



**The Academy Charter School  
Uniondale**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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By Dr. Nicholas Stapleton

100 Charles Lindbergh Blvd  
Uniondale, NY 11553

(516) 591-3030

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Nicholas Stapleton, EdD, the Chief Academic Officer/ Superintendent 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)
Robert Stewart		Chairman/ Academic
Dawn West		Deputy Vice Chair/ People and Legal
Stephen Rowley		Trustee/ Finance
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Roger Ball		Trustee/ Academic
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Dorothy Burton		Trustee/ Academic/ People and Legal
Carol Beckles		Trustee/ People and Legal
Claudette Harrison		Trustee/ People and Legal
Barrington Goldson		Emeritus

**Wayne Haughton has served as the executive director since 2012.**

## SCHOOL OVERVIEW

The Academy Charter School Uniondale began operation in September 2018. It continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. In September 2020, the high school grades were added with a cohort of 125 ninth graders. In September 2021 the Academy Charter Middle School was added beginning with the sixth grade. During the 2023-2024 school year, The Academy Charter School Uniondale operated as a K-12 institution serving 1,521 students in grades K-12. Located in Uniondale, NY, approximately 65.4% of students qualified as economically Disadvantaged, 8.6% as English Language Learners, and 6.8% as Students with Disabilities.

The Academy improves student academic achievement by focusing on the development of three important areas of children’s growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community.

### **Mission:**

“Create world class competitive scholars who will LEARN today, LEAD tomorrow, and SERVE in the future”

### **Vision:**

The Academy Charter School (“The Academy”) will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. The enriched –high-quality program encourages Academy scholars to exceed expectations, foster and appreciation for diversity in talents and artistic and creative potential. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve.

### **Key Design Elements**

The school’s instructional program is specifically designed to meet all the New York State *Next Generation Standards*. Our goal has always been to exceed student performance levels as outlined in the Charter Accountability Plan and that students are well prepared to succeed in college and the character to be good citizens by contributing to their community.

There ten key design elements which have contributed to the success of educational program.

- **Extended Learning Time** – The academy has been operating on a longer schedule compared to a regular public school. This includes an eight hour instructional day from 8am to 4pm, over 182 days. This has made it possible to offer longer periods of instruction in literacy and mathematics. The daily literacy block in grades K-8 includes 135 - 180 minutes, of reading, writing and

foundational skills. Mathematics is scheduled in double blocks of 90 minutes daily. Struggling students receive support during the school day via response to intervention programs. Students are encouraged to attend the scheduled after school program four to five days per week (1-2 hours daily), from October to May. Students receive support in reading, math and regent's preparation. Moreover, students are also provided with the opportunity to participate in the performing arts and sports activities. The Academy offers an extended year program including Saturday school, summer school, support during the spring and winter intersessions. The extended learning time has contributed much to student achievement, in terms of safety net programs for at-risk students. Moreover, select high school students attend a six-week program geared towards preparation for Regents exam. There is also accelerated course work for select middle school and high school students during zero period beginning at 7am daily.

- **Teacher Student Ratio/Moderate Class Size** – The elementary grades (K-5) are staffed with two (2) adults (a certified teacher and a teaching assistant) in every class. Moreover, class sizes are kept small 25 to 27 students. This allows for intensive instructional support for students in the form of small groups and individualized students. Each class has 25 to 27 students and two adults in every classroom. This allows for greater focus on student support including small groups and individualized instruction.
- **Standard Based Instruction**- In core content subjects' teachers (English Language Arts, Mathematics, Science and Social Studies), instruction is provided according to the New York State Learning Standards. Over the years literacy instruction has been guided by the Engage NY instructional guidelines. All curriculums used primarily in English Language Arts and mathematics are research-based and deeply aligned with the content and instructional framework. In the Arts teachers follow the New York City Blueprints for the Arts. The school has administered a robust system and has used data to inform instruction. Students across all grade levels participate in universal screening to identify weaknesses and the data is used to identify students for academic support services. There is ongoing assessment through the school year to measure student progress, this includes rigorous State aligned assessments in English Language Arts and Mathematics and Regent's preparation. The data is used to identify weak areas and provide corrective action.
- **Ongoing Teacher Support** - The Academy has implemented a professional development program that is ongoing and has three components: pre-service training, in-service training/ coaching, and consultant based/ offsite opportunities for teachers and leadership staff. The goal of the professional development program is to provide teachers, and instructional leaders with the content knowledge needed to effectively teach all students geared towards improving learning and student outcome. There is a two (2) week pre-service schedule that includes extensive training pertaining to the school's instructional program. This provides a comprehensive introduction for new teachers and reinforcement for returning teachers. Throughout the school year coaching support is provided by full time in-house coaches and school leaders. Moreover, the school's schedule includes faculty conference time which is scheduled on Wednesdays two days per month from 2:00 – 4:00 p.m. The agenda varies and include specialized workshops on

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topics that are generic to the whole staff. Offsite workshops focus on academic and compliance related. These workshops and conferences are scheduled at any point during the school year.

- **Character Development** – Students in grades K-8 receive ongoing instruction and participate in discussions related to key core values (Courage, Responsibility, Respect, Perseverance, Integrity, Diversity and Excellence) geared towards character development using selected curriculum. In the elementary grades instruction is provided daily for about 20 mins during the school day, and in the middle school instruction is provided one period per week. Overtime this has led to a robust school culture including minimal disruptive behavior and a culture of celebration as reflected in monthly scheduled assemblies to reward students. At the high school level, students with support and direction provided by the guidance counselors and teachers focus on various themes related to college preparation for two (2) forty five minutes periods per week.
- **Service Learning** – Students in the high school are required to complete service learning and volunteering projects up to twenty-five (25) hours per year. These include a wide range of activities and events that are approved by the guidance counselors. Assignments are arranged with a variety of organizations and other school-based projects outside of the regular school day. At the middle school (6-8), service learning projects are voluntary and are scheduled outside of the regular school day. The school's principal works with community-based organizations and assigned specific projects by grade level. These include park clean up, food drive, and other community based services.
- **Early Literacy (Grades K-5)**. Over the last few years, the students who have been admitted in Kindergarten struggle with oral language and all other grades have been deficient in reading skills. The vast majority of these students is making progress but still falls behind academically and would need more instructional focus to catch up with their grade level peers. We are proposing to improve literacy instruction by providing a more hands on approach that will build student self-confidence and the joy of learning through *Readers Theater* in grades K-2; and *Spoken Words* in grades 3-5. These subjects will replace Spanish in the curriculum in these grades. According to research in addition to increasing students' motivation and confidence, children can benefit from Reader's Theater and spoken words activities in several other ways, including fluency practice, comprehension, vocabulary development and engaging in a story, and focusing on vocal and physical expression. They can benefit greatly from having opportunities to read a text many times stories that have been scripted like a play. Student practice their parts several times before acting the story out in front of the class, which gets them thinking about their characters and the plot in a focused way. Rather than using elaborate props, costumes, or scenery, students use vocal, facial, and physical expression to engage with the script and their character. As students continue their repeated readings of the script, they are improving their reading skills and comprehension. They also will have the opportunity to practice speaking skills, such as pronunciation, inflection, expression, and varied volume.
- **Accelerated Coursework (Middle School and High School)**. Select students in the eighth grade will participate in accelerated course work including Algebra 1 and Living Environment. The

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coursework will be offered during the regular school day. The section criteria depend on the student 7<sup>th</sup> grade math state scores for placement in Algebra I and students' performance on the seventh-grade science course work. At the high school level, selecting students will participate in Advance Placement course work selection will depend on student performance in several regents' exams.

- **S.T.E.M Curriculum (K-12)** – The school will have K-12 stand alone STEM program (Project Lead the Way), students in all grade levels (K-12) will receive two periods of instruction per week. According to the literature, our nation has fallen behind other industrialized countries in terms of STEM-related fields, which include Science, Technology, Engineering, and Mathematics. We support the belief that not only does a STEM-focused education open student to new subjects, it also allows for different learning methodologies to be utilized. It allows students to be creative in classroom and promotes innovative thinking. At the Academy, we strive to educate our students and provide them with the skills necessary to meet the demands of the 21st century. Students will learn to explore, experiment and solve problems logically. As early in the elementary grades, students will begin to build a strong foundation in science, technology, engineering and mathematics using a strong curriculum with the necessary materials for hands on exploratory learning.
- **Performing Arts (K-12)** – Over the course of the charter the school has offered course work in the arts (Visual art music and drama), the program however do align to the New York City blueprints was focused more on student learning teary. The Arts program will be redesigned to more hands-on learning, through instruments, and voice (band and chorus).
- **College, Career, and Civic Readiness-** In 2024, the Academy graduated its first cohort of students from its Career and Technical Education (CTE) program. In recognition of New York State's College, Career, and Civic Readiness Index that offers credit to schools for students who pass high school courses and additional credit for students who achieve specified scores on nationally recognized exams associated with these courses or who earn college credit for participation in dual enrollment courses. The Academy Uniondale's CTE program met this measure by offering a high quality CTE program to ensure that students graduate with industry recognized credentials, and completion of the Seal of Biliteracy, to allow students the opportunity to participate in the New York State Alternate Assessments.

## 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	102	100	99	100	98	97	99	N/A	N/A	117	120	N/A	N/A	932
2022-23	116	116	105	119	113	112	125	120	N/A	134	110	100	N/A	1270
2023-24	117	116	120	114	116	118	124	121	122	140	122	102	89	1521

## 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 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 30th
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	90	0	90

### 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

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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 <u>Not</u> 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	89	1	90

### 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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
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

Promotional decisions for scholars in grades 9-12 are based on credit accumulation, successful completion of coursework, and passing of Regents exams.

Our promotion in doubt process provides families with formal notifications (promotion in doubt letters) that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This notification will occur at the conclusion of the first semester (mid-year) and will be provided along with the second quarter report cards.

Throughout the course of the school year, several parent-teacher conferences are held in which parents can discuss student progress with their child's teacher. Progress reports are distributed four weeks into each academic quarter. Report cards are also distributed at the conclusion of each academic quarter. Also, school counselors monitor the academic progress of the students within their assigned cohorts and meet with students and parents to discuss the supports necessary to ensure successful completion of the school year.

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The school principal, in consultation with counselors, makes promotion decisions for all students in mid-June. Promotional decisions are communicated to scholars and families by the end of the school year. High school scholars who do not meet promotion requirements in June have the right to attend summer school and be promoted in August if promotion standards are met at that time.

The following are the grade-by-grade promotion standards for the Academy Charter High School and reflect the minimum criteria for promotion from the scholar's current grade to the next grade.

Grade	Units of Credit	Passed Regents
9	5	1
10	11	3
11	17	4
12	22	5

### GOAL 1: HIGH SCHOOL GRADUATION

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

#### 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
2023	134	87.3%
2024	133	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

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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 Regents (including exemptions)
2020	2021-22	108	63.9%
2021	2022-23	110	74%
2022	2023-24	134	47.8%

### 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	90	86	95.6%

### 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

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

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

Cohort Designation	School Year	Charter School			School District	
		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	90	86	95.6%	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 $=\frac{(b)}{(a)}*100$
CTE PATHWAY EXAM	45	33	73.3%
CDOS	24	24	100%
Humanities	89	35	39.3%
STEM	89	16	18.0%
LOTE	30	21	70%
Overall	89	86	96.6%

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

<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.

<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.

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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	89	96.6%

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy Uniondale High School experienced a percentage growth in the number of scholars passing with a 65 or higher in all subjects except Living Environment. We had some major challenges with Living Environment, but we still managed to pull through with some quality passes.

Subject	Growth (% increase from last year with scores >65)	# of students with 80 and above last year	# of students with 80 and above this year	Highest Score Last year	Highest Score This year
Algebra 2	23	3	2	82	87
Physics	17.5	0	3	77	89
Chemistry	14	2	5	80	96
Earth Science	13	16	32	90	95
Algebra 1	2	6	5	84	88
Living Environment	N/A (We had a decline of 15%)	22	16	97	91
Geometry	7	2	6	80	87

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	NOT MET

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Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	MET
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	MET

### EVALUATION OF THE GRADUATION GOAL

The Academy’s 2024 cohort achieved all, but one of the measures of this Accountability Plan goal. 75% of the scholars in the 2020 cohort did not score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

The Academy’s 2023 and 2024 cohorts achieved the goal of 75% promotion, with the 2023 cohort 12.3 percentage points above the 75% goal. Most notably, 100 % of the 2024 cohort met this goal.

The Academy did not achieve its goal of 75% of students in the second-year high school Total Graduation Cohort scoring at or above proficient on least three different New York State Regents exams. The removal of the exemptions saw a steep decline in the number of students meeting this benchmark. The 2020 cohort did not meet this goal, with 63.9% of students passing at least three Regents exams, 11.1-percentage points short of the goal. The 2021 cohort did not meet this goal, with 74.0% of students passing at least three Regents exams, one percentage point short of the goal. The 2022 cohort did not meet this goal, with 47.8% of students passing at least three Regents exams, 27.2-percentage points short of the goal.

### ADDITIONAL CONTEXT AND EVIDENCE

The lasting impacts of COVID, namely learning loss continued in the 2023-2024 school year. Using diagnostic testing (IXL), the Academy identified students with multi-year gaps in ELA and Math early in the year. To close these gaps the school continued to offer academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess.

The percent promoted for the 2024 cohort held steady from the 2022-2023 school year even as the difficulty of scholar course work increased. The Academy welcomed new students into the 2023 cohort. Action plans were put into place to provide additional support through online credit recovery, after school tutoring, Saturday Academy, and inter-session classes during extended breaks. The Academy’s

commitment to provide academic support through after-school tutoring from teachers and peers, Saturday Academy, and intersession academies have helped scholars meet and exceed academic goals.

The Academy will closely monitor student progress in Regents courses throughout the year. Through Regents aligned unit tests and mock Regents testing during the school day twice a year. Data from the mock exams and unit exams will be used to create flexible groupings in class, as well as assign after-school tutoring and Saturday Regents prep

### ACTION PLAN

The school will continue to support struggling students by providing academic services in mathematics, ELA, science, and social studies. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of Regents examinations. Students requiring academic support, based on Regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services are provided in-school, after school, on Saturdays, and during the summer months.

The school has also departmentalized instruction and made provisions for instructional coaching to include content leads and three Assistant Principals. Assistant Principals have been given specific content areas of instructional oversight and work with content leads to support student achievement through instructional practice. Streamlined responsibilities have reduced the non-instructional tasks Assistant Principals manage, allowing for more focus on curriculum and instruction.

To ensure on-time graduation for scholars, the school provides curriculum and support for students to complete Regent's examination requirements by the conclusion of their 11th grade year. For students requiring additional assistance in meeting the graduation requirements on time, the school provides additional learning time and academic intervention services in-school, after school, on Saturdays, and through credit recovery programming.

Further, the school's counselors monitor student progress toward graduation regularly. They work with the school principal, assistant principals, students and families to identify the support needed to assist students in graduating on time.

For the upcoming 24-25 school year, the Academy will continue to utilize the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation.

The Academy will continue to focus on the success of all sub-groups of students through increased professional development for co-teachers and data-driven instruction. The school has also shifted the organization of teachers so that special educators and ENL educators are departmentalized, and every core content area has a dedicated special education teacher.

Further, the school's counselors monitor student progress toward graduation regularly. They work with the school principal, director of secondary education, assistant principals, students and families to identify the support needed to assist students in graduating on time.

For the upcoming 24-25 school year the Academy is utilizing the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation.

The Academy will continue to focus on the success of all sub-groups of students through increased professional development for co-teachers and data-driven instruction. The school has also shifted the organization of teachers so that special educators and ENL educators are departmentalized, and every core content area has a dedicated special education teacher.

### GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

Scholars at The Academy High School Uniondale are supported throughout the college application process. The school year starts with college counselor and family meetings for each student. Next, students are given expectations for what to expect throughout the school year. This includes gauging initial interests, creating a list of colleges, determining eligibility for financial aid and opportunity programs, and setting the scope of support the college counselor will provide. Students then meet with the college counselor for the year in small groups. During the student/counselor meetings, students are encouraged to build balanced college lists, complete their personal statement, and apply to CUNY, SUNY, and private/public out of state schools.

Families are welcomed to meet with the college counselor to obtain assistance with completing financial aid forms such as the FAFSA, TAP, and CSS Profile, as well as any additional opportunity program and scholarship applications students may need to complete. The school will continue to support our families throughout the decision making and college commitment process by hosting financial aid review workshops and individualized sessions to support families in making informed decisions about the child's future college matriculation.

The Academy High School Uniondale's Career and Technical Education (CTE) program also offers students enhanced opportunities for college and career readiness that go beyond what is typically available in standard high school programs. The school provides college courses through an active articulation agreement with SUNY Farmingdale through its University in High School (UHS) program beginning in the 2024-2025 school year.

Its partnership with Farmingdale and Nassau Community College through SUNY allows its students to earn dual enrollment credits or advanced placement in technical courses. This means students can graduate high school with college credits, reducing the time and cost required to complete a degree. While some standard high school programs offer Advanced Placement (AP) or International Baccalaureate (IB) courses, CTE programs specifically align college credits with career-oriented subjects, offering a more seamless transition to postsecondary education.

**The Academy Uniondale's Current University in High School (UHS) Courses:**

### **BCS 102 – Computer Concepts & Applications**

This course provides an undergraduate introduction to the utilization of personal computers in contemporary society. Students will be taught basic computer concepts and terminology, and the core principles of the Windows operating system. They will also gain practical experience in Microsoft Word, Excel, and PowerPoint, designed for beginner to intermediate-level users. Internet resources will be used to enhance and complement textbooks and lecture materials.

### **HPW 105 – Medical Terminology**

This course focuses on the examination of medical terminology. This study emphasizes prefixes, suffixes, word roots, and their combining forms through an introduction to medical word formation and the overall structure of the body and its various systems. Students will acquire knowledge in word construction, spelling, usage, comprehension, and phonetic pronunciations, along with familiarity with common medical abbreviations. This course is suitable for Health Studies students contemplating careers in dental hygiene, nursing, or medical technology.

### **BUS 111 – Introduction to Business**

This course provides an overview of the essential principles of American Business and its current context. It also provides an overview of organizational, national, and international trends, as well as their implications for businesses of all sizes. This course fosters comprehension of key business concepts, principles, and practices that elucidate the formation of businesses, their operational strategies for goal achievement, and the critical role of effective management, production, marketing, and finance/accounting in their success.

### **NTR 200 - Food Science**

This course highlights the practical application of nutritional science across the lifespan. The text examines nutritional alterations that take place across different life stages, including pregnancy, infancy, adolescence, adulthood, and old age. Students investigate the biological components of essential nutrients and their association with chronic diseases. Fundamental chemistry principles are utilized in relation to primary nutrient categories. Recommendations for sufficient nutrient intake are outlined and connected to dietary consumption patterns. This course assesses the validity of nutritional supplement claims and examines alterations in nutrient requirements for athletes during training and competition.

Additional courses will be added to support our Architecture & Pre-Engineering pathway, as well as the Aviation & Drone Technology pathway that has expanded this year. The credits will be recorded on official college transcripts for every student that can either be used to pursue a degree at Farmingdale or sent to any other accredited college that they may wish to attend. Academy Uniondale CTE students graduate with a clear understanding of what is required to succeed in both college and careers. The combination of technical skills, real-world experience, and academic preparation ensures that they are more college-ready in fields related to their studies and career-ready

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with employable skills upon graduation. While standard high school programs may prepare students for college, they often lack the specialized focus that makes CTE students ready to enter the workforce immediately if they choose. In summary, CTE programs provide a dual focus on academic and practical skills, offer opportunities for industry certifications, and have strong connections to both higher education and employment sectors, all of which set students up for success in college and career in ways that standard high school programs may not.

### 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
Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;	35	6	17.1%
Earning a Regents diploma with advanced designation	89	9	10.1%

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

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Achieving the college and career readiness benchmark on the SAT	85	7	8.2%
Passing a college level course offered at a college or university or through a school partnership with a college or university	46	43	93.4%
Overall	89	51	57.3%

### College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 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>5</sup>

<sup>5</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.

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Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A
2020	2023-24	86	77	89.5%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

The Academy CTE High School Uniondale recently graduated its inaugural cohort for evaluation under this indicator. Wherein the College Preparation goal was met. The 2024 cohort exceeded the stated goal of 75% of graduates matriculating into college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met
Absolute		

### EVALUATION OF THE COLLEGE PREPARATION GOAL

The Academy continued to exceed its goal of 75% of graduating students matriculating into a college or university in the year after graduation by 14.5 percentage points for the 2020 Cohort.

The 2020 cohort did not meet the college preparation indicator.

One of the major benefits of our Career and Technical Education (CTE) Program is that it provides a more specialized and hands-on approach to programming and technology education compared to standard high schools which not only prepares our students for college but for the workforce. The focus is on preparing students for both college and careers by integrating technical skills with academic learning. The Uniondale CTE High School achieves these amazing opportunities through the following measures in our programming for college preparation:

#### 1. Specialized Curriculum:

- For example, the Academy Uniondale CTE High School offers more advanced and varied programming courses compared to standard high schools, such as Python, Java, web development, mobile app development and coding for Robotics within our Information

Technology pathway. These courses are designed to reflect real-world applications, preparing students for both college-level coursework and industry requirements.

- Our CTE students also have access to dual enrollment programs with local community colleges or universities, allowing them to earn college credit while still in high school.

### **2. Project-Based Learning:**

- Our CTE students engage in project-based learning that mimics the kinds of challenges they would face in college or the workforce. For example, students might build software applications, create websites, or develop interactive games as part of their coursework.
- This approach builds critical thinking, problem-solving, and collaboration skills, all of which are essential for success in STEM majors in college where the demographics of the students that we serve endure the highest rates of attrition.

### **3. Rigorous Training for Industry Certifications:**

- Our CTE program offers our students the opportunity to earn industry-recognized certifications in programming languages, software development, or mechatronic engineering for our Aviation and Drone Technology to successfully pass certifications like the FAA Part 107.
- These credentials provide students with a competitive edge when applying to colleges or internships. We are actively expanding our work-based learning program through partnerships with local businesses and practitioners in STEM related fields.

### **4. Early Exposure to Advanced Topics:**

- Our CTE program introduces students to more advanced topics, such as artificial intelligence, and its impact on various industries ranging from Architecture to Medical Science earlier than standard high schools. Our training gives our students a head start in determining what majors that would like to pursue in their post0-secondary studies.

## **ADDITIONAL CONTEXT AND EVIDENCE**

The Academy High School Uniondale has started preparing students for college and career by conducting comprehensive skills/career assessments of all students using the following strategies.

Enriched Learning Through Industry Partnerships:

### **1. Access to Real-World Projects:**

- The Academy Uniondale CTE High School has frequently partnered with local businesses and tech companies, allowing students to work on real-world projects as part of their curriculum. These projects give students hands-on experience that goes beyond classroom learning and provides them with insight into how programming skills are used in professional settings.

### **2. Internships and Job Shadowing:**

- Through industry connections, our CTE students often have opportunities to participate in internships, job shadowing, or co-op programs, where they can work alongside professionals in the tech industry. This exposure not only enhances their programming skills but also helps them build valuable professional networks.
- These experiences often lead to paid internships or job offers after graduation, giving students a head start in their careers while they pursue further education.

### 3. Mentorship from Industry Professionals:

- The Academy Uniondale CTE Program offers students opportunities for mentorship from industry professionals who can guide students on the annual projects that they complete during our Annual CTE/STEM Symposium, while offering feedback and career advice, and provide insights into the latest trends in each of the pathways we offer such as: Aviation & Drone Technology, Business Management & Entrepreneurship, Culinary Arts & Hospitality Management, Information Technology: Robotics, and Medical Assisting, to name a few.
- These mentors often help students understand the connection between their coursework and real-world applications, enriching their understanding and motivation.

### 4. Workplace Simulations and Competitions:

- Our CTE students may also participate in workplace simulations, coding competitions, or hackathons sponsored by industry partners. These activities simulate real programming challenges and allow students to showcase their skills while receiving feedback from professionals.

### 5. Curriculum Aligned with Industry Needs:

- The Academy Uniondale CTE High School often collaborates with local and national industry partners to ensure each respective curriculum aligns with current market demands. This means that students are learning relevant technologies and methodologies that are in high demand, making them more competitive in both college admissions and the job market.

### Conclusion:

In comparison to conventional high schools, The Academy Uniondale CTE High School offers a more comprehensive and industry-focused technical education experience across all its CTE pathways. By incorporating project-based learning, internships, real-world applications, and robust industry linkages, the school will consistently enhance the readiness of our CTE students for the challenges of college-level programming courses and the requirements of a swiftly evolving STEM sector. These experiences empower students to graduate with practical skills, confidence, and a network of professionals, setting them on a clear path to success.

### ACTION PLAN

To continue to achieve this goal for the 24-25 school year, the school will enhance opportunities for students to engage in industry partnerships and national competitions while further expanding Advanced Placement and college-level courses associated with our CTE Pathways. The school is actively implementing strategic changes in its culture to enhance access to AP and college-level courses, thereby equipping students for careers in the STEM field. The Work-based Learning Coordinator, CTE faculty, and Counselors will engage with individual students and their families to ensure that their schedules are aligned with future objectives.

To continue to achieve this goal for the 24-25 school year, the school will increase opportunities for students to participate in Advanced Placement and college level courses. The Academy will also expand its AP course offerings by adding Calculus AB. The school continues to make intentional shifts in school culture to provide increased access to AP and college level courses. Counselors will meet with individual students and families to ensure that their schedules are aligned with future

goals. To support students in achieving the college readiness benchmark on the SATs, we will pivot to offering SAT prep during the school as part of our newly redesigned College and Career Course for our scholars in the third year of their cohort. We also will continue to offer additional one-to-one tutoring (including peer tutoring) for students in preparation for Regents examinations.

### GOAL 3: ENGLISH LANGUAGE ARTS

All students at the school will be proficient in the reading and writing of the English language:

#### BACKGROUND

The Integrated Language Arts Program of The Academy Charter School Uniondale is based on the premise that students come to school with a wide range of language abilities. To this end, speaking, listening, reading, and writing form the basis for the curriculum in the English Language Arts. Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The Academy Charter School Uniondale uses a balanced learning approach whereby we incorporate research-based literacy programs along with the *New York State Next Generation Learning Standards* to ensure that our young people are prepared as they progress toward college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *My View (K-5)*, *My Perspectives and Houghton Mifflin (6-8)*, and other standards-based supplementary texts from the *Rally Education, Literacy Footprints Guided Reading Program*®, and the *Heinemann Fountas and Pinnell*® Assessment systems. The *Teachers College Writers Workshop* and *Wilson's Foundations (K-2)* complete the balanced literacy learning approach.

Students complete multiple learning experiences in which they can use their classroom, library, school library, and various media sources connected through various multi-media systems. Each classroom library is leveled in accordance with best practices and students can choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

## 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	112	0	0	0	0	0	0	112
4	112	0	2	0	0	0	0	114
5	114	0	1	0	0	0	0	115
6	109	1	2	0	0	0	0	112
7	118	1	1	0	0	0	1	121
8	117	0	3	0	0	0	1	121
All	682	2	9	0	0	0	2	695

Performance on 2023-24 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	112	57	50.9%	91	46	50.5%
4	112	75	67.0%	102	67	65.7%
5	114	66	57.9%	96	59	61.5%
6	109	61	56.0%	85	49	57.6%
7	118	83	70.3%	100	74	74.0%
8	117	94	80.3%	99	80	80.8%

<sup>6</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

All	682	436	63.9%	573	375	65.4%
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### ELA Measure 2 - Absolute

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

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>7</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
	10.1	26.0	40.9	23.0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 26.0 & + & 40.9 & + & 23.0 & = & 89.9 \\
 & & & & 40.9 & + & 23.0 & = & 63.9 \\
 & & & & & + & (.5)*23.0 & = & 11.5 \\
 & & & & & & \text{PI} & = & 165.3
 \end{array}$$

### 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

<sup>7</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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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>8</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 In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50.5%	91	N/A	N/A
4	65.7%	102	N/A	N/A
5	61.5%	96	N/A	N/A
6	57.6%	85	N/A	N/A
7	74.0%	100	N/A	N/A
8	80.8%	99	N/A	N/A
All	65.4%	573	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 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>9</sup>

<sup>8</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.

<sup>9</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

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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	62.2	455.0	444.4	1.18
4	69.9	461.0	445.8	1.59
5	71.4	452.0	445.8	1.59
6	52.8	451.0	447.0	0.48
7	65.0	457.0	447.0	0.98
8	N/A	N/A	N/A	N/A
All	64.0	455.1	445.7	1.01

### 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>10</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	45.6	50.0
5	51.7	50.0
6	52.0	50.0
7	60.3	50.0
8	0.0	50.0

<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

All	52.5	50.0
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### ELA INTERNAL EXAM RESULTS

The school administered the Renaissance STAR Reading exams to all students in grades K-8 during the 2023-2024 school year. The Beginning of Year assessment was administered in September 2023, and the End of Year assessment in June 2024. Students in each grade showed growth in the Normal Curve Equivalent (NCE).

#### Reading (NCE)

Grade	Beginning Of Year	End Of Year
Kindergarten	30.7	48.7
1st Grade	44.7	56.4
2nd Grade	40.1	43
3rd Grade	40.7	45.2
4th Grade	43	50
5th Grade	43	46.8
6th Grade	33	39.9
7th Grade	43.6	47.9
8th Grade	35.1	44.7

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.*

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

### SUMMARY OF THE ELA GOAL

This national norm referenced test does not test *New York State Next Generation Standards*.

Type	Measure	Outcome
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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Met
	[Write in additional measure here]	

### EVALUATION OF ELA GOAL

In the 2023-24 school year, The Academy Charter School students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state English language arts exam. Overall, only 67.5% met this goal. The better performance was in the sixth, seventh and eighth grades.

The absolute measure of 75% of students enrolled in their second year scored at or above proficiency level was not met. Only 65.4% of students met proficiency. Students in the elementary grades (3-5) performed below this threshold.

### ADDITIONAL CONTEXT AND EVIDENCE

The baseline data for the middle school grades (6-8) was encouraging. Most of the challenges were in the elementary grades (3-5).

### ELA ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, and extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2024-25 school year, the school will monitor and provide additional instructional support for Students with Disabilities and English Language Learners.

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During the 2024-25 school year, the school will continue implementing the *Next Generation Learning Standards* focusing on lifelong long practices of readers and writers. Based on student achievement data and research, the Academy adopted a departmentalized instructional model for the fifth grade. The school conducted an analysis of student achievement to introduce an advanced reading program for select students in grades 3-5 using the *Wit and Wisdom* curriculum. The Academy will provide professional development and implementation support for teachers. The elementary grades will systemically include online platforms such as *IXL*, and *Renaissance STAR Freckle* into small group instructional period time to provide targeted, self-paced, personalized learning. The Academy will refocus guided reading instruction with frequent progress checks.

Teachers will be provided with intensive daily professional development and support from content experts. The focus will be on content, pedagogy, and cognitive engagement.

### HIGH SCHOOL ELA

#### High School ELA Measure 1 - Absolute

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

#### 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>11</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>12</sup>

Cohort	Fourth Year	Number in	Number exempted with No	Number Scoring at	Percent Scoring at Least Level 4 Among Students
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<sup>11</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>12</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.

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		<b>Cohort (a)</b>	<b>Valid Score (b)</b>	<b>Least Level 4 (c)</b>	<b>with Valid Score (c)/(a-b)</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	90	0	26	28.9%

### 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 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

<b>Cohort Designation</b>	<b>Fourth Year</b>	<b>Number in Cohort (a)</b>	<b>Number Exempted with No Valid Score (b)</b>	<b>Number Scoring at Least Level 3 (c)</b>	<b>Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)</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	90	0	60	66.7%

### 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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### 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

## 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 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 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.

#### 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	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A*	N/A*	N/A*	N/A*

\*Students in the 2020 Cohort did not take the NYS ELA assessment in 8<sup>th</sup> grade due to COVID.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Academy High School Uniondale is actively striving to reduce the disparity in literacy proficiency after the epidemic and assist students in attaining the highest levels of competence. It has implemented a comprehensive strategy that prioritizes specific treatments, tailored teaching methods, and a significant focus on family and community engagement, particularly for the growing population of English as a Non-Native Language (ENL) learners.

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

### EVALUATION OF HIGH SCHOOL ELA GOAL

The Academy High School Uniondale 2020 cohort did not meet measure 1 or measure 2 of the ELA goal. Due to cancellation of the grade 8 ELA test for this cohort, the growth measures could not be evaluated.

### ADDITIONAL CONTEXT AND EVIDENCE

To improve in the area of measure 1, the Academy has a renewed focus on reading and writing at the secondary level. The ELA curricula was revised for alignment with the Next Generation standards as well as improving student reading and writing stamina. All courses within the ELA department, implemented an initiative call “We Write Wednesdays” and “Regents Ready Fridays” which was designed to do the following:

1. Provide students with the opportunity to write for a minimum sustained period of 30 minutes during the class period each week.
2. Opportunity to write for multiple purposes.
3. Provide students with the opportunity to engage and be immersed in the writing process to include, investigation, prewriting, drafting, revising, and editing.
4. Explicitly teach writing standards that include comprehension and collaboration, presentation of knowledge and ideas, research to build and present knowledge, varying text types and purposes.

The Academy Charter High School redesigned the literacy component of the curriculum for grades 9-12 with the goal of:

1. Introducing and exposing students to a range of reading experiences.
2. Exposing students to a wider range of literary and informational texts that were at or above grade level while ensuring that texts of significant complexity were scaffolded by teachers for all students to access the content at their entry point.
3. Implementation of literature circles that support language development, independent reading, collaborative discussion and student-centered learning.

The school also adopted the use of IXL to allow for systematic progress monitoring of student proficiency on the standards. The school will continue to partner with specialized consultants to provide additional training to teachers and leaders in English, ESL and special education. Network leaders will continue to engage in Data Wise training to improve the overall use of data at the Academy. Additionally, the school increased the amount of co-teaching available to students.

The Academy supported struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, intersession breaks, extended school year including 6-week summer school program.

### ACTION PLAN

To improve in the area, the Academy has a renewed focus on reading and writing at the secondary level. The ELA curricula were revised for alignment with the Next Generation standards and improving student reading and writing stamina. All ELA courses will continue to implement a standards-based curricula that is also aligned to the ELA Regents.

The Academy will continue to support struggling students by providing additional support services in English Language Arts using the following strategies:

1. Students will continue to receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.
2. The school will continue the use of IXL to allow for systematic progress monitoring of student proficiency on the standards.
3. For the 2024-2025 school year the Academy will continue to utilize the Teach Like a Champion organization to improve our teaching strategies in grades K-12.
4. During our August 2024 pre-service, all instructional staff participated in a full-day TLAC PD that focused on intentional instructional lesson planning and lesson preparation to support a rigorous and effective learning environment.
5. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation across ELA grade levels. Cross-Network collaboration will continue between ELA teachers continuously and selected PD days throughout the year.
6. The Academy also plans to leverage the content expertise of our Department Leaders to provide more hands-on teacher support, modeling, one-to-one coaching and peer-to-peer observations and feedback.

For English Language Learners and SWDs, the Academy plans to create the position of an internal ESL/SPED Coordinator specifically for the High School building. The ESL/SPED coordinator will provide more day-to-day coordination of services, program monitoring and implementation, identification of innovative instructional teacher resources to support language acquisition and development and ensure that services are being provided to those sub-groups with fidelity. This will be in addition to continued professional development for all staff on supporting ELL's and SWD's in the classroom. Additional strategies include but are not limited to:

### **1. Diagnostic Assessments and Data-Driven Instruction**

- **Frequent Assessments:** Using diagnostic tools to assess each student's reading and literacy skills. These assessments can help identify specific learning gaps caused or exacerbated by the pandemic.
- **Personalized Learning Plans:** Based on assessment data, the school will develop personalized learning plans that focus on areas of weakness, such as vocabulary, comprehension, or phonics, and tailor interventions to meet individual student needs.

### **2. Targeted Small Group Instruction**

- **Small Group Instruction:** Offering targeted instruction in small groups allows teachers to provide more focused and individualized support. Groups should be based on students' specific literacy needs, allowing for differentiated instruction.

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- Use of Literacy Specialists: Deploying literacy coaches or specialists to work with struggling readers in small groups or one-on-one sessions, using research-based intervention strategies like guided reading or phonics instruction.

### 3. High-Quality Tiered Interventions (MTSS/RTI)

- Multi-Tiered System of Supports (MTSS): Implementing MTSS or Response to Intervention (RTI) frameworks to provide different levels of support based on student needs. Tier 1 involves high-quality classroom instruction, while Tiers 2 and 3 provide more intensive, targeted interventions for students who need extra help.
- Building Confidence: Schools can implement programs that boost students' self-esteem and motivation to read, such as student-led book clubs, reading buddies, and celebrating small literacy achievements.

## GOAL 4: MATHEMATICS

All students at the school will be proficient in mathematics

### BACKGROUND

The Academy Charter School Uniondale recognizes that curriculum, instruction and assessment must be dynamic throughout this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some modifications are driven by safety considerations, whereas others are predicated on instructional value.

The school will continue to use the curriculum outlined in the charter. Teachers at the K-7 grade levels plan and implement learning experiences aligned with the *Next Generation State Standards*. Teachers utilize the Savvas *Envision*, and Great Minds, *Eureka* curriculums are utilized in the elementary and middle school grades, and other standards-based supplementary materials from the *Rally Education*. In high school, the Savvas *Envision* curriculum is being utilized for instruction

## 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 Number of Students Tested and Not Tested			
		Not Tested	

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Grade	Total Tested	Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	Total Enrolled
3	112	0	0	0	0	0	0	0	112
4	113	0	1	0	0	0	0	0	114
5	114	0	1	0	0	0	0	0	115
6	108	0	3	0	0	0	1	0	112
7	117	2	1	0	0	0	1	0	121
8	115	0	5	0	0	0	1	0	121
All	679	2	11	0	0	0	3	0	695

### 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	112	97	86.6%	91	77	84.6%
4	113	88	77.9%	103	80	77.7%
5	114	86	75.4%	96	75	78.1%
6	108	75	69.4%	85	61	71.8%
7	117	85	72.6%	99	74	74.7%
8	115	91	79.1%	97	80	82.5%
All	679	522	76.9%	571	447	78.3%

#### 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

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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)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	6.3	16.8	42.9	34.0

$$\begin{aligned}
 \text{PI} &= 16.8 + 42.9 + 34.0 = 97.3 \\
 &= 16.8 + 2(42.9) + 34.0 = 76.9 \\
 &= 16.8 + 2.5(34.0) = 17.0 \\
 \text{PI} &= 191.2
 \end{aligned}$$

### 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 In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	84.6%	91	N/A	N/A
4	77.7%	103	N/A	N/A
5	78.1%	96	N/A	N/A
6	71.8%	85	N/A	N/A
7	74.7%	99	N/A	N/A
8	82.5%	97	N/A	N/A
All	78.3%	571	N/A	N/A

### Math Measure 4 - Comparative

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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.

### 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 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	62.2	469.0	451.6	1.49
4	69.9	476.0	449.3	2.21
5	71.4	457.0	446.6	0.87
6	52.8	462.0	452.4	0.82
7	65.0	461.0	451.3	0.78
8	N/A	N/A	N/A	N/A
All	64.0	465.0	450.3	1.23

### 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>13</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

<sup>13</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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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 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	63.9	50.0
5	55.7	50.0
6	69.1	50.0
7	63.7	50.0
8	0.0	50.0
All	63.2	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

The school administered the *Renaissance STAR* Mathematics exams to all students in grades K-8 during the 2023-2024 school year. The Beginning of Year assessment was administered in September 2023, and the End of Year assessment in June 2024. Students in grade 1 and grade 2 grade showed small declines in the Normal Curve Equivalent (NCE), while students in the 3<sup>rd</sup> grade showed a significant increase.

#### Mathematics (NCE)

Grade	Beginning Of Year	End Of Year
1st Grade	53.7	52.6
2nd Grade	42.5	47.9
3rd Grade	46.8	51.4
4th Grade	52.7	60.7
5th Grade	53.5	61.1
6th Grade	45.5	62.3
7th Grade	45.8	67.7
8th Grade	44.7	62.6

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 mathematics: [Choose an item.](#)

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At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

### SUMMARY OF THE MATHEMATICS GOAL

The national norm referenced test does not test *New York State Next Generation Standards*.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Met
	[Write in additional measure here]	

### EVALUATION OF THE MATHEMATICS GOAL

In the 2023-24 school year, The Academy Charter School Uniondale students met the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state Mathematics exam. Overall, 78.3% of students scored at proficiency level and above.

### ADDITIONAL CONTEXT AND EVIDENCE

#### MATHEMATICS ACTION PLAN

The school will continue to support struggling students by providing academic services in Mathematics. Students will receive support services during the school day, extended school day,

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extended school week such as Saturday tutorials, extended school year including 6-week summer school program and intersession academies. Teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

During the 2024-25 school year, the school will continue implementing the *Next Generation Standards*. Based on student achievement data and research, the Academy adopted a departmentalized instructional model for the fifth grade. This model allows teachers to increase math content knowledge, develop expertise in a single subject matter, and further their use of differentiation to support scholars. Professional development will be designed to include lesson studies conducted by Eureka Math content specialists. The Academy will provide daily math support during common planning with increased focus on student work analysis data meetings. The elementary buildings have systemically included online platforms such as *IXL* and *Renaissance Freckle* into small group math instruction to provide targeted, self-paced, personalized learning.

The middle school offers an advanced mathematics program using the Great Minds Eureka Math curriculum to grades 6-8. This program prepares eighth graders for the Regents Algebra 1 assessment.

### 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	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	90	5	2	2.4%

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### 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 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	90	5	28	32.9%

### 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.

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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

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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	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 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 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	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A*	N/A*	N/A*	N/A*

\*Students in the 2020 Cohort did not take the 8<sup>th</sup> grade Math Assessment due to COVID

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Under ESSA, New York State has set long-term academic goals that aim to reduce the number of students not meeting proficiency standards in math and science by 50% by 2030. The Academy is aiming to also meet this goal as it exercises long-term goals aimed at reducing the non-proficiency rate in half by 2030 across all student groups.

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

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy High School Uniondale 2020 cohort did not meet measure 1 or measure 2 of the Math goal. Due to cancellation of the grade 8 ELA test for this cohort, the growth measures could not be evaluated.

While the 2020 cohort did not meet these metrics, by conclusion of the June 2024 administration of the Regents, Academy scholars in the 2022 and 2023 cohorts exceeded measure 2, with 85% and 82.3% respectively, earning at least a score of 65.

### ADDITIONAL CONTEXT AND EVIDENCE

The Academy supported struggling students by providing academic services in mathematics.

Students will receive support services during the school day, extended school day, extended school

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week such as Saturday tutoring, extended school year including 6-week summer school program. For the 2023\_2024 school year, the school employed content expert consultants to provide additional training to teachers and department chairs on curriculum and pedagogy.

The school has adopted the IXL platform for systematic progress monitoring of standards mastery. Special education teachers have been reorganized to be included in each department and there will be increased co-teaching and smaller classes.

The mathematics curricula were revised for alignment with the *Next Generation Standards* as well as improving student reading stamina.

In 2023-2024, the school contracted with specialized consultants to provide additional training to teachers and leaders in mathematics, ESL and special education. Network leaders engaged in Data Wise training to improve the overall use of data at the Academy. Additionally, the school increased the amount of co-teaching available to students.

Teachers will be provided with intensive daily professional development and support. There will be a focus on content, pedagogy, practice, and rigor. Moreover, there will be ongoing professional development focused on social and emotional learning.

### ACTION PLAN

The Academy will continue to support struggling students by providing additional support services in mathematics. Strategies will include but are not limited to the following:

1. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program.
2. Teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.
3. The school will continue the use of IXL to allow for systematic progress monitoring of student proficiency on the standards. Teachers will use Delta Math as an additional resource for practice.
4. For the upcoming 24-25 school year the Academy is utilizing the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation.
5. The Academy plans to continue the established collaboration between teachers within the Academy network to leverage the strengths of individual educators. Reduced teaching sections for Department Leads to provide more intensive daily assistance and support to the teachers
6. Teachers will improve the quality of all of their quizzes and unit exams better by incorporating regent-style questions and restructuring the test to better align with the Regents exam.
7. The Academy High School will restructure the day to allow for better common planning with the teachers of the same course including the support SPED/ENL/AIS support teachers
8. To improve the performance of English Language Learners and Students with Accommodations, for the 2024-25, academic cohort, the Academy High School has

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employed ENL and SPED instructors that specialize in mathematics to provide additional support in the class as well as in small groups pullouts. This is in addition to continued professional development for all staff on supporting ELL's. and SPED students.

### GOAL 5: SCIENCE

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

#### BACKGROUND

The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the *Next Generation Science Standards*. Teachers utilize the *SAVVAS Elevate* Science program in middle and elementary grades. In high school, the *SAVVAS* curriculum is being utilized for Living Environment, Chemistry, and Physics. The *Perfection Learning* curriculum is implemented for Earth Science.

### 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	114	58	50.9%
8	113	66	58.4%
All	227	124	54.6%

#### 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.

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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						
	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	114	58	50.9%	N/A	N/A	N/A
8	113	66	58.4%	N/A	N/A	N/A
All	227	124	54.6%	N/A	N/A	N/A

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

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

### EVALUATION OF THE SCIENCE GOAL

Brief narrative highlighting results in the data tables above that directly address each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

This is baseline data for the 5<sup>th</sup> and 8<sup>th</sup> grades

### ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information

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above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions.

**Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

Schools that administer a Regents science exam to 8<sup>th</sup> grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam  
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	Living Environment	34	32	94.1%

### ACTION PLAN

The Academy modified the science curriculum to respond to the *Next Generation Science Learning Standards* and to facilitate increased hands-on lab instruction. The new curriculum is *SAVVAS Elevate Science*. To improve in this area for the 2024 – 2025 school year, teachers will participate in intensive professional development with the focus on understanding the content knowledge, instructional practice, aligned to the new Next Generation Science assessment. We will also respond to a study of the state gap analysis data from the 2023-2024 administration of the fifth and eighth-grade New York State science assessments.

The Academy Middle school eighth grade offers an advanced science program using the *SAVVAS Elevate Science* curriculum. This program prepares eighth graders for the New York State Regents Living Environment assessment.

### 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

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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	90	9	14	17.2%

#### 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

The Academy's 2024 cohort did not meet the absolute measure benchmark.

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.	Not Met
Comparative	Each year, the percentage 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

The Academy's 2024 cohort did not meet the target goal of 75 percent of students scoring at least 65 on the New York State Regents science exam. 44.2% of students met the goal, 30.8% of students scored below the benchmark.

### ADDITIONAL CONTEXT AND EVIDENCE

The Academy supported struggling students by providing academic services in the Sciences. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program.

For the 2023-2024 school year, the school employed content expert consultants to provide additional training to teachers and department chairs on curriculum and pedagogy.

The school provided in-person labs during the 2023-2024 school year and used lessons learned to supplement them with virtual activities. Teachers seamlessly integrated technology into the curriculum to provide a robust science experience for students. The school partnered with The Cradle of Aviation Museum to provide enrichment opportunities for chemistry students.

The school supported struggling students by providing academic services in science. Students received support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers were provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

Teachers were provided with intensive daily professional development and support. There will be focus on content, pedagogy, practice, and rigor. Moreover, there will be ongoing professional development focused on social and emotional learning.

### ACTION PLAN

For the upcoming 2024-25 school year the school will continue exercising the following strategies:

1. Provide support to struggling students by providing academic services in science. Support includes after-school and Saturday tutoring.
2. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to Next Generation based curriculum and pedagogy.
3. The Academy is utilizing the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation.
4. The Academy plans to continue collaboration between teachers within the Academy network to leverage the strengths of individual educators.
5. For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.
6. Reduced teaching sections for Department Leads to provide more intensive daily assistance and support to the teachers. Teachers will improve the quality of their quizzes and unit exams by incorporating regent-style questions and restructuring the test to better align with the Regents exam.
7. The Academy High School will restructure the day to allow for better common planning with the teachers of the same Science course. This will include the support of SPED/ENL/AIS support teachers during the planning sessions.
8. The teacher/student schedule will include a double period one day of each week to facilitate the accurate and timely completion of labs.

**GOAL 6: SOCIAL STUDIES**

Write the school’s social studies goal here.

**BACKGROUND**

Teachers utilize the SAVVAS curriculum is being utilized for Global History and US History.

**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.

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	90	3	40	50.0%

**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.

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### 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	90	0	53	58.9%

#### Social Studies Measure 4 – Comparative

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

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

The Academy High School Uniondale will continue to integrate Social Studies into its broader educational accountability systems, often emphasizing the importance of civic readiness and historical knowledge. In summary, it will continue to measure its students' proficiency based on New York State's social studies standards which are measured through the Regents Exams, with passing scores of 65 or higher indicating proficiency.

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.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

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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.	Not Met
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

The 2020 cohort did not meet measure 1 of the Social Studies goal for US History. Only 50% of the 2020 cohort met measure 1, which is 25% below the benchmark of 75%.

The 2020 cohort did not meet measure 3 of the Social Studies goal for Global History. 59.8% of the 2020 cohort met measure 3, which was 15.2% below the benchmark of 75

### ADDITIONAL CONTEXT AND EVIDENCE

While the 2020 cohort did not meet measures 1 and 3, our data for the 2021 cohort indicates that 71.1% of students have passed the Global History Regents exam. 67% of the 2021 cohort have passed the US History Regents. Through additional tutoring and academic interventions, we are confident that they will meet the benchmark by the end of their fourth year.

### ACTION PLAN

During the August 2024 Pre-service, teachers were provided with the opportunity to do a deep dive into data analysis of the results of 2024. Teachers analyzed the data intently and identified common errors made by scholars on the Regents exam and developed a plan of action to address those errors within their daily social studies instruction and across other content areas such as ELA. For example, in examining the data, they found that students struggled with geography, map skills, cause and effects, and analyzing primary and secondary sources.

For the 2024-2025 school year, the ELA and Social Studies department will engage in cross-curricula planning to address those gaps in the following manner:

1. The school also plans to provide more targeted small group support and instruction for subgroups who are SWDs or ELL's via bilingual teacher support. We have hired a bilingual social studies teacher had have seen promising growth and progress with many of our ELL's.
2. The school will continue to utilize data from our formative and summative assessments and will use that data to drive and adjust instruction.

## 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	Good Standing
2022-23	(LSI) Local Support & Improvement
2023-24	(LSI) Local Support & Improvement

## ADDITIONAL CONTEXT AND EVIDENCE

As the Academy continues to strive towards closing the achievement gap in literacy, math and science post-pandemic and help students reach the highest levels of proficiency, it will continue to adopt a multi-faceted approach that focuses on targeted interventions, differentiated instruction, and a strong emphasis on family and community involvement.

The school’s comprehensive strategy includes but is not limited to:

### 1. Diagnostic Assessments and Data-Driven Instruction

- **Frequent Assessments:** Schools should use diagnostic tools to assess each student’s reading and literacy skills. These assessments can help identify specific learning gaps caused or exacerbated by the pandemic.
- **Personalized Learning Plans:** Based on assessment data, schools can develop personalized learning plans that focus on areas of weakness, such as vocabulary, comprehension, or phonics, and tailor interventions to meet individual student needs.

### 2. Targeted Small Group Instruction

- **Small Group Instruction:** Offering targeted instruction in small groups allows teachers to provide more focused and individualized support. Groups should be based on students' specific literacy needs, allowing for differentiated instruction.
- **Use of Instructional Specialists:** Schools will deploy literacy coaches or specialists to work with struggling readers in small groups or one-on-one sessions, using research-based intervention strategies like guided reading or phonics instruction.

### **3. High-Quality Tiered Interventions (MTSS/RTI)**

- **Multi-Tiered System of Supports (MTSS):** Schools can implement MTSS or Response to Intervention (RTI) frameworks to provide different levels of support based on student needs. Tier 1 involves high-quality classroom instruction, while Tiers 2 and 3 provide more intensive, targeted interventions for students who need extra help.
- **Frequent Progress Monitoring:** Continuously tracking progress ensures that interventions are working. Adjustments can be made based on student performance data, helping to fine-tune instruction and support.

### **4. Enhanced Access to Technology and Digital Resources**

- **Adaptive Learning Tools:** Many literacy software programs adapt to a student's learning level and provide interactive reading experiences. Schools can integrate these tools to help students practice literacy skills independently, with features like reading comprehension games, vocabulary exercises, and fluency assessments.
- **Access to Digital Libraries:** Ensuring students have access to a wide variety of digital reading materials (eBooks, audiobooks, etc.) helps them practice reading outside of the classroom. Schools should promote digital libraries to encourage daily reading habits.

