curriculum maps for K-12 are created by teachers at each level to ensure that instruction addresses the New York State ELA standards. Curriculum maps are reviewed by the department chair to ensure vertical alignment and increase rigor of student work across all grades.

Students' work on receptive skills includes formal note-taking in response to class read-alouds of literary and informational passages, conducting non-fiction research, reading independently in student-selected texts as well as reading collaboratively in whole-class novels. Students view and respond to a number of illustrated texts and a variety of fictional and informational video media.

We build students' on-demand and process-oriented writing skills. In addition, students' work on expressive skills includes formal presentations and writing in a variety of genres, including narrative, persuasive, informational, analytical and poetic expression. The thematically organized curriculum scaffolds each speaking and writing assignment, leading students through the stages of the writing process, focusing on revision and editing to produce high-quality work.

Vocabulary instruction in the middle school is approached in two ways: through the development of English Language Arts takes a variety of forms, including whole-class and small group discussions, skill-based stations teaching, independent reading and writing projects, as well as close reading and mentor text study. Each class begins with a "Do Now" that previews thematic or topical lenses for the day, reinforces skills instruction from previous lessons, or provides time for immersive reading or journaling. Skills instruction typically involves a teacher-led mini-lesson that models the work of powerful readers and writers. Teachers strive for regular conferences with students about their reading and writing growth.

At Prospect Schools we have an inclusion model, so students in the CTT sections receive the same general education experience as their peers in the non-CTT sections; this is then buttressed with differentiated materials, support and pacing as necessary. One to two sections at every grade are

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co-taught by a certified special education teacher in a CTT classroom, and SETSS push-in instruction is also available for ELA.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	129	0	5	0	0	0	3	137
4	116	1	9	0	0	0	9	135
5	130	1	9	0	0	0	2	142
6	216	0	19	0	0	0	0	235
7	215	0	11	0	0	0	1	227
8	203	0	30	0	0	0	1	234
All	1009	2	83	0	0	0	16	1110

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	129	87	67%	118	80	68%
4	116	95	82%	95	80	84%
5	130	96	74%	107	77	72%
6	216	160	74%	103	78	76%
7	215	168	78%	183	141	77%
8	203	163	80%	186	150	81%
All	1009	769	76%	792	606	77%

⁵ 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.

ADDITIONAL EVIDENCE

We have increased our percent proficient by six percentage points from last year and pre-COVID and met the SUNY metric.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2018-19		2021-22		2022-23	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	74%	43	65%	42	67%	129
4	80%	74	56%	48	82%	116
5			68%	44	74%	130
6			83%	42	74%	216
7	64%	177	82%	44	78%	215
8	71%	100	69%	99	80%	203
All	70%	394	70%	319	76%	1009

ELA Measure 2 - Absolute

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

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

ELA Measure 3 - Comparative

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

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.⁶

2022-23 State English Language Arts Exam

⁶ 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](#).

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Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 13 Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	118	61%	745
4	84%	95	61%	803
5	72%	107	56%	797
6	74%	94	47%	518
7	73%	94	54%	510
8	84%	94	57%	486
All	76%	602	56%	3859

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 15 Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	89%	9	58%	1570
7	81%	89	60%	1464
8	77%	92	65%	1207
All	79%	190	61%	4241

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.⁷

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 English Language Arts Comparative Performance by Grade Level

District 13				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁸		Effect Size
		Actual	Predicted	
3	42.3%	65.3	52.3	.71
4	43.1%	58.2	47.2	.64
5	27.8%	67.3	49.5	1.12
6	38.9%	76.8	64.2	.88
7	39.3%	76.2	53.4	1.32
8	37.3%	78.0	55.7	1.36
All	38.4%	71.7	54.8	1.03

District 13.2				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	28.9%	69.2	57.9	.69
4	32.4%	61.8	51.7	.61
5	34.1%	64.2	46.9	1.12
All	31.9%	65.0	52.1	.81

⁸ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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

District 15				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ¹⁰		Effect Size
		Actual	Predicted	
6	34.7%	77.4	65.8	.85
7	30.1%	70.0	56.5	.84
8	41.6%	69.6	54.4	.93
All	35.2%	72.5	59.2	.87

ELA Measure 5 - Growth

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

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

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: iReady.

METHOD:

In 2022-23, all of our schools used iReady for the first time. In 2021-22, we had one elementary school using iReady and the other elementary and middle schools were still using Star for normed assessment.

¹⁰ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.

End of Year Growth on 2022-23 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	124	134
4	130	131
5	141	140
6	140	226
7	203	212
8	144	213
All	147	1056

Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

End of Year Growth on 2022-23 iReady ELA Assessments
by Students Two or More Grade Levels Below in Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	136	19
4	161	9
5	148	24
6	137	55
7	163	64
8	125	77
All	145	248

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

End of Year Growth on 2022-23 iReady ELA Assessments
by Students with Disabilities

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Percent of Annual Typical Growth - Students with Disabilities	Students Tested with Disabilities	Median Percent of Annual Typical Growth - Gen Ed	Gen Ed Number Tested
3	154	26	111	108
4	150	27	130	104
5	119	28	154	112
6	79	46	150	180
7	160	40	240	172
8	70	50	167	163
All	122	217	158	839

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

End of Year Performance on 2022-23 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	63%	134	61%	122
4	56%	131	56%	108
5	47%	140	46%	114
6	48%	226	44%	108
7	51%	212	50%	178
8	38%	213	37%	196
All	50%	1056	49%	826

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	1056	147%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	248	145%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	158% ¹²	217	122%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	826	49%	No

RESULTS AND EVALUATION:

We met two of the four iReady goals. Our students overall exceeded the median percent progress to Annual Typical Growth and the students who began the year two or more grade levels behind also met their goal. However, we saw that students with disabilities did not outperform general education students on the median percent progress to Annual Typical

¹¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

Growth metric. Additionally, by the end of the year, we only had 49% of our veteran students scoring at the mid on-grade level or above scale on the end of year assessment.

SUMMARY OF THE ELA GOAL

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

EVALUATION OF ELA GOAL

We met all of the ELA measures in 2022-23. It is the first time in quite a few years that we have met the absolute measure of having a proficiency rate of over 75%, both for veteran and non-veteran students.

ELA ACTION PLAN

Our action for the upcoming 2022-23 school year will be to strengthen our Tier 1 core instructional practices by using Universal Design for Learning (UDL) approaches.

To do this we will empower students’ identities as independent learners who are purposeful, self-aware, and motivated. We will do this in part by removing barriers to student engagement, and design flexible methods, materials, and on-ramps to create access to the knowledge and skills of the grade level work. We will continue to build on our previous work of optimizing relevance of reading and writing assignments and promoting collaboration among students. These actions

ensure all students have access to rigorous, grade level learning experiences through the use of UDL practices.

Similar to 2021-22, we will continue to use just-in-time scaffolds to provide access to grade level content. To do this, we will activate or supply background knowledge for assignments and by building fluencies with graduated levels of support for practice and performance.

We will also continue our Social-Emotional Learning Integration and support our Independent Learners by honoring the identity of the learners and building a sense of belonging within the community. This requires that we optimize relevance, value, and authenticity of what we read and write. During our time in class, we also emphasize fostering collaboration and community.

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.¹³

¹³ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹⁴

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4	Percent Scoring at Least Level 4 Among Students with Valid Score I/(a-b)
2017	2020-21	98	7	66	73%
2018	2021-22	109	95	11	79%
2019	2022-23	138	138	#N/A	#N/A

High School ELA Measure 2 – Absolute

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

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines 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	Percent Scoring at Least Level 3 Among Students with Valid Score I/(a-b)
2017	2020-21	0	87	89%	0
2018	2021-22	95	11	93%	95
2019	2022-23	138	138	#N/A	#N/A

¹⁴ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

ADDITIONAL EVIDENCE

Our 2018 Cohort and the subsequent two have already met this metric.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2019	All Exempt			
2020	153	92%	145	97%
2021			121	50%

High School ELA Measure 3 – Absolute

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

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

High School ELA Measure 4 – Comparative

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

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

High School ELA Measure 5 – Comparative

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

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

High School ELA Measure 6 – Comparative

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

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

High School ELA Measure 7 – Growth

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 I	Percent Scoring at Least Level 4 Among Students with Valid Score $I/(a-b)$
2017	2020-21	26	4	13	59%
2018	2021-22	19	19	N/A	N/A
2019	2022-23	31	31	N/A	N/A

High School ELA Measure 8 – Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 I	Percent Scoring at Least Level 3 Among Students with Valid Score $I/(a-b)$
2017	2020-21	26	4	13	59.1%
2018	2021-22	19	19	N/A	N/A
2019	2022-23	31	31	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

All of our 2019 cohort had exempted ELA scores and so we are unable to complete the below table in a meaningful way.

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

ACTION PLAN

Common Core and IB Integration

Over the last few years, the HS English department has worked on aligning our curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. Within our department, we expect all students to sit the Common Core English Regents at the end of 10th grade, rather than at the middle of 11th grade in order to provide students with the necessary skills and time to focus on IB Language and Literature courses (at both the High and Standard levels). Any student who does not receive a college-ready score of a 75 or above on the Common Core English Regents will be asked to re-sit the exam after another semester of English classes.

Extended ELA Regents Support

Beginning in the 2019-20 academic year, students who had not yet passed the ELA Regents were supported through additional after school tutoring by a staff member and differentiated instruction within the classroom. In 2023-24, we will continue our more formalized targeting of students and standards through our mock-Regents data.

Targeted Data-Driven Instruction

During the 2023-24 academic year, the HS English department will continue to administer diagnostics and quarterly assessments to collect data about student progress and mastery on English standards and skills. In 9th and 10th grade classes, diagnostics will focus around the Common Core English Regents and BPCS Literacy Skills, while 11th and 12th grade SL and HL diagnostics are focused on the corresponding Language and Literature Exams. Additionally, we will use small-group instruction in-class and during office hours to address the individualized needs of our student body. In order to continue supporting the alignment of our HS courses to the IBDP, our departmental goal is to implement and appropriately sequence the Prospect Schools Literacy Standards and Core Tasks. Based on our successes last year, we will also continue to use active reading strategies, write to learn strategies, and incorporate more student-led discussions in strategic groupings. We believe that this will support our school's focus on inquiry-based instruction while simultaneously preparing our students to read, write and give oral presentations as required by IB courses in the 11th and 12th grades.

GOAL 4: MATHEMATICS

All students at Prospect Schools will be/become proficient in Mathematics.

BACKGROUND

In the Prospect Schools mathematics program, students develop foundational skills with whole and rational numbers while engaging in real-world problem-solving and algebraic thinking tasks. All of our students will be prepared to take a rigorous sequence of HS Math classes, culminating in one of two [integrated IB math courses](#), by the end of 8th grade.

Kindergarten through 5th grade use the Navigator curriculum, while grades 6 through 10 use Illustrative Mathematics. Both curricula follow a “problem-based” structure where students

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

engage with problems *first* (productive struggle), and then the teacher facilitates student discourse to uncover the key ideas. This [flipped model](#) is the reverse of the “I do-we do- you do” approach, and relies heavily on the [Five Practices for Orchestrating Productive Mathematical Discourse](#)¹⁵.

In 2023-24, we are elevating our implementation of these adopted curricula by codifying an aligned scope & sequence across schools. We have intentionally prioritized the highest leverage and most rigorous concepts in each grade, so as to free up time for fluency work and response to data.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 – Absolute

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

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

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	132	2	0	0	0	0	3	0	137
4	121	2	6	0	0	0	6	0	135
5	125	3	1	0	0	0	13	0	142
6	216	0	18	0	0	0	1	0	235
7	211	1	14	0	0	0	1	0	227
8	199	2	31	0	0	0	2	0	234
All	1004	10	70	0	0	0	26	0	1110

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	132	100	76%	121	91	76%
4	121	93	77%	98	77	79%

¹⁵ Smith, M. S., & Stein, M. K. (2022). *5 practices for orchestrating productive mathematics discussions*. National Council of Teachers of Mathematics, Inc.

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5	125	96	77%	102	76	75%
6	216	160	74%	103	78	76%
7	211	172	82%	180	145	81%
8	199	158	79%	184	146	79%
All	1004	770	78%	788	614	78%

Math Measure 2 – Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Math Measure 3 – Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 13 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	76%	121	58%	753
4	79%	98	54%	813
5	75%	102	52%	798
6	74%	94	36%	504
7	77%	91	42%	485
8	78%	91	26%	319
All	76%	597	48%	3672

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Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 15 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	89%	8	54%	1576
7	84%	75	62%	1405
8	81%	75	21%	183
All	83%	158	46%	3164

Math Measure 4 - Comparative

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

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

2021-22 Mathematics Comparative Performance by Grade Level

District 13				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	42.3%	66.7	54.3	.69
4	43.1%	36.4	49.7	-.74
5	27.8%	64.2	50.4	.78
6	38.9%	54.6	48.4	.39
7	39.3%	61.3	42.9	1.04
8	37.3%	50.5	27.2	1.35
All	38.2%	55.4	43.3	.70

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

District 13.2				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	28.9%	69.2	60.4	.56
4	32.4%	65.2	55.4	.57
5	34.1%	69.2	47.4	1.27
All	31.8%	67.9	54.4	.80

District 15				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
6	34.7%	61.5	50.6	.65
7	30.1%	58.6	47.3	.66
8	41.6%	45.3	26.2	1.11
All	35.2%	55.7	42.2	.79

Math Measure 5 - Growth

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

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

MATHEMATICS INTERNAL EXAM RESULTS

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

METHOD:

In 2022-23, all of our schools used iReady for the first time. In 2021-22, we had one elementary school using iReady and the other elementary and middle schools were still using Star for normed assessment.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.

End of Year Growth on 2022-23 i-Ready Math Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	104	132
4	100	131
5	133	139
6	143	231
7	225	209
8	89	178
All	132	1020

Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

End of Year Growth on 2022-23 iReady Math Assessments
by Students Two or More Grade Levels Below in Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	96	19
4	25	9
5	89	23
6	119	56
7	172	62
8	50	68
All	92	237

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

End of Year Growth on 2022-23 iReady Math Assessments
by Students with Disabilities

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Percent of Annual Typical Growth - Students with Disabilities	Students Tested with Disabilities	Median Percent of Annual Typical Growth - Gen Ed	Gen Ed Number Tested
3	102	26	106	106
4	70	27	107	104
5	83	27	141	112
6	143	49	145	182
7	166	44	242	165
8	50	46	89	132
All	102	219	138	801

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

End of Year Performance on 2022-23 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	52%	132	53%	120
4	50%	131	49%	108
5	55%	139	53%	113
6	43%	231	46%	110
7	42%	209	41%	176
8	31%	178	32%	161
All	46%	1020	46%	788

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	1020	132	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	237	92	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁶	138% <small>17</small>	219	102%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	788	46%	No

RESULTS AND EVALUATION:

We saw some grade by grade success at meeting these goals, however, we only met one of the four metrics. We met the general goal of having percent progress to Annual Typical Growth be over 100%, but did not meet the benchmarks for students with disabilities and students who started two or

¹⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁷ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

more years below grade level. We also only had 46% of our students performing mid or on grade level by the end of the year.

SUMMARY OF THE MATHEMATICS GOAL

We met all of our SUNY measures in 2022-23 in Math.

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

EVALUATION OF THE MATHEMATICS GOAL

We met both the absolute and two comparative metrics set forth by SUNY. In addition to surpassing the absolute metric with 78% proficient, we also saw significant growth in our Math proficiency, moving from 58% to 78% proficient.

MATHEMATICS ACTION PLAN

This year, we will continue to provide high-quality math intervention that is tailored to student needs. All students will receive adaptive instruction (via i-Ready) to provide personalized learning that closes conceptual gaps from previous grades. We will also layer in small group intervention as a way to regularly respond to formative data, and to target the highest leverage skills and concepts for each grade (both prerequisite, and grade level). We will continue to implement a staffing and scheduling model for math intervention spaces that allows for the highest-need students to receive small group intervention from the grade level math teacher. Teachers will choose from menus of activities for math intervention spaces that foster

engagement and build fluency, and they will implement data cycles that allow for flexible small groups and response to fresh, formative data.

For our core math curricula, this year we will focus on deepening teachers’ content knowledge and strengthening implementation through new, lesson level intellectual prep protocols, and refined unit unpacking protocols. Coaching cycles will focus on the connection between IPP, rigor, and student outcomes, with continual looking at student work (LASW) and planning for response to data. We have also created aligned pacing calendars with all curricular resources linked, and flex days built in specifically for response to data. Through this increased alignment and renewed focus on intellectual prep, we will ensure that every student is receiving rigorous on-grade level instruction, along with the individualized supports that they need to access the material.

Lastly, in both intervention and core math spaces, we will layer in routines to build mathematical fluency. This will underpin the deep, conceptual learning that happens in our core math lessons. The focus will be on fact fluency in Grades 2-4, and on algebraic fluency in Grades 8-9.

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	98	1	45	46%
2018	2021-22	109	4	65	62%
2019	2022-23	138	136	1	50%*

*Only two students had valid test scores

ADDITIONAL EVIDENCE

While our 2018 Cohort was within three percentage points of this goal, over the next two years, it will be difficult to track our progress with the next two cohorts having only exemptions.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2019	112	N/A*	152	N/A	138	50%*
2020			153	N/A	145	60%**
2021			149	17%	121	18%
2022						

*Only 2 students tested, the rest were exempted
 **Only 6 students tested, the rest were exempted

High School Math Measure 2 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	98	1	92	95%
2018	2021-22	109	4	104	99%
2019	2022-23	138	136	2	100%

ADDITIONAL EVIDENCE

While we have continuously met this measure, over the next two years, it will be difficult to confirm our excellence with all of the student exemptions.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2020-21		2021-2022		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2019	112	N/A*	152	N/A*	138	100%**
2020			153	N/A*	145	80%***
2021			149	65%	121	45%

*Students only had exempted results

**Only 2 students tested, the rest were exempted

***Only 6 students tested, the rest were exempted

High School Math Measure 3 - Absolute

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

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

High School Math Measure 4 - Comparative

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

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

High School Math Measure 5 - Comparative

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

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

High School Math Measure 6 - Comparative

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

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

High School Math Measure 7 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	31	0	5	16%
2018	2021-22	25	1	12	50%
2019	2022-23	27	27	N/A	N/A

High School Math Measure 8 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	31	0	30	97%
2018	2021-22	25	1	24	100%
2019	2022-23	27	27	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Given all of the exemptions it is difficult to see where we are. We are hoping to use cohort 2021 as a new benchmark after their 12th grade year.

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

ACTION PLAN

IB Alignment, Rigor & Implementation

The HS Mathematics department will continue to refine and align their curriculum this year, with a recommitment to Illustrative Math in Grades 9 (Algebra 1) and 10 (Algebra 2), and continuing refinement of our homegrown IB curriculum for IB Math Applications and IB Math Analysis, our two pinnacle mathematics courses offered in Grades 11 and 12. In alignment with the Network Priority around planning (Know the Bar), we will focus on both lesson level and unit level planning in our coaching cycles. Coaches and course leads will also work to ensure that we are spending time on the highest leverage concepts for IB math and beyond, and not over-remediating concepts taught in previous courses. The department will continue to focus on equipping students to tackle complex problems independently, by intentionally planning for productive struggle and student discourse.

Targeted Data-Driven Instruction

During the 2023-24 academic year, BPHS will implement a new math intervention block (Math Lab) for the bottom 25% of 9th graders, according to i-Ready data. This space will be used to close prerequisite gaps for students, using a combination of personalized instruction on i-Ready and small group instruction from a skilled interventionist. This will not only serve to increase our Regents passing rate for 9th grade Algebra 1, but also to ensure that all students are truly prepared for IB Math Analysis or Applications in 11th and 12th grade, and to close gaps between subgroups in our math performance data. The HS Math department will also continue to administer regular assessments to collect data about student progress and mastery on mathematics standards and skills in their current course. We will continue to leverage small-group instruction in-class and during office hours to address the individualized needs of our student body. Prior to the annual January, June, and August Regents exams, we will again implement small group tutoring and individualized support to support students who aim to score a 65 on any math Regents exam to meet the graduation requirement for a Regents diploma or those who aim to score an 80 to meet the college and career readiness standard.

GOAL 5: SCIENCE

All students at Prospect Schools will demonstrate understanding in scientific reasoning.

BACKGROUND

The science curriculum at Prospect Schools is based on the New York City Scope and Sequence for Science, which includes standards from life, earth, and physical science each year, using themes like energy or systems to organize these concepts. Each year, students learn laboratory techniques appropriate to the content of the course. The MYP engineering design and the scientific method are taught to students in a scaffolded manner so that they develop independence in problem-solving and experiment design over the course of three years. Similarly, nonfiction reading, writing, and research skills are taught each year with increasing levels of complexity. Students produce written lab reports and essays, design projects, and multimedia presentations at each grade level.

Student progress is tracked in all three grades through a fall diagnostic exam and four interim exams that test the standards taught. Students are provided with extra support in science

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	97	76	78%	688	220	32%
All	97	76	78%	688	220	32%

*District results are for 2021-22

District 15

		Charter School Students in at Least 2 nd Year			All District 15 Students*		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	
8	95	70	74%	1934	832	43%	
All	95	70	74%	1934	832	43%	

*District results are for 2021-22

ADDITIONAL EVIDENCE

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

Grade	Year	Percent Passing with a 65	Number Tested
8	2017-18	92%	101
8	2018-19	86%	195
8	2021-22	81%	179
8	2022-23	76%	208

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	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.	Met

EVALUATION OF THE SCIENCE GOAL

We met both the absolute and comparative measures when all of our schools were combined into one. It should be noted that one of our schools was 1 point shy of meeting to goal, while the other was above the goal by 3 points.

ACTION PLAN

The 2023 - 2024 school year will come with a myriad of changes to our program. Elementary science has adopted Stemsscopes curriculum and is using this year as pilot for grades 3 to 5. During this pilot year, we are progress monitoring student achievement as it relates to writing in science. This data will come from claim, evidence and response assessments and unit assessments. At the middle school level, our teachers have worked this over the summer to create an aligned curriculum that will be utilized 6-8. 8th grade in particular is being replaced with a living environment course in which students will sit for regents in June 2024. We will progress monitor each middle school grade using quarterly skills bonanza assessments.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	98	8	82	91%
2018	2021-22	109	22	84	97%
2019	2022-23	138	138	N/A	N/A

High School Science Measure 2 - Comparative

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

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

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Given the exemptions, it is difficult to determine the success of the 2019 cohort.

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.	All Exempted
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
	[Write in optional measure here]	

ACTION PLAN

Much like this year for our elementary and middle schools, high school science will implement changes to courses and curriculum. In 2023 - 2024, IB science will cut down on the amount of course offered leaving IB Physics, IB Biology, and IB ESS. The plan is to offer the courses that students need to be successful as they pursue college science and also leave room for more courses to help students toward IB. Which is why we’ve chosen to move living environment down to middle school. This year, we have put together a committee that will create a Pre-IB skills based course that will take the place of the 9th grade living environment next year. While there is a lot of moving parts, we will continue to progress monitor with unit testing, mock exams, and strategically monitor the success of our black and brown students in science.

GOAL 6: SOCIAL STUDIES

All students at Prospect Schools will demonstrate proficiency in the social sciences.

BACKGROUND

The faculty of the Prospect Schools Social Studies Department endeavors to shape curious thinkers who question and explore the world, its history and the possibilities for change; creative thinkers who empathize and fair-mindedly accept others’ rights in being different; critical thinkers who manifest intellectual integrity, humility, perseverance, courage, and autonomy; and reflective thinkers who regularly assess their own thinking for clarity, accuracy, precision, relevance, and logic. We will always work to implement stronger vertical alignment across grade levels in teaching academic skills, implementing grading practices, integrating IB concepts, establishing strong inquiry-based units on connections centered around critical thinking, and differentiated assessment practices that put a strong emphasis on academic writing and accountable speaking activities.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Course	Notes
9th	<ul style="list-style-type: none"> Global Studies I 	
10th	<ul style="list-style-type: none"> Global Studies II 	This and the 9th grade course combined are in preparation for the Global History Regents Exam, which students take at the end of their 10th grade year
11th	<ul style="list-style-type: none"> US History Participation in Government IB History HL IB Psychology HL 	<p>US History prepares students for the US History Exam, which students take at the end of their 11th grade year</p> <p>In 11th grade IB History HL covers US History and prepares students for the Regents</p>
12th	<ul style="list-style-type: none"> Government & Economics IB History HL IB Psychology HL 	Both Social Science IB course are two year courses, at the end of which students are prepared to take the correspond IB exam towards their IB 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)
2017	2020-21	98	85	0	N/A*
2018	2021-22	109	97	0	N/A*
2019	2022-23	138	137	0	0%**

*Students only had exempted results

**One student took the exam

Social Studies Measure 2 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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	98	0	77	79%
2018	2021-22	109	99	N/A	N/A*
2019	2022-23	138	137	1	100%**

*Students only had exempted results

**One student took the exam

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

Similar to other sections, it is extremely difficult to determine the success against these measures with all of the exemptions.

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	All but one exempted

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	by the completion of their fourth year in the cohort.	
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.	All but one exempted
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

ACTION PLAN

Over the summer, we brought together a group of high school history teachers and leaders to engage in deep curricular work in preparation for the 23-24 school year. The team developed clear scope and sequences for each course, pacing calendars with explicit direction around objectives to be taught over the year, and aligned quarterly exams and mock tests (Regents and IB). In the 23-24 school year, we will focus our efforts on developing the planning skills of our educators with a laser focus on analyzing student data and planning for remediation where necessary. We are excited for more regular progress checks and more professional development time dedicated to instructional planning and content knowledge development of our educators. Our teachers will still implement small group instruction as well as give additional support through office hours this year.

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

APPENDIX A: DATA REPORTING TABLES

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

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

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

NWEA

2022-23 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁸	[X] ¹⁹	[#]	[X]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²⁰	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2022-23 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²¹	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

¹⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁹ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

²⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

²¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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End of Year Growth on 2022-23 NWEA MAP [ELA/Mathematics] Assessment By All Students

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

I-READY

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]

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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²²	[%] ²³	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2022-23 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2022-23 i-Ready [ELA/Mathematics] Assessment

²² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

²³ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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By All Students

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