

## INSTRUCTIONS / NOTES

### FOR 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade assessments as well as internal examination results. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Context and Evidence” sections for each goal area.
3. The Institute strongly recommends that schools supplement data for required measures with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2024. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will post the finalized APPRs onto its website.
5. Schools serving students in 9<sup>th</sup> – 12<sup>th</sup> grades must additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2020 Total Cohort for Graduation and the 2023-24 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
6. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.

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

---



**ROCHESTER ACADEMY OF SCIENCE  
CHARTER SCHOOL**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 11th, 2024

By Dr. Joseph Polat

545 Humboldt Street, Rochester, NY 14610

585 – 633 - 7354

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Enter Name(s) and Title(s) prepared this 2023-24 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)               |
| Ismet (Izzy) Mamnoon        | President                                  | Finance   |
| Dr. David Banks, Ph.D.      | Vice President                             | Academics Committee                                 |
| Dr. Mustafa Gokcek, Ph.D.   | Treasurer                                  | Governance & Strategic Planning, Facility committee |
| Karen T. Wallace            | Secretary                                  | Academic  |
| Dr. Onur Nacakgedigi        | Trustee                                    | Governance Strategic                                |
| Dr. Yashodhara Satchidanand | Trustee                                    | Academic  |
| Betty Jean Grant            | Trustee                                    | Governance Strategic Committee, Finance             |
|                             |  |   |

**Dr. Joseph Polat has served as the Executive Director since 2022.**

## SCHOOL OVERVIEW

Rochester Academy of Science Charter School opened in July 2002 and served for grades K and 1. The student enrolment was 71 students for 2022-2023. The breakdown of student demographics is as below:

| SUBGROUP                          | ENROLLMENT TOTALS |
|-----------------------------------|-------------------|
| All Students                      | 265               |
| Female                            | 132               |
| Male                              | 133               |
| Black                             | 187               |
| Hispanic                          | 9                 |
| White                             | 35                |
| Multiracial                       | 28                |
| Students with Disabilities        | 36                |
| Former Students with Disabilities | 3                 |
| English Language Learner          | 14                |
| Economically Disadvantaged        | 235               |
| Not Migrant                       | 265               |
| Homeless                          | 2                 |

### Mission

Rochester Academy of Science Charter School (RASCS) is a tuition-free, college preparatory public charter school whose mission is to provide an excellent K-12 academic experience that ensures all students are highly prepared for college and careers of the highest potential as responsible and well-rounded citizens (academically, socially, emotionally, and physically).

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Vision

Historical urban academic and income disparities are eliminated and students are ready to carry the torch of knowledge, freedom, equity, and prosperity.

## Key Design Elements:

- STEM infused
- Data-driven decision-making and continuous improvement
- Closing the gaps by providing instructional support for all students through intervention, special programs, remediation, tutoring, after-school enrichment, and instructional modifications that accelerate student movement between proficiency levels

Character development, social-emotional-physical well-being, healthy lifestyles

## 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 |
| 2021-22  | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A   |
| 2022-23  | 56  | 15  | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 71    |
| 2023-24  | 81  | 76  | 45  | N/A | N/A | N/A | N/A | N/A | N/A | 63  | N/A | N/A | N/A | 265   |

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

### Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30 <sup>th</sup> |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2021-22            | 2018-19                                     | 2018               | N/A  | N/A                                   | N/A   |
| 2022-23            | 2019-20                                     | 2019               | N/A  | N/A                                   | N/A   |
| 2023-24            | 2020-21                                     | 2020               | 63   | 22                                    | 48  |

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort’s Fourth Year (a) | Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|-----------------------------------|
| 2021-22            | 2018-19                                     | 2018               | N/A   | N/A  | N/A                               |
| 2022-23            | 2019-20                                     | 2019               | N/A   | N/A  | N/A                               |
| 2023-24            | 2020-21                                     | 2020               | N/A   | N/A  | N/A                               |

### Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort’s Fifth Year (a) | Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|-----------------------------------|
|-------------------|---|--------------------|--|--|-----------------------------------|

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|         |         |      |     |     |     |
|---------|---------|------|-----|-----|-----|
| 2021-22 | 2017-18 | 2017 | N/A | N/A | N/A |
| 2022-23 | 2018-19 | 2018 | N/A | N/A | N/A |
| 2023-24 | 2019-20 | 2019 | N/A | N/A | N/A |

### PROMOTION POLICY

High school students must achieve a course grade average of 65 out of 100 or above to pass and receive credit in a given course. Students can also earn credits through online courses that are comparable and approved. If a high school student fails a course, he/she will need to take it during summer school. If the student cannot attend summer school or if the course is not offered in summer school, the student can also try to make up the failing grade through online courses that are comparable and approved.

School promotion policies do not include early promotion.

| Regents Diploma | RASCS Graduation Requirements  | Advanced Regents Diploma |
|-----------------|--|--------------------------|
| <b>4</b>        | <b>Core English:</b> <i>ELA 9-10-11 (or AP Language), ELA 12 (or AP Literature)</i>                          | <b>4</b>                 |
| <b>4</b>        | <b>Social Studies:</b> <i>Global History, U.S. History, Participation in Government (.5), Economics (.5)</i> | <b>4</b>                 |
| <b>3</b>        | <b>Mathematics:</b> <i>Algebra I, Geometry, Algebra II (or a higher-level math course)</i>                   | <b>3</b>                 |
| <b>3</b>        | <b>Science:</b> <i>Life Science, Physical Science, Marine Science (Chemistry or Physics or AP)</i>           | <b>3</b>                 |
| <b>1</b>        | <b>Languages Other than English (LOTE)*</b>  | <b>3</b>                 |
| <b>2</b>        | <b>Physical Education</b> <i>(every year)</i>  | <b>2</b>                 |
| <b>.5</b>       | <b>Health</b>  | <b>.5</b>                |
| <b>1</b>        | <b>Visual Art, Music, Dance, and/or Theater</b>  | <b>1</b>                 |

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|           |                      |           |
|-----------|----------------------|-----------|
| <b>.5</b> | <b>Technology</b>    | <b>.5</b> |
| <b>5</b>  | <b>Electives</b>     | <b>3</b>  |
| <b>24</b> | <b>TOTAL CREDITS</b> | <b>24</b> |

*\*A student whose IEP specifies that the disability directly impacts his/her ability to learn a language may substitute other courses for the LOTE requirement and still earn an Advanced Regents Diploma.*

### GOAL 1: HIGH SCHOOL GRADUATION

Achieve at least 90% graduation rate for all students within four years.

#### 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 2023-24

| Cohort Designation | Number in Cohort during 2023-24 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2022               | N/A                             | N/A              |
| 2023               | 41                              | 100%             |

#### 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, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 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 |
|--------------------|-------------|------------------|--------------------------------|
|--------------------|-------------|------------------|--------------------------------|

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|      |         |     |                                |
|------|---------|-----|--------------------------------|
|      |         |     | Regents (including exemptions) |
| 2020 | 2021-22 | N/A | N/A                            |
| 2021 | 2022-23 | N/A | N/A                            |
| 2022 | 2023-24 | N/A | N/A                            |

### Graduation Goal Measures 3 & 4 - Absolute

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

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

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

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2018               | 2021-22     | N/A              | N/A                  | N/A                |
| 2019               | 2022-23     | N/A              | N/A                  | N/A                |
| 2020               | 2023-24     | N/A              | N/A                  | N/A                |

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

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2017               | 2021-22     | N/A              | N/A                  | N/A                |
| 2018               | 2022-23     | N/A              | N/A                  | N/A                |
| 2019               | 2023-24     | N/A              | N/A                  | N/A                |

### 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 District<sup>2</sup>

|  |  |                |                 |
|--|--|----------------|-----------------|
|  |  | Charter School | School District |
|--|--|----------------|-----------------|

<sup>1</sup> These data reflect August graduation rates.

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating | Number in Cohort | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|------------------|--------------------|
| 2018               | 2021-22     | N/A              | N/A                  | N/A                | N/A              | N/A                |
| 2019               | 2022-23     | N/A              | N/A                  | N/A                | N/A              | N/A                |
| 2020               | 2023-24     | N/A              | N/A                  | N/A                | N/A              | N/A                |

### Graduation Goal Measure 6 - Absolute Measure

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

### Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

| Exam    | Number of Graduation Cohort Members Tested (a) | Number Passing or Achieving Regents Equivalency (b) | Percentage Passing $=\frac{(b)}{(a)}*100$ |
|---------|--|---|---|
| N/A     | N/A  | N/A   | N/A                                       |
|         |  |   |   |
| Overall | N/A  | N/A   | N/A                                       |

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

| Cohort Designation | School Year | Number in Cohort Tested | Percent Passing a Pathway Exam |
|--------------------|-------------|-------------------------|--------------------------------|
| 2018               | 2021-22     | N/A                     | N/A                            |
| 2019               | 2022-23     | N/A                     | N/A                            |
| 2020               | 2023-24     | N/A                     | N/A                            |

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Rochester Academy of Science Charter School just opened in the 2023-2024 school year. In our second year of high school, we achieved the leading indicator of earning five credits at the end of the first year of high school.

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

| 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/NO] |
| 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.             |          |
| Absolute          | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.  |          |
| Absolute          | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.   |          |
| 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.                             |          |
| 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. |          |

### EVALUATION OF THE GRADUATION GOAL

In our second year of high school, we focus on establishing dual enrollment courses and forming local partnerships to create seamless pathways from high school to college. The data that will be collected through our school's SIS Schooltool is planned to provide a comprehensive view of our progress in key performance measures. Our school's plan for the upcoming year will focus on expanding dual enrollment opportunities and strengthening partnerships with local colleges. We expect to exceed our participation and partnership goals while recognizing the need for enhanced support to improve student readiness for college. By continually monitoring our progress through collected data, we will refine our programs and ensure that every student has both access to dual enrollment and the necessary preparation for success in higher education.

### ADDITIONAL CONTEXT AND EVIDENCE

In addition to our strategic goals for college and career readiness, we are dedicated to fostering a positive school culture that emphasizes the importance of higher education. We have determined that many students arrive with academic deficiencies to the 9<sup>th</sup> grade from other area schools, and closing these gaps is a priority that requires time and targeted interventions. Our initiatives include mentoring programs, tutoring sessions, and workshops designed to build foundational skills and confidence. By creating an environment that encourages college-going aspirations, we aim to motivate all students to overcome challenges and succeed academically, laying a strong groundwork for their future educational

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

pursuits. This holistic approach not only supports individual student growth but also cultivates a collective commitment to academic excellence within our school community.

### ACTION PLAN

In our second year of high school during 2024-2025 school year, in the upcoming school year, we will implement targeted strategies to enhance college and career readiness by focusing on key indicators. Our goals include offering at least 1 AP course. Additionally, we aim to be able to offer dual enrollment college-level courses, and to provide scheduling opportunities to assist students earn a Regents diploma with advanced designation. To support these goals, we will provide comprehensive academic support, including tutoring, preparatory courses, and partnerships with local colleges. By regularly evaluating our strategies and leveraging data-driven interventions, we are committed to ensuring that all students are well-prepared for their post-secondary endeavors.

### GOAL 2: COLLEGE PREPARATION

Write the school's college preparation goal here.

BuffSci/RocSci will provide an excellent K-12 academic experience that ensures all students are prepared for college and careers of the highest potential as academically, socially, emotionally and physically well-rounded and contributing citizens.

At the Rochester Academy of Science, we are committed to providing a STEM-infused college preparatory curriculum that equips our students with the skills necessary for 21st-century careers. We employ data-driven decision-making to facilitate continuous improvement and offer a challenging curriculum designed to eliminate academic disparities, including higher graduation requirements through Honors and Advanced Placement classes, as well as Regents diplomas with advanced designations. To close achievement gaps, we provide extensive instructional support, including intervention programs, tutoring, and after-school enrichment, ensuring that all students can progress between proficiency levels. Our focus on character development incorporates social-emotional learning

**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.**

At the Rochester Academy of Science, we are actively seeking opportunities to enhance our college-level course offerings through partnerships with local colleges and universities. Currently, we are in discussions to establish dual enrollment programs that would allow our students to take courses in subjects such as pre-calculus, biology, and computer science, providing them with valuable college credit while still in high school. These partnerships aim to not only enrich our curriculum but also provide our students with access to higher education resources and expertise. As we develop these collaborations, we are committed to ensuring that our offerings align with our mission to prepare students for success in 21st-century careers and to foster a seamless transition to college.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

| Indicator              | Number of Graduates who Attempted the Indicator  | Number who Achieved Indicator   | Percentage of Graduates who Achieved Indicator                                |
|------------------------|--|---|---|
| [Write indicator here] | N/A  | N/A   | N/A   |
| [Write indicator here] | N/A  | N/A   | N/A   |
| [Write indicator here] | N/A  | N/A   | N/A   |
| [Write indicator here] | N/A  | N/A   | N/A   |
|                        |  |   |   |
| Overall                | [Total number of 2020 Cohort graduates. <b>Not a sum of entire column</b> ] <sup>5</sup> | [Number of 2020 Cohort graduates achieving <b>at least one</b> indicator] | [Percentage of 2020 Cohort graduates achieving <b>at least one</b> indicator] |

### College Preparation Goal Measure 2 - Absolute

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

<sup>5</sup> This number should match the number of graduates reported under the high school graduation goal.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 4 - Absolute

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

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

| Cohort | Graduation Year | Number of Graduates<br>(a) | Number Enrolled in 2 or 4-year Program in Following Year<br>(b) | Matriculation Rate<br>=[(b)/(a)]*100 |
|--------|-----------------|----------------------------|---|--------------------------------------|
| 2018   | 2021-22         | N/A                        | N/A   | N/A                                  |
| 2019   | 2022-23         | N/A                        | N/A   | N/A                                  |
| 2020   | 2023-24         | N/A                        | N/A   | N/A                                  |

## SUMMARY OF THE COLLEGE PREPARATION GOAL

Achieve at least 90% graduation rate for all students within four years.

| 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. |         |

<sup>6</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |   |     |
|-------------|---|-----|
| 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.                  |     |
|             | [Write in additional measure here]  |     |

### EVALUATION OF THE COLLEGE PREPARATION GOAL

In our second year of high school, we focus on establishing dual enrollment courses and forming local partnerships to create seamless pathways from high school to college. The data that will be collected through our school’s SIS Schooltool is planned to provide a comprehensive view of our progress in key performance measures. Our school’s plan for the upcoming year will focus on expanding dual enrollment opportunities and strengthening partnerships with local colleges. We expect to exceed our participation and partnership goals while recognizing the need for enhanced support to improve student readiness for college. By continually monitoring our progress through collected data, we will refine our programs and ensure that every student has both access to dual enrollment and the necessary preparation for success in higher education.

### ADDITIONAL CONTEXT AND EVIDENCE

In addition to our strategic goals for college and career readiness, we are dedicated to fostering a positive school culture that emphasizes the importance of higher education. We have determined that many students arrive with academic deficiencies to the 9<sup>th</sup> grade from other area schools, and closing these gaps is a priority that requires time and targeted interventions. Our initiatives include mentoring programs, tutoring sessions, and workshops designed to build foundational skills and confidence. By creating an environment that encourages college-going aspirations, we aim to motivate all students to overcome challenges and succeed academically, laying a strong groundwork for their future educational pursuits. This holistic approach not only supports individual student growth but also cultivates a collective commitment to academic excellence within our school community.

### ACTION PLAN

In our second year of high school during 2024-2025 school year, in the upcoming school year, we will implement targeted strategies to enhance college and career readiness by focusing on key indicators. Our goals include offering at least 1 AP course. Additionally, we aim to be able to offer dual enrollment college-level courses, and to provide scheduling opportunities to assist students earn a Regents diploma with advanced designation. To support these goals, we will provide comprehensive academic support, including tutoring, preparatory courses, and partnerships with local colleges. By regularly evaluating our strategies and leveraging data-driven interventions, we are committed to ensuring that all students are well-prepared for their post-secondary endeavors.

## GOAL 3: ENGLISH LANGUAGE ARTS

The school will meet or exceed identified absolute, comparative, and growth objectives in English Language Arts for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

### BACKGROUND

- In grades K-2, the school utilizes *Wit & Wisdom*, a knowledge-building curriculum that integrates reading, writing, speaking, and listening into thematic units. Students are introduced to rich, complex texts from a young age, which helps to develop their vocabulary and comprehension skills. The curriculum encourages students to think critically about texts and express their understanding through discussion and writing.
- For grades 9-12, the school adopts the *Actively Learn* platform, which provides an interactive and differentiated approach to reading. Students engage with a wide range of texts, from classic literature to contemporary articles, using embedded questions and multimedia features that promote engagement and comprehension. The program also encourages critical thinking and analysis, key components of college and career readiness.

**Instruction:** Instruction across the K-12 span is student-centered, incorporating both whole group and small group lessons. Teachers use scaffolded approaches to meet the diverse needs of learners, particularly through differentiated instruction and formative assessments. In K-2, teachers focus on building foundational literacy skills, including phonics, fluency, and comprehension. By high school, instruction becomes more focused on developing analytical and argumentative writing skills, close reading of texts, and synthesizing information from multiple sources.

**Assessment:** The school uses both formative and summative assessments to monitor student progress and inform instruction. In the primary grades, regular assessments in phonics, vocabulary, and reading comprehension help identify early literacy needs. In the upper grades, assessments include textual analysis essays, research papers, and standardized assessments aligned to the Next Generation Standards. *Actively Learn* also provides teachers with real-time data on student performance, allowing for targeted interventions.

**Professional Development:** Ongoing professional development (PD) is key to maintaining instructional quality. Teachers engage in continuous learning through workshops focused on best practices in literacy instruction, data-driven instruction, and the integration of technology into the classroom. In particular, PD sessions focus on how to effectively implement the *Wit & Wisdom* and *Actively Learn* curricula, ensuring that teachers are well-prepared to meet the diverse learning needs of students at different grade levels. Collaboration among teachers across grade bands ensures a cohesive approach to literacy development throughout the school.

This approach fosters a strong ELA foundation for students from kindergarten through high school, preparing them for academic success and lifelong learning.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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.

### 2023-24 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     | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A            |
| 4     | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A            |
| 5     | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A            |
| 6     | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A            |
| 7     | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A            |
| 8     | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A            |
| All   | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A            |

### Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>7</sup>

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 4     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 5     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 6     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 7     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 8     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| All   | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |

### ELA Measure 2 - Absolute

<sup>7</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>8</sup>

### English Language Arts 2023-24 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | N/A   | N/A     | N/A     | N/A     |

$$\begin{array}{rcccccc}
 \text{PI} & = & \text{N/A} & + & \text{N/A} & + & \text{N/A} & = & \text{[N/A]} \\
 & & & & \text{N/A} & + & \text{N/A} & = & \text{[N/A]} \\
 & & & & & + & (.5)*\text{[?]} & = & \text{[N/A]} \\
 & & & & & & \text{PI} & = & \text{[N/A]}
 \end{array}$$

### 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.<sup>9</sup>

### 2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                       |
|-------|---|-----------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year | All District Students |
|       |   |                       |

<sup>8</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

<sup>9</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|     | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
|-----|--------------------|---------------|--------------------|---------------|
| 3   | N/A                | N/A           | N/A                | N/A           |
| 4   | N/A                | N/A           | N/A                | N/A           |
| 5   | N/A                | N/A           | N/A                | N/A           |
| 6   | N/A                | N/A           | N/A                | N/A           |
| 7   | N/A                | N/A           | N/A                | N/A           |
| 8   | N/A                | N/A           | N/A                | N/A           |
| All | N/A                | N/A           | N/A                | N/A           |

### ELA Measure 4 - Comparative

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

### METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>10</sup>

### 2022-23 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     | N/A                                | N/A              | N/A       | N/A         |
| 4     | N/A                                | N/A              | N/A       | N/A         |
| 5     | N/A                                | N/A              | N/A       | N/A         |
| 6     | N/A                                | N/A              | N/A       | N/A         |
| 7     | N/A                                | N/A              | N/A       | N/A         |

<sup>10</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 8     | N/A                                | N/A              | N/A       | N/A         |
| All   | N/A                                | N/A              | N/A       | N/A         |

### 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.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>11</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

### 2022-23 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | N/A                    | 50.0   |
| 5     | N/A                    | 50.0   |
| 6     | N/A                    | 50.0   |
| 7     | N/A                    | 50.0   |
| 8     | N/A                    | 50.0   |
| All   | N/A                    | 50.0   |

### ELA INTERNAL EXAM RESULTS

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

<sup>11</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Choose an item.

### SUMMARY OF THE ELA GOAL

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

| 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.   | [Yes/No] |
| 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.   |          |
| 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.   |          |
| 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. |          |
| 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.  |          |
|             | [Write in additional measure here]   |          |
|             |  |          |

### EVALUATION OF ELA GOAL

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

### ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

### ELA ACTION PLAN

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

## HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>12</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>13</sup>

| 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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2018   | 2021-22     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2019   | 2022-23     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2020   | 2023-24     | N/A                  | N/A                                     | 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.

### METHOD

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

<sup>12</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>13</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2020               | 2023-24     | N/A                  | N/A                                     | N/A                                 | N/A  |

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 7 - Growth

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

## METHOD

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

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2018               | 2021-22     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2019               | 2022-23     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2020               | 2023-24     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |

### 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 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

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

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2018               | 2021-22     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2019               | 2022-23     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2020               | 2023-24     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |

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

Not applicable for the 2023-24 school year in high school grades.

| 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.          |         |
| 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. |         |
| 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     |

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |  |     |
|-------------|--|-----|
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.   | N/A |
| Growth      | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.       |     |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. |     |

### EVALUATION OF HIGH SCHOOL ELA GOAL

Not applicable for the 2023-24 school year in high school grades.

### ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2023-24 school year in high school grades.

### ACTION PLAN

Not applicable for the 2023-24 school year in high school grades.

## GOAL 4: MATHEMATICS

The school will meet or exceed identified absolute, comparative, and growth objectives in Mathematics for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

### BACKGROUND

- In grades K-2, the school utilizes *Eureka Squared*, a program designed to deepen conceptual understanding of mathematics while building fluency with basic operations. The curriculum emphasizes hands-on learning through manipulatives and real-world applications, ensuring that students grasp foundational math concepts such as number sense, addition, subtraction, and basic geometry.
- In grades 9-12, the school implements *Eureka Math*, which takes a more advanced, coherent approach to mathematics. Students engage with algebra, geometry, and calculus in a way that emphasizes both conceptual understanding and procedural fluency. The curriculum builds on

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

prior knowledge, focusing on problem-solving and critical thinking skills that prepare students for college-level math and STEM-related careers.

**Instruction:** Instruction across the K-12 spectrum is highly structured, using a blend of direct instruction, inquiry-based learning, and small group differentiation to meet the needs of all learners. In grades K-2, instruction centers on developing a strong number sense and fluency through interactive lessons, guided practice, and the use of manipulatives. Teachers encourage students to explore mathematical concepts through concrete representations before transitioning to abstract thinking. In high school, instruction becomes more focused on applying mathematical concepts to real-world scenarios, using problem sets, collaborative work, and higher-order questioning to promote deep understanding.

**Assessment:** Assessment is an integral part of the math program, providing ongoing insight into student progress and guiding instruction. In the lower grades, frequent formative assessments track student understanding of key math skills, allowing for timely interventions when necessary. For high school students, assessments include quizzes, unit tests, and performance tasks aligned with the Next Generation Standards. These assessments are designed to measure not only procedural fluency but also students' ability to reason mathematically and apply their knowledge to complex problems.

**Professional Development:** Teachers engage in regular professional development (PD) focused on deepening their understanding of the *Eureka Squared* and *Eureka Math* curricula, as well as on strategies for effective math instruction. PD sessions often cover differentiated instruction techniques, ways to foster a growth mindset in math learners, and the integration of technology into math lessons. Teachers also participate in collaborative planning sessions to ensure consistency and alignment across grade levels, ensuring that students experience a seamless progression of mathematical learning throughout their K-12 education.

This approach fosters a strong foundation in mathematics, equipping students with the skills necessary to succeed in higher-level math courses and apply their knowledge in real-world contexts.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

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

### METHOD

The 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.

| 2023-24 State Mathematics Exam<br>Number of Students Tested and Not Tested |  |            |  |
|--|--|------------|--|
| Grade  |  | Not Tested |  |

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|     | Total Tested | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents | Total Enrolled |
|-----|--------------|--------|---------|---------|-------------|-------------------|--------------|--------------|----------------|
| 3   | N/A          | N/A    | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          | N/A            |
| 4   | N/A          | N/A    | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          | N/A            |
| 5   | N/A          | N/A    | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          | N/A            |
| 6   | N/A          | N/A    | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          | N/A            |
| 7   | N/A          | N/A    | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          | N/A            |
| 8   | N/A          | N/A    | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          | N/A            |
| All | N/A          | N/A    | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          | N/A            |

### Performance on 2023-24 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     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 4     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 5     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 6     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 7     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 8     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| All   | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |

### 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.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | N/A   | N/A     | N/A     | N/A     |

$$\begin{aligned}
 \text{PI} &= \boxed{\text{N/A}} + \boxed{\text{N/A}} + \boxed{\text{N/A}} = \boxed{\text{N/A}} \\
 &+ \boxed{\text{N/A}} + \boxed{\text{N/A}} = \boxed{\text{N/A}} \\
 &+ (.5) * \boxed{?} = \boxed{\text{N/A}} \\
 &\text{PI} = \boxed{\text{N/A}}
 \end{aligned}$$

### 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.

### METHOD

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

### 2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |               |                       |               |
|-------|---|---------------|-----------------------|---------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |               | All District Students |               |
|       | Percent Proficient  | Number Tested | Percent Proficient    | Number Tested |
| 3     | N/A   | N/A           | N/A                   | N/A           |
| 4     | N/A   | N/A           | N/A                   | N/A           |
| 5     | N/A   | N/A           | N/A                   | N/A           |
| 6     | N/A   | N/A           | N/A                   | N/A           |
| 7     | N/A   | N/A           | N/A                   | N/A           |
| 8     | N/A   | N/A           | N/A                   | N/A           |
| All   | N/A   | N/A           | N/A                   | N/A           |

### Math Measure 4 - Comparative

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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     | N/A                                | N/A              | N/A       | N/A         |
| 4     | N/A                                | N/A              | N/A       | N/A         |
| 5     | N/A                                | N/A              | N/A       | N/A         |
| 6     | N/A                                | N/A              | N/A       | N/A         |
| 7     | N/A                                | N/A              | N/A       | N/A         |
| 8     | N/A                                | N/A              | N/A       | N/A         |
| All   | N/A                                | N/A              | N/A       | N/A         |

## 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.

## METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>14</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are

<sup>14</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | N/A                    | 50.0   |
| 5     | N/A                    | 50.0   |
| 6     | N/A                    | 50.0   |
| 7     | N/A                    | 50.0   |
| 8     | N/A                    | 50.0   |
| All   | N/A                    | 50.0   |

### MATHEMATICS INTERNAL EXAM RESULTS

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup>– 8<sup>th</sup>.

### SUMMARY OF THE MATHEMATICS GOAL

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup>– 8<sup>th</sup>.

| 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.   | N/A     |
| Absolute    | Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.   | N/A     |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.   | N/A     |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | N/A     |
| Growth      | Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.  | N/A     |
|             | [Write in additional measure here]   |         |
|             |  |         |

### EVALUATION OF THE MATHEMATICS GOAL

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup>– 8<sup>th</sup>.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

## MATHEMATICS ACTION PLAN

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

## 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.

### METHOD

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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2018   | 2021-22     | N/A                  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2019   | 2022-23     | N/A                  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2020   | 2023-24     | N/A                  | N/A                                     | N/A                                 | <b>N/A</b>   |

### 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.

### METHOD

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2020               | 2023-24     | N/A                  | N/A                                     | N/A                                 | N/A  |

#### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### High School Math Measure 6 - Comparative

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 7 - Growth

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

### METHOD

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

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> Grade (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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2018               | 2021-22     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2019               | 2022-23     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2020               | 2023-24     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |

### High School Math Measure 8 - Growth

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

### METHOD

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2018               | 2021-22     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2019               | 2022-23     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |
| 2020               | 2023-24     | N/A  | N/A                                     | N/A                                 | <b>N/A</b>   |

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Not applicable for the 2023-24 school year in high school grades.

| 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.   |         |
| 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.  |         |
| 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 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. |         |

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Not applicable for the 2023-24 school year in high school grades.

### ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2023-24 school year in high school grades.

### ACTION PLAN

Not applicable for the 2023-24 school year in high school grades.

## GOAL 5: SCIENCE

The school will meet or exceed identified absolute, comparative, and growth objectives in Science for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities, while providing innovative and immersive science learning experiences.

### BACKGROUND

- In grades K-2, the school uses the *FOSS (Full Option Science System) Curriculum*, which is designed to engage young learners in hands-on exploration and scientific inquiry. The curriculum focuses on building foundational science knowledge through interactive investigations, allowing students to explore key concepts in life, earth, and physical sciences. The FOSS curriculum emphasizes curiosity, observation, and experimentation, helping students develop early critical thinking and problem-solving skills.
- In grades 9-12, the school follows an internally developed, Regents-focused science curriculum that is aligned with state standards and includes the required New York State science investigations. This curriculum is designed to prepare students for the Regents exams, with a focus on mastery of key concepts in biology, chemistry, physics, and earth science. The high school curriculum emphasizes scientific reasoning, experimentation, and the application of scientific principles to real-world problems, ensuring that students are prepared for both the Regents assessments and post-secondary science education.

**Instruction:** Instruction across the K-12 continuum is student-centered and inquiry-based, encouraging students to ask questions, investigate, and draw conclusions from their own observations. In K-2, teachers use the FOSS curriculum to guide students through hands-on activities, helping them engage with core scientific concepts through active learning. Instruction is tailored to meet the needs of young learners by integrating visual aids, interactive discussions, and group work. In grades 9-12, instruction focuses on deeper content knowledge and preparing students for the Regents exams. Teachers use a

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

combination of lectures, lab experiments, collaborative projects, and data analysis to support students in mastering complex scientific topics. The high school program also places a strong emphasis on laboratory investigations, aligning with New York State’s requirements for hands-on learning in science.

**Assessment:** Assessment in science is both formative and summative, designed to track student progress and inform instruction. In grades K-2, formative assessments are used to gauge students’ understanding of key concepts during hands-on activities, while summative assessments evaluate their grasp of broader topics at the end of units. At the high school level, students are assessed through lab reports, unit tests, and Regents-aligned practice exams. In addition, students complete the required NYS science investigations, which assess their ability to design experiments, collect data, and interpret results.

**Professional Development:** Teachers participate in ongoing professional development (PD) focused on effective science instruction and the implementation of the *FOSS* and high school science curricula. PD sessions emphasize inquiry-based teaching, differentiation, and the use of data to drive instruction. High school teachers also receive specific training on preparing students for the Regents exams, ensuring they are equipped with the tools to deliver standards-aligned lessons that meet both content and skill requirements. Teachers across all grade levels collaborate to align science instruction, ensuring students experience a coherent and cohesive science education from kindergarten through high school.

This approach fosters a strong foundation in scientific inquiry, critical thinking, and problem-solving, preparing students for success in future scientific endeavors.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam  
By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 <sup>nd</sup> Year |                   |                    |
|-------|---|-------------------|--------------------|
|       | Number Tested                                   | Number Proficient | Percent Proficient |
| 5     | N/A   | N/A               | N/A                |
| 8     | N/A   | N/A               | N/A                |
| All   | N/A   | N/A               | N/A                |

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Science Measure 2 - Comparative

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

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

### 2023-24 State Science Exam Charter School and District Performance by Grade Level

| Grade | Charter School Students in at Least 2 <sup>nd</sup> Year |                   |                    | All District Students |                   |                    |
|-------|--|-------------------|--------------------|-----------------------|-------------------|--------------------|
|       | Number Tested  | Number Proficient | Percent Proficient | Number Tested         | Number Proficient | Percent Proficient |
| 5     | N/A  | N/A               | N/A                | N/A                   | N/A               | N/A                |
| 8     | N/A  | N/A               | N/A                | N/A                   | N/A               | N/A                |
| All   | N/A  | N/A               | N/A                | N/A                   | N/A               | N/A                |

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

| 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.   | N/A     |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | N/A     |
|             | [Write in optional measure here]   |         |

### EVALUATION OF THE SCIENCE GOAL

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

### ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

### Performance on a Regents Science Exam

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Of 8<sup>th</sup> Grade All Students by Year

| Grade | Year    | Regents Exam | Number Tested | Number Passing | Percent Passing |
|-------|---------|--------------|---------------|----------------|-----------------|
| 8     | 2021-22 | N/A          | N/A           | N/A            | N/A             |
| 8     | 2022-23 | N/A          | N/A           | N/A            | N/A             |
| 8     | 2023-24 | N/A          | N/A           | N/A            | N/A             |

## ACTION PLAN

Not applicable for the 2023-24 school year in grades 3<sup>rd</sup> – 8<sup>th</sup>.

## 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2020               | 2023-24     | N/A                  | N/A                                     | 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

Not applicable for the 2023-24 school year in high school grades.

| 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.                       | N/A     |
| 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]   |         |

**EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL**

Not applicable for the 2023-24 school year in high school grades.

**ADDITIONAL CONTEXT AND EVIDENCE**

Not applicable for the 2023-24 school year in high school grades.

**ACTION PLAN**

Not applicable for the 2023-24 school year in high school grades.

**GOAL 6: SOCIAL STUDIES**

The school will meet or exceed identified absolute, comparative, and growth objectives in Social Studies for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities, while providing innovative and immersive science learning experiences.

**BACKGROUND**

- In grades K-2, social studies content is integrated into daily English Language Arts (ELA) lessons, blending literacy skills with foundational social studies concepts. Through stories, discussions, and writing activities, students explore topics such as community roles, cultural traditions, and basic geography. This interdisciplinary approach helps young learners build social awareness while simultaneously developing their reading and writing skills.
- In grades 9-12, the school follows the *New York State New Visions* standards and a Regents-aligned curriculum. This comprehensive program covers key topics in U.S. history, global history, government, and economics, preparing students for the Regents exams. The curriculum emphasizes critical analysis of primary and secondary sources, understanding historical context, and drawing connections between past and present issues. It encourages students to engage

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

with complex social, political, and economic questions, fostering a deeper understanding of the world and their role as informed citizens.

**Instruction:** Instruction across the K-12 social studies program is inquiry-based and encourages active student engagement with historical and contemporary issues. In grades K-2, teachers use interactive read-alouds, group discussions, and thematic activities to introduce social studies topics in ways that are accessible to young learners. By integrating social studies into ELA, students develop both literacy and social studies skills simultaneously. In high school, instruction focuses on developing students' ability to think critically and engage with primary source documents. Teachers use a mix of lectures, discussions, document-based questions (DBQs), and project-based learning to deepen students' understanding of historical events and their relevance today.

**Assessment:** In the early grades, formative assessments are used to gauge students' understanding of social studies concepts through their participation in class discussions and literacy activities. Assessments may include simple projects, writing assignments, and group presentations. In high school, assessment is more formal and rigorous, aligned with New York State Regents requirements. Students complete essays, DBQs, and unit tests that challenge them to analyze historical documents, evaluate different perspectives, and construct well-supported arguments. The high school program culminates in the Regents exams in U.S. History and Global History, which assess students' mastery of both content and critical thinking skills.

**Professional Development:** Professional development (PD) for social studies teachers focuses on the integration of social studies with other subjects in the early grades and the delivery of standards-aligned, inquiry-based instruction in the upper grades. For K-2 teachers, PD emphasizes strategies for effectively blending social studies with literacy instruction, ensuring that students build both content knowledge and literacy skills. In high school, teachers receive specific training on the *New Visions* curriculum, DBQ strategies, and preparing students for the Regents exams. PD also focuses on the use of primary sources, fostering civic engagement, and promoting culturally responsive teaching practices to ensure that social studies instruction is relevant and engaging for all students.

This approach ensures that students develop a strong understanding of history, government, and social issues, preparing them to be active and informed citizens in a global society.

### 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.

### METHOD

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2020               | 2023-24     | N/A                  | N/A                                     | N/A                                   | N/A   |

#### Social Studies Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### 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.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2020               | 2023-24     | N/A                  | N/A                                     | N/A                                   | N/A   |

#### Social Studies Measure 4 - Comparative

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### SUMMARY OF THE SOCIAL STUDIES GOAL

Not applicable for the 2023-24 school year in high school grades.

| Type        | Measure   | Outcome |
|-------------|---|---------|
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.                         |         |
| 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.                       |         |
| 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     |
|             | [Write in optional measure here]  |         |

### EVALUATION OF THE SOCIAL STUDIES GOAL

Not applicable for the 2023-24 school year in high school grades.

### ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2023-24 school year in high school grades.

### ACTION PLAN

Not applicable for the 2023-24 school year in high school grades.



## 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   |
|---------|--|
| 2021-22 |  |
| 2022-23 |  |
| 2023-24 | LSI+: Local Support and Improvement (formerly Good Standing) |

### ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

## 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 assessment 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

| 2023-24 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 <sup>rd</sup> through 8 <sup>th</sup> 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     | N/A    | N/A     | N/A  |
| Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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     | N/A    | N/A     | N/A  |

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|   |  |                   |     |     |     |
|---|--|-------------------|-----|-----|-----|
| Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.                    | Students with disabilities <sup>15</sup> | [X] <sup>16</sup> | N/A | N/A | N/A |
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>17</sup> | 2+ students                              | 75%               | N/A | N/A | N/A |

### End of Year Performance on 2023-24 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 <sup>18</sup> | Number Tested | Percent Proficient                     | Number Tested |
| 3      | N/A                              | N/A           | N/A                                    | N/A           |
| 4      | N/A                              | N/A           | N/A                                    | N/A           |
| 5      | N/A                              | N/A           | N/A                                    | N/A           |
| 6      | N/A                              | N/A           | N/A                                    | N/A           |
| 7      | N/A                              | N/A           | N/A                                    | N/A           |
| 8      | N/A                              | N/A           | N/A                                    | N/A           |
| All    | N/A                              | N/A           | N/A                                    | N/A           |

<sup>15</sup> 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

<sup>16</sup> 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.

<sup>17</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>18</sup> 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Growth on 2023-24 NWEA MAP [ELA/Mathematics] Assessment By All Students

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3      | N/A                      | N/A           |
| 4      | N/A                      | N/A           |
| 5      | N/A                      | N/A           |
| 6      | N/A                      | N/A           |
| 7      | N/A                      | N/A           |
| 8      | N/A                      | N/A           |
| All    | N/A                      | N/A           |

### IXL

#### 2023-24 IXL [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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.   | All students          | 100%   | N/A    | N/A     | N/A] |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%   | N/A    | N/A     | N/A  |

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|   |  |                   |     |     |     |
|---|--|-------------------|-----|-----|-----|
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>19</sup> | [%] <sup>20</sup> | N/A | N/A | N/A |
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%               | N/A | N/A | N/A |

### End of Year Performance on 2023-24 IXL [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      | N/A                                 | N/A           | N/A                                    | N/A           |
| 4      | N/A                                 | N/A           | N/A                                    | N/A           |
| 5      | N/A                                 | N/A           | N/A                                    | N/A           |
| 6      | N/A                                 | N/A           | N/A                                    | N/A           |
| 7      | N/A                                 | N/A           | N/A                                    | N/A           |
| 8      | N/A                                 | N/A           | N/A                                    | N/A           |
| All    | N/A                                 | N/A           | N/A                                    | N/A           |

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

<sup>19</sup> 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

<sup>20</sup> 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3      | N/A                                     | N/A           |
| 4      | N/A                                     | N/A           |
| 5      | N/A                                     | N/A           |
| 6      | N/A                                     | N/A           |
| 7      | N/A                                     | N/A           |
| 8      | N/A                                     | N/A           |
| All    | N/A                                     | N/A           |