



**University Preparatory Charter  
School for Young Men**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Walter Larkin, Jr., CEO

1290 Lake Avenue

Rochester, New York 14613

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Walter Larkin Jr, Chief Executive Officer, Latresha Fuller, Chief Academic Officer, and Cam Lewis, Ph.D., Chief Operations Officer, 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)
David Shakes	Trustee	Accountability/Cultural Relevance
Denise Rainey	1st Vice Chair	Career and Technical Education; Instructional Development and Data Support
Edward Yansen	Chair	Finance; Board Development; Instructional Development and Data Support; Executive
Gayle Harrison	Trustee	Community Engagement
George Bovenzi	Trustee	Finance
Larry Ellison	2nd Vice Chair	Policy/Development
Sharon Delly	Secretary	Instructional Development and Data Support
Wandah Gibbs	Trustee	Career and Technical Education

**Executive Team at University Preparatory Charter School for Young Men:**

Walter Larkin, Jr. assumed the position of Chief Executive Officer on April 1, 2019.

Latresha Fuller assumed the position of Chief Academic Officer in June 2022.

Cam Lewis, Ph.D. assumed the role of Chief Operations Officer in October 2021.

### SCHOOL OVERVIEW

U Prep's mission is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. U Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. Our Key Design Elements distinguish U Prep as an innovative and viable educational option for Rochester families that improves achievement for young men using a student-centered, individualized approach to instruction. U Prep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparation for life after high school, a 100% graduation rate, and all students being college and workplace ready.

University Preparatory Charter School for Young Men first became an educational option in the Rochester community when it opened its doors in 2010. Since its inception, University Prep has made it its goal to graduate young men with the disposition and skills to be successful in college, career and as citizens of their communities. To meet this goal, University Prep understands the necessity of doing whatever it takes to advance its middle school students at their entry point to expedite the development of their social, emotional and academic skills in preparation for the rigor of high school and the requirements of a Regents diploma.

University Prep's program is reflected in the ten Key Design Elements, which summarize the school's model and serve as the cornerstones of its quality instructional program. These components distinguish the school's model and embody the spirit of the charter movement in providing Rochester families with an innovative and viable educational option that improves student achievement for our young men. These core tenets have been carefully established to provide an educational program relevant to the diverse population the school serves and aligned to the New York State Next Generation Learning Standards.

All students participate in our college prep program, and we also believe that students benefit from career preparation and recognize that some students are interested in postsecondary options outside of the traditional college pathway. As part of our mission for all U Prep seniors to be college and workforce ready by graduation, we offer a CTE Center on campus where students in Grades 10-12 learn skills in culinary arts, machining, building trades, and informational technology (IT). CTE provides students with a pathway in one of these areas that culminates in a viable career option. Students in our CTE program graduate with the skills to either enter the workforce immediately or pursue postsecondary options, including certification or an apprenticeship, in their pathway. We established the CTE Center in our second charter term and have continued to improve the program in our third term to increase student engagement and expand the opportunities we offer.

We have continued to expand our CTE program, making the following additions in the 2023-24 school year:

- We added a welding pathway in addition to culinary arts, machining, and information technology.
- We revamped classrooms over the course of the 2023-24 school year and summer to offer improved access to technology equipment and resources that will allow effective implementation of our technology program.

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## ENROLLMENT SUMMARY

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								53	74	85	90	61	69	432
2022-23								55	64	70	82	78	65	414
2023-24							25	81	80	82	71	89	73	501

## 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	60	0	60
2022-23	2019-20	2019	58	1	57
2023-24	2020-21	2020	60	0 <sup>1</sup>	60

### TOTAL COHORT FOR GRADUATION

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

<sup>1</sup> Three additional students in Total Cohort not in Acc Cohort; one transferred in 2022-23, two enrolled after BEDS Day 2023

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documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	60	1	61
2022-23	2019-20	2019	57	3	60
2023-24	2020-21	2020	62	1	63

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	54	3	57
2022-23	2018-19	2018	61	1	62
2023-24	2019-20	2019	58	2	60

## PROMOTION POLICY

### **Middle School Grade Promotion: Includes the following:**

At the end of the school year in each middle school grade, a promotional meeting is held for each student

and attended by:

- Principal, Meeting Chair
- Grade level core subject teacher(s)
- Instructional/grade level administrator
- RTI staff/Special Education Teacher

One of the following is the decision for each student at that grade level:

- Student will be promoted to the next grade
- Student must attend a four-week summer program focusing on literacy and math
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level
- Student and parent will attend a pre-summer school meeting to go over expectations and possible outcomes

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If that growth is not evident, grade retention will be a serious option for that student. Final decision will be made by the President and Principal.

### **Grade 10 Designation**

A student must have earned 5 1/2 credits (minimum) toward graduation. Credits must include:

- (1 Credit) Integrated Algebra (Regents)
- (1 Credit) Living Environment (Regents)
- (1 Credits) Global I (Regents)
- (1 Credit) English I (Local)
- (.5 Credit) Physical Education (Local)
- (1 Credit) Spanish I or II (As Applicable)

Summer School is mandatory for credit recovery in all of the above core subjects.

### **Grade 11 Designation**

A student must have earned 12 credits (minimum) toward graduation. Credits must include:

- (1 Credit) Geometry (Regents)
- (1 Credit) Earth Science (Regents)
- (1 Credits) Global II (Regents)
- (1 Credit) U.S. History – If applicable (Regents)
- (.5 Credit) Physical Education (Local)
- (1 Credit) Elective Credit(s) (Local)

Summer School is mandatory for credit recovery in all of the above core subjects.

### **Grade 12 Designation**

A student must have earned 18 credits (minimum) toward graduation and must have a class schedule that will allow him to graduate in June of that school year. Grade 12 course offerings include the following options:

1. Physics/Chemistry as the third science course needed for graduation (Regents or Local)
2. Algebra 2/Trigonometry as the third math course needed for graduation (Regents or Local)
3. English III – with Regents (if applicable)
4. Participation in Government/Economics
5. .5 Physical Education Credit
6. Course recovery needed from previous years' Regents courses
7. College courses(s) offered on campus(es)
8. Elective credit(s)

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## GOAL 1: HIGH SCHOOL GRADUATION

Students will meet New York standards for graduation and successfully complete the academic requirements of the School within four to five years after entering the ninth grade.

### **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 <sup>2</sup>
2022	66	83%
2023	76	87%

### **Graduation Goal Measure 2 - Leading Indicator**

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second-year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	74	48%
2021	2022-23	85	28%
2022	2023-24	66	33%

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<sup>2</sup> Based on the number of students for whom credit numbers are available at the time of this report.

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### 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>3</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	61	58	95%
2019	2022-23	60	51	85%
2020	2023-24	63	57	90%

#### 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	57	48	84%
2018	2022-23	62	60	97%
2019	2023-24	60	58	87%

### Graduation Goal Measure 5 - Comparative Measure

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

#### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>4</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	57	48	84%	1777	71%
2019	2022-23	60	51	85%	1797	67%
2020	2023-24	63	57	90%	Pending	

<sup>3</sup> These data reflect August graduation rates.

<sup>4</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.

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### 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.

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

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	62	58
2019	2022-23	60 in Cohort	
2020	2023-24	63	

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved two of the five metrics within the graduation goal. Many first- and second-year students (87% and 83% respectively) earned the required number of credits to advance to the next grade level. 90 percent of students in their fourth year of high school graduated with a Regents diploma. In addition, 87% of the 2019 Cohort students have now graduated with a diploma after five years.

33 percent of the 2022 high school cohort passed at least three Regents exams by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams and it has not determined who graduates on time in the past.

The school's four-year graduation rate is typically higher than the local district. Although the district's 2020 cohort graduation rate is unavailable at the time of this report, we did outperform the most recent graduation rate by 23 percentage points.

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Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Yes
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.	Information Pending

### EVALUATION OF THE GRADUATION GOAL

The students achieved three of the five graduation measures. Two key highlights of the 2023-24 academic school year that impacted our practices to guide students to graduate after four years:

1. For over four decades, the Urban League of Rochester Black Scholars™ program has provided academic recognition, college readiness assistance, and scholarship incentives to students who achieve and maintain a 'B' average or better (83% and up) throughout high school. Eleven of our graduates participated in the program and were awarded the distinction of Black Scholar in June 2024.
2. Six students earned CTE endorsement
3. 12 Seniors earned College Credits with maximum credits earned of 9 credits

### ADDITIONAL CONTEXT AND EVIDENCE

In recent years, the four-year graduation rate has been greater than the local district and NYS.

4 Year Grad Rt	2020-21	2021-22	2022-23	2023-24
Charter School	94%	84%	85%	90%
Local District	71%	71%	67%	Pending
Statewide	86%	87%	86%	Pending

### ACTION PLAN

University Preparatory Charter School for Young Men continues to support our scholars in a variety of ways to achieve graduation in four years. Information on some of the Career and Technical Education initiatives is outlined in the next section.

Our strategies to support four-year graduation include holding “senior meetings,” credit recovery plans, afterschool and Friday Regents prep sessions, and an “Academic Center” period dedicated to credit recovery. During “Academic Center,” students can use the Bright Thinker credit recovery software.

### GOAL 2: COLLEGE & CAREER PREPARATION

Students will graduate from the School with the disposition to enter college, career or military service and will demonstrate the necessary skills to be successful.

We offer extensive support to students to help them gain admittance into college. These supports are also targeted at preparing students for success once they enter a postsecondary environment. The strategies we use include:

- Test Preparation: We contract with a program through the YMCA to offer all U Prep students free SAT test preparation. In addition, we offer the PSAT free of charge for all students. These tests are held during the school day, which increases participation.
- College Choice: U Prep students work with our guidance counselor to identify colleges and universities that align with their interests. We offer college visits to seniors monthly so that students can learn about the different options available after graduation; sophomores and juniors also participate in college visits several times throughout the year.
- Dual Credit Courses: U Prep offers dual credit courses in welding, IT, culinary and machining through our Career and Technical Education (CTE) program; in addition, students are able to take courses at Monroe Community College (MCC) for dual credit. We continue to offer three college courses (ENG 101, ENG 105, and Statistics) on site at UPCSYM, taught by professors from Monroe Community College.
- We expanded our honors program in the 2022-23 school year by adding the English IV Honors course.
- Financial Literacy: We offer a FAFSA workshop for U Prep families to assist them with the application for federal aid. In addition, we offer courses that prepare students for tangible skills such as paying bills, understanding mortgages, and time management. This education is critical to ensuring that students are not only able to succeed academically but are also capable of taking care of themselves holistically after graduation.
- Increased Rigor: To support increased rigor, seventh grade students at U Prep take the Algebra 1 and Living Environment Regents exams.
- Students successfully completing a "NYS Approved Program Pathway" such as Culinary Arts receive the NYS CTE Endorsement added to their diploma.
  - Requirements include: 5 course credits earned from the completion of 10th Grade Exploratory, 11th & 12th Grade Year ~ 90 minutes of CTE Curriculum Instruction, Skill Development, Career Readiness Training and Real-World Work Experience via Work-Based Learning, Written & Performance Based Assessment via Youscience
  - Potential to obtain an Industry Certification such as Servsafe in Culinary Arts or OSHA for Construction/Building Maintenance.
  - If CTE Program Pathway is not NYS Approved students obtain a CTE Certificate of Completion in their respective CTE Pathway for successful completion

We have a transition specialist on staff who helps us understand the factors that determine whether U Prep students persist through college. Based on these findings, we adjust the support we offer to students pre- and post-graduation.

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In the 2023-24 school year, we fully implemented the portfolio program as a component of our college readiness approach. Starting in ninth grade, students begin adding select assignments to their portfolios that showcase their skills, interests, and accomplishments. We designed the portfolio requirements so that students will be able to use these compilations as a resource when applying for jobs, colleges, and scholarships. For example, beginning in ninth grade each student will create a resume and activities/awards information sheet that is then updated each year. Students select academic work to put in their portfolios, accompanied by an individual rationale sheet for each sample of work. Portfolios also have a youth service-learning component: in each year of high school, U Prep students work toward fulfilling the required number of youth service learning hours (Grade 9: 12 hours; Grade 10: 16 hours; Grade 11: 16 hours; Grade 12: 20 hours). In their senior year, students submit their completed portfolios as part of our graduation requirement. U Prep staff evaluate these portfolios during individual exit interviews for graduating seniors. Students graduate with final portfolios that include: a copy of their transcript, contact information for six staff members that can serve as a reference, three letters of recommendation, a list of activities and awards, a resume, a personal essay, and sample thank you and cover letters. We expect that implementing this portfolio protocol will increase student ownership of learning and enable students to better demonstrate their accomplishments and succeed after graduation.

### College & Career Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college or career 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,
- CTE Certification

### Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>5</sup>

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<sup>5</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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Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Regents Diploma	57	4	7%
College Level Course	5	4	80%
NYS CTE Endorsement in Culinary Arts	17	11	65%
Overall	57 Graduates	15	27%

### 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.

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

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	48	38	81% Accepted 60% Matriculated
2019	2022-23	50	40	80% Accepted 46% Matriculated
2020	2023-24	57		74% Accepted

As part of our mission for all U Prep seniors to be college and workforce ready by graduation, we offer a CTE Center on campus graduation cohort where students in Grades 10-12 learn skills in culinary arts, machining, building trades, and informational technology (IT). CTE provides students with a pathway in one of these areas that culminates in a viable career option. Students in our CTE program graduate with the skills to either enter the workforce immediately or pursue postsecondary options, including certification or an apprenticeship, in their pathway. We established the CTE Center in our second charter term and have continued to improve the program in our third term to increase student engagement and expand the opportunities we offer.

New in 2023-24, we hired a Welding Instructor and Building Maintenance Instructor. We introduced a new pathway and certification for Welding (AWS). This is in addition to the entry-level certification offered for building management (OSHA 10) and informational technology (CompTIA). In addition to culinary arts, we added building maintenance, informational technology, and welding to our dual enrollment program offered with Monroe Community College.

**Of the graduating students in the 2020 cohort, 11 percent opted to go straight to the workforce into a skilled trade or profession. We will begin formally tracking numbers of students who enter the workforce in a CTE discipline and how many continue in the year past graduation.**

### SUMMARY OF THE COLLEGE & CAREER PREPARATION GOAL

The school did not achieve the two college preparation measures in 2023-24. Many of the graduating students demonstrated their preparation for college based on one of the following indicators: dual credit college level classes, Regents Diploma with Advanced Designation, or earning credit for a CTE program. 46 percent of our 2023 graduates matriculated in a two- or four-year college in the past year. We collect

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<sup>6</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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this information through connecting with our alumni informally and gathering data from National Student Clearinghouse.

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.	No
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.	No

### EVALUATION OF THE COLLEGE PREPARATION GOAL

Our school's counseling center provides programming to students in all four years of high school to prepare for the opportunity to attend a two- or four-year college after graduation.

The school continues to develop our alumni network. We have informal communication with graduates and collect data through the National Student Clearinghouse and student surveys.

### ACTION PLAN

Going forward in 2024-25, we are focused on expanding students' exposure to a variety of career pathways, starting in Grade 6:

- Grade 6-7: As part of our "specials" classes, students in Grades 6 and 7 will have a class using the "We Build it Better" curriculum, which engages students in engineering, manufacturing, and computer science.
- Grade 8: Students in Grade 8 take Technology, which prepares them for the Grade 9 course "Fundamentals of Interactive Media."
- Grade 9: Students in Grade 9 take "Fundamentals of Interactive Media," which prepares students to pursue a CTE pathway in information technology.
- Grades 10-12: Students in Grades 10-12 can choose to pursue a CTE pathway in welding, machining, culinary arts, or information technology.
- In all grades, we are working to provide opportunities for our students to observe career pathways in action, through field trips. For example, students in Grade 6 visited the Forward Center at Monroe Community College to observe a variety of manufacturing specialties.

Our CTE focus for the 2024-25 school year is to support teachers in making connections between academic subjects and our CTE programs. We call this "Linked in Learning." As part of this initiative,

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our academic teachers observed and learned from CTE teachers during a summer professional development session.

We continue to offer three college courses (ENG 101, ENG 105, and Statistics) on site at UPCSYM, taught by professors from Monroe Community College.

### GOAL 3: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English Language.

#### BACKGROUND

In ELA, U Prep uses the American Reading Company Core Program (ARC Core) for Grades 6-9 to prepare students for credit-bearing courses in high school. ARC Core is a standards-aligned, research-based program that provides a comprehensive and culturally relevant literacy curriculum. Differentiation is integrated into ARC Core, giving all teachers built-in tools for reading remediation. ARC Core recommends culturally responsive grade-level texts that teachers can use during core instruction or the read-aloud portion of Learning Lab, our intervention class. Teachers participate in PD training with ARC Core twice a year. In addition to ARC, we also introduced the I-Ready Instructional Program for grades 6-9. This program is adaptive, so it allows students to work on personalized learning plans.

In Grades 10-12, we use a teacher-created curriculum aligned to the New York State Learning Standards. In all U Prep courses, teachers include daily ELA goals targeting vocabulary or comprehension development.

To ensure that students are prepared for high school, our middle school schedule is organized to support grade-level growth. In sixth grade, we offer a double block for ELA and math, which allows time for both instruction and intervention.

In seventh and eighth grade, all students have a Learning Lab, an intervention strategy in math and ELA. Learning Labs in ELA are grouped homogeneously by reading level, allowing teachers to work on literacy skills with the entire class in addition to providing individual support. Students work toward their “power goals” during the Learning Lab, which are set at the beginning of the year. Our Learning Lab courses are aligned to the general education ELA sections; for example, when students study figurative language in their general ELA class, they begin their Learning Lab section that week by finding an interesting word in their independent reading and sharing that finding with the class. There is also a read-aloud component in the Learning Labs to engage students and ultimately increase the number of texts our students read. Starting in 2023-24, we have dedicated Learning Lab teachers instead of social studies teachers assigned to run the Learning Lab.

While high school students do not have Learning Lab, we offer a literacy course for all ninth-grade students to provide the opportunity to practice independent reading in school. During the course, ninth grade students read historical fiction to provide them with context for the issue-based essays required in the Grade 10 Global 2 class. Ninth grade literacy allows us to continue our emphasis on developing reading skills for all students.

We use the iReady assessment, teacher-created grade-level common assessments, and the Independent Reading Level assessment from ARC Core to measure student progress in ELA.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## MIDDLE SCHOOL 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								
4								
5								
6	27	1					2	30
7	79	4					1	84
8	69	1					3	73
All	175	6	0	0	0	0	6	187

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	27	6	22.2%			
7	79	19	24.1%	No 2 <sup>nd</sup> Year 7 <sup>th</sup> grade students because 2023-24 was first year for 6 <sup>th</sup> grade		
8	69	10	14.5%	33	8	24.2%
All	175	35	20.0%	33	8	24.2%

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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>8</sup>

English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
175	41.7	38.3	17.1	2.9

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38.3 & + & 17.1 & + & 2.9 & = & 58.3 \\
 & & & & 17.1 & + & 2.9 & = & 20.0 \\
 & & & & & + & (.5)*2.9 & = & 1.4 \\
 & & & & & & \text{PI} & = & 79.7
 \end{array}$$

### ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>9</sup>

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

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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8	24.2%	33	20.6%	1355
All	24.2%	33	20.6%	1355

### ELA Measure 4 - Comparative

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

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>10</sup>

<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

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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7	58.2	428.0	448.4	-2.04
8	68.8	433.0	449.8	-1.72
All	64.1	430.8	449.2	-1.86

### ELA Measure 5 - Growth

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

### METHOD

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

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

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

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7	50.7	50.0
8	52.4	50.0
All	51.7	50.0

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### ELA INTERNAL EXAM RESULTS

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: i-Ready

### I-READY ACCOUNTABILITY MEASURES FOR MS

Each year, the school’s median percent progress to Annual Typical Growth of 6 <sup>th</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%	Grade 6-7: 158% Growth  Grade 8 81% Growth
Each year, 75% of 6 <sup>th</sup> – 8 <sup>th</sup> grade students enrolled in at least their second year will score at the early on-grade level scale score or above for the year end i-Ready assessment	24%

### SUMMARY OF THE MS/ES ELA GOAL

The charter school met two + of the seven English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	No
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.	Yes
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.	No
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.	Yes

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, the school’s median percent progress to Annual Typical Growth of 6 <sup>th</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%	Yes (6-7) No (8)
Growth	Each year, 75% of 6 <sup>th</sup> – 8 <sup>th</sup> grade students enrolled in at least their second year will score at the early on-grade level scale score or above for the year end i-Ready assessment	No

### EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
  - o The charter school did not meet this measure. Overall, 24.2% of students enrolled in 2+ years in eighth grade demonstrated proficiency on the ELA assessment.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - o The charter school did meet this measure with our 24.2% proficient compared to the district’s 20.6% overall in grade 8. (Based on 2022-23 district proficiency)
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - o The charter school did not meet this measure, having an effect size of -1.86 in 2022-23, the most recent data available.
4. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
  - o Based on the i-Ready exams that were administered three times, the school’s median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students was greater than 100% in grades 6-7 but was 81% in grade 8.

### ELA ACTION PLAN

In 2023-24 we worked with a reading intervention consultant to provide teachers with individual and group coaching on how to help students improve their writing and reading comprehension. We will continue with the reading intervention consultant in the 2024-25 school year.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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>12</sup>

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	61	57	0	0
2019	2022-23	57	33	8	33%
2020	2023-24	60	2	11	19%

### 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.

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

<sup>13</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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

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	60	57	1	23%
2019	2022-23	57	33	24	100%
2020	2023-24	60	2	43	74%

### High School ELA Measure 3 - Absolute

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

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

### High School ELA Measure 4 - Comparative

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

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

### High School ELA Measure 5 - Comparative

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The 2020 high school cohort did not take the NYS exam in 8th grade due to the pandemic cancellations that spring.

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

### 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.

The 2020 high school cohort did not take the NYS exam in 8th grade due to the pandemic cancellations that spring.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With exemptions, 72% of the 2020 accountability cohort received credit for the ELA Regents with a performance level 3, 19% did so at PL 4. The 2020 high school cohort did not sit for the NYS ELA exam in 8<sup>th</sup> grade, so we are unable to report on that metric.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	No
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.	No
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 English Language Arts high school accountability goal was partially met in 2023-24. 74 percent of the four-year cohort passed the ELA Regents with a level 3+ and 19 percent with a 4+. Based on the district's 2022-23 ELA four-year pass rates, our 2020 cohort outperformed those numbers.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### ACTION PLAN

In 2024-25, the school will continue with current programming in ELA. We offer a 9<sup>th</sup> grade literacy course. Students in ninth grade also take the i-Ready assessment and receive a personalized instruction program.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## GOAL 4: MATHEMATICS

U Prep students will become proficient in the application of mathematical skills and concepts.

### BACKGROUND

We continue to use Reveal Math as our core math curriculum for all grades. It is a curriculum based in conceptual fluency with a culturally relevant component, to drive proficiency and provide vertical alignment across our grade span. Reveal Math offers strong online components, relevant lessons, and scaffolded differentiation, and it is adaptable across in-person and remote models. Each module of Reveal Math engages students with a mini-lesson grounded in a real-world example. We also utilize the Illustrative Math as a resource.

We continue to utilize the Achievement Network Assessment for all grades to monitor our students' progress and make instructional decisions in real time.

We are working on providing sixth graders with the foundational skills they need to be successful in seventh grade as those students will be taking Algebra 1. We will also continue to offer learning labs for math.

## 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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5									
6	28	1					1		30
7	0	2						78	80
8	0	1						69	70
All	28	4	0	0	0	0	1	147	180

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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						
4						
5						
6	28	10	35.7%	All 7 <sup>th</sup> and 8 <sup>th</sup> grade students take the NYS Algebra 1 Regents		
7	--					
8	--					
All	28	10	35.7%			

### Performance on a Regents Math Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Algebra 1	70	15	21%
7	2022-23	Algebra 1	51	11	22%
8	2022-23	Algebra 1	70	16	23%
7	2023-24	Algebra 1	78	17	22%
8	2023-24	Algebra 1	69	6	9%

#### Math Measure 2 - Absolute

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

#### METHOD

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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
28	10.7	53.6	35.7	0	0				
	PI	=	53.6	+	35.7	+	0	=	89.3
					35.7	+	0	=	35.7
						+	(.5)*0	=	0
							PI	=	125.0

### 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.

Not Applicable as we only test our first year sixth grade students.

### Math Measure 4 - Comparative

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

All middle school students took the Algebra 1 Regents in 2022-23, therefore the regression analysis was not applicable.

### 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.

All middle school students took the Algebra 1 Regents in 2022-23, therefore the Growth Model was not applicable.

## MATHEMATICS INTERNAL EXAM RESULTS

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: i-Ready

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### I-READY ACCOUNTABILITY MEASURES FOR MS

<b>MATH 2023-24</b>	
Each year, the school's median percent progress to Annual Typical Growth of 6 <sup>th</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%	Grade 6-7 123% Growth  Grade 8- 14% Growth
Each year, 75% of 6th – 8th grade students enrolled in at least their second year will score at the early on-grade level scale score or above for the year end i-Ready assessment	16%

### SUMMARY OF THE MATHEMATICS GOAL

The charter school met one of the three mathematics goals in 2023-24. Although the percent of students who pass the Algebra 1 exam may seem low in the MS grades, those students are establishing a foundation in the subject to better position themselves if they need to take the course twice to pass. The school's aggregate PI on the state's mathematics exam calculates to 125 which does meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data in grades 6-7.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
Optional Growth	Each year, the school's median percent progress to Annual Typical Growth of 6 <sup>th</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%	Yes, in grades 6-7

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Optional Growth	Each year, 75% of 6th – 8th grade students enrolled in at least their second year will score at the early on-grade level scale score or above for the year end i-Ready assessment	No
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### EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
  - o The charter school did not have any students who took the NYS math exam in grades 6-8 who were enrolled in their second year. Only grade 6 took the exam, as all grade 7-7 take the Algebra 1 Regents.
2. Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
  - o The school did meet this measure with an aggregate performance index of 125, exceeding the target measure of interim progress of 115.3.
3. The charter school demonstrated academic growth in 2023-24 based on interim assessments.
  - o Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 6th through 7th grade students was greater than 100%. Grade 8 was not.

### MATHEMATICS ACTION PLAN

In math, we continue to use Reveal math while discontinuing ALEX. We will also be using Illustrative Math. For 2024-25, we are focused on using formative math assessments to support students' progress toward achieving math proficiency.

### 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	60	19	3	7%
2019	2022-23	57	36	1	5%
2020	2023-24	60	60	0	0

#### 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	61	19	42	100%
2019	2022-23	57	36	21	100%
2020	2023-24	60	60	4	67%

#### 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School Math Measure 4 - Comparative

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

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

### High School Math Measure 5 - Comparative

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

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

### High School Math Measure 6 - Comparative

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.

The 2020 high school cohort did not take the NYS exam in 8<sup>th</sup> grade due to the pandemic cancellations that spring.

### 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The 2020 high school cohort did not take the NYS exam in 8th grade due to the pandemic cancellations that spring.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the Covid exemptions, 100% of the 2020 accountability cohort received credit for passing a NYS math Regents exam. Students did go on to take some other math courses and 67% earned a 65 or better on the Regents exams. All testing was cancelled in spring 2020 due to the pandemic so we cannot report on the 2020 cohort who were not proficient in 8<sup>th</sup> grade.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
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.	Yes, with exemptions
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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The math accountability goal was partially met in 2023-24. 67 percent of the four-year cohort passed a math Regents with a level 3+, but all received credit through an exemption due to the pandemic.

## GOAL 5: SCIENCE

Students will demonstrate competency in the understanding and application of scientific ideas, methodologies, and skills.

### BACKGROUND

In science, we use teacher-created science curricula aligned to the Next Generation Learning Standards. We also adopted Gizmo because it offers more extensive experimentation practice for students.

## MIDDLE SCHOOL 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 administers the NYS Regents exam to all 8<sup>th</sup> grade students.

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	Living Environment	66	22	33%
8	2022-23	Living Environment	69	22	32%
8	2023-24	Earth Science	62	14	23%
8	2023-24	Living Environment	4	1	25%

### Science Measure 2 - Comparative

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

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 8<sup>th</sup> grade students in science utilizing the NYS Living Environment Regents and Earth Science Regents. 23 percent of students earned a grade of 65 or greater on Earth Science and 25 percent did so on the Living Environment Regents.

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

All the eighth-grade students sit for the Regents exam, either Earth Science or Living Environment.

## 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 Living Environment and Chemistry. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	61	15	45	98%
2019	2022-23	57	52	5	100%

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2020	2023-24	60	55	4	100% w. exemptions
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### High School Science Measure 2 - Comparative

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

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

Greater than 75 percent of our fourth-year high school cohort scored at least a 65 on a New York Science exam. Although the district results have not been posted as of yet, our four-year cohort typically outperforms their levels on this measure.

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

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The high school science accountability measures were achieved in 2023-24. The 2020 high school cohort was granted Regents exemptions in 2021 due to the pandemic, so this graduating class still has those in play.

### ACTION PLAN

The school will continue with current programming in the science department.

## GOAL 6: SOCIAL STUDIES

Students will demonstrate competency in the understanding and application of the recurring themes and skills that organize how social scientists explore, investigate, and construct meaning of and among historical and current themes.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## BACKGROUND

Beginning in 2023-24, we adopted the New Visions Curriculum as our primary social studies curriculum.

### 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	61	61	–	–
2019	2022-23	57	57	-	-
2020	2023-24	60	1	35	63%

### Social Studies Measure 2 - Comparative

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

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

### Social Studies Measure 3 - Absolute

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

## METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher.

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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	61	61	–	–
2019	2022-23	57	57	-	-
2020	2023-24	60	0	34	59%

### 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 scholars did not achieve the accountability measures in U.S. History and Global History. Fewer than 75 percent of the four-year accountability cohort scored at greater than 65; 63 percent on U.S. History and 59 percent on World History.

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.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No

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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
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### EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies accountability goal was not met in 2023-24. 63 percent of the four-year cohort passed the U.S. History Regents and 59 percent passed the Global History Regents. Students utilized the 4+1 pathway to achieve graduation via one of our other options.

### ACTION PLAN

The school will continue with current programming in social studies.

## 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	Partial Targeted Support and Improvement Schools
2023-24	Partial Targeted Support and Improvement Schools

### ADDITIONAL CONTEXT AND EVIDENCE

Three subgroups have been identified as TSI, Black/African American, Hispanic/Latino and Economically Disadvantaged. The school continues to comply with the required actions associated with this designation.