



**Urban Assembly Charter School for
Computer Science (Comp Sci High)**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Iris Alder has served as the Principal since 2022.

David Noah has served as the organizational leader since our founding in 2018.

SCHOOL OVERVIEW

The Urban Assembly Charter School for Computer Science (we go by Comp Sci High, for short) is a work-based-learning, Computer Science high school in the Soundview neighborhood of the Bronx. The school opened its doors to 112 Freshman in August 2018. In 2021-2022, we served 433 students in grades 9 through 12, graduating our first class!

Our model was developed to answer a single question: what high school experience will lead our students to a fulfilling, family-sustaining career. Although we have learned a lot in our first four years, most of what we've learned, and the feedback from our teachers, students, and parents, has confirmed the structure of our original school design. In reauthorizing, we don't seek to dramatically change our program or our focus, but rather we seek to take each element of our design even further, using what we've learned in our founding term to make each element more effective and more impactful for our students.

To be clear, our model was and continues to be designed to prepare our students for college. To achieve our mission, every student will need to continue his or her education beyond high school, in some form. And, for most students, that means completing a four-year college degree.

But, to be just as clear, we view college primarily as a means to the end of economic freedom, and not an end in itself. We are determined to avoid the mistaken assumption that we can fulfill our promise to families by merely *sending* 100% of our students to college.

We intend to send them to college armed with strong academic and social skills, tech skills and certifications, and real work experience. We believe (and research supports) that this is the recipe for college persistence and long-term success.

How will we build all these skills? We continue to answer that question in two different ways.

First, there is *what* we teach. We designed our curriculum and our program to explicitly teach three kinds of skills and knowledge.

- **academic skills**, in Math, Science, History, Literature, Writing, Computer Science, and the Arts,
- **professional skills** that prepare students to interpret, adapt to, and navigate different professional settings, and
- **the personal mindsets and habits** that lead to academic and post-secondary success. (For more detail, [see our manual for cross-curricular skills and habits by grade](#))

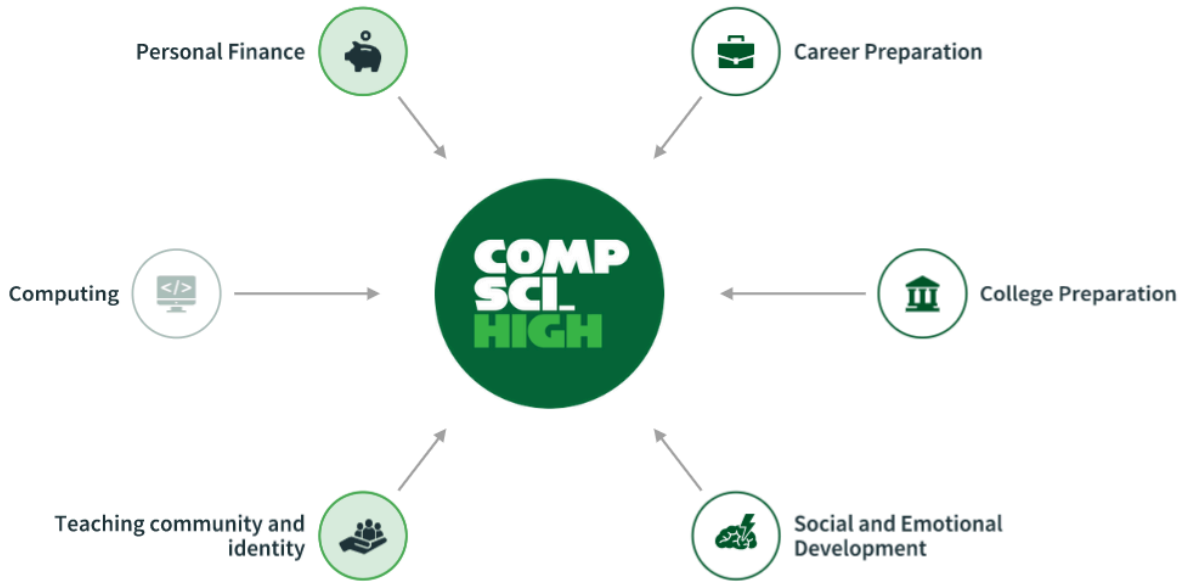
Second, there is *how we teach*. We know from experience that a school's methods of instruction, assessment, and relationship-building are often *more important* than its curriculum. Students learn only to the degree they are interested and motivated, and only if they feel safe and respected. We believe the following methods of instruction, assessment, and culture-building will create the engaged, motivated, and supportive environment where our students can flourish:

- **hands-on, inquiry-based learning** that minimizes lecture and forces students to think,
- **performance-based assessment** paired with traditional tests and mastery-based grading, to ensure a complete view of what kids know,
- **personalized intervention**, so every student gets the support he or she needs to access the curriculum and experience success,

- **work-based learning** that allows students to *regularly* learn from industry professionals, both during school and beyond the school building/day, and
- **restorative practices**, that use instances of disrespect or disruption as opportunities to teach and build community, instead of purely to punish.

The design elements that describe *what* we teach and *how* we teach follow below.

What We Teach



- **College Preparation.** We have a college preparatory curriculum (as further detailed in our Educational Program) that combines traditional Regents and AP courses with Computing classes, in five core subjects: Math, Science, Computing, History, and English. Our course offerings and curricula aim to ensure that every student at CSH is prepared for a variety of college options, and has the skills and knowledge to persist in a 4-year program.
- **Computing** Within our college preparatory approach, we focus in particular, on Computing, as a core subject. Our students take four years of Computing, including two introductory courses in 9th and 10th grade. In 11th grade, they choose a pathway and pursue two more years in Graphics and UX, Software Engineering, or Game Design. We believe this digital literacy is an essential part of a modern education and will allow our students to fully engage in their increasingly tech-driven society.
- **Career Preparation and Personal Finance.** These two elements are linked, but our experience over the last four years has taught us that they bear separate mention. Our Work Based Learning Program consists of a number of discrete pieces that come together to give students the skills and knowledge to navigate the workplace and the labor market (see the graphic below). Of course, the centerpiece of our WBL program is the requirement that each student have at least two jobs or internships before graduating (and our related network of partnerships to create those opportunities). But, personal finance is as important. Financial literacy was always part of that model, but over the last four years, we’ve realized that we need to go beyond

the basics of personal finance. Our Bronx students need to learn how to manage money, but also how to build wealth. To that end, our Post-Secondary Learning course covers not just personal finance, but also real estate and securities investing as required knowledge for all students (see our [Post Secondary Learning Overview](#) for more detail).



- **Social and Emotional Development.** Our advisory program, elements of our Work-Based learning program, our use of [Valor Collegiate’s Circle model](#), and our restorative approach to classroom discipline combine to build our student’s emotional regulation skills and give them the confidence to interact in a variety of social settings, including an adult workplace. Advisory, Circle, Restorative Discipline, and Work-Based Learning experiences designed to build soft skills have been and will continue to be key elements of our approach to social and emotional development. First, there is *what we teach*.
- **Teaching Identity and Community.** Our school Equity Team is currently in year two of a four-year plan to fully integrate our students’ various identities into our academic curriculum. In our new charter term, we aim to give every one of our Bronx students the opportunity to explore their various identities (ethnic, religious, gender, etc) in connection with their academic learning. To that end, we are integrating these “equity lenses” into our curriculum over the next three years, not just in History, but in all five of our core subjects, and in our advisory program.

How We Teach

We believe that how we teach our students is as important as what we teach our students.

Below is a summary of our approach to teaching, learning, and building culture. These practices apply to everything from lesson structure to detention policies. However, all our practices rest on the same foundational understanding of how children learn and develop. To that end, our various practices for teaching, learning, culture, and discipline are all aligned to the same four principles.

- Students learn best when they feel safe, respected, and confident.

- Thinking = Learning. Students only learn when they are actively thinking.
- Students are most motivated to learn when they can immediately apply their learning to a goal, challenge, problem or question in their lives.
- The best way to prepare for the professional world is to experience the professional world.

These principles are embodied in the practices described below.

Inquiry-Based Instruction and Intellectual Engagement

At every level, we focus on student thinking and students working. The key observation measure at Comp Sci—how many minutes students spent thinking. At the lesson level, that means open-ended questions and think time, instead of rote copying and reading from power-point slides. It means a bias towards individual and small group work, and away from teacher talk, mimicry, and “I-We-You instruction.” (See our [Quick Guide to Classroom Instruction](#) and our recently revised [Classroom Rubric](#).)

In our classrooms, students do most of the work and teachers act as coaches and guides. How? Our teachers spend most of their planning time developing inquiry-based tasks that allow students to learn by actively working through problems and questions.

At the unit level, our teachers are required to plan for long-term retention, thinking about the key competencies in each unit, and the “story” that links them together and makes them relevant.

Finally, students meet in “design teams” for two, week-long “Design Competitions” over the course of the year, competing in an interdisciplinary “Design Challenges,” presented in collaboration with one of our industry partners. These competitions push students to apply their learning to complex, open-ended problems while working with a team. (See this text-based game built by a team of 10th graders in just 3 days, during last year’s Winter Design Competition [2022 10th Grade Design Comp Example](#).)

Work Based Learning

We believe that work experience and exposure to industry will lead to both college persistence and long-term success. We have a full-time Director of Partnerships to source and match every student to a summer job or internship, every single summer. This “summer quarter” is a required part of our academic program, and it offers a unique opportunity to learn *that cannot be replicated inside a school*. At Comp Sci High, we don’t ask students to “trust us” or wait years to see the relevance of their learning. Instead, we surround them with inspiration, opportunity, and living examples of where their education can lead them.

Grading & Assessment

We want to assess our students’ ability to summarize, apply and synthesize knowledge, and not just fill in bubbles. But, we also wanted to ensure that students still perform well on the standardized tests that hold the key to graduation and college. Our assessment model does both. Every unit culminates in two summative assessments—a more traditional test aligned to NY State Regents Exams and other standardized tests, and a performance-based task more authentic to how knowledge is used in the professional world.

Personalized Intervention

We want students to think and struggle. But, productive struggle only comes when students feel safe, supported, and confident in their eventual success. To that end, we have built flexible blocks into our

daily schedule. In the morning, most students start the day with an independent reading block in their advisories, while students who need more intensive support meet in small guided reading groups. Before lunch, we have a 60-minute “Study Hall,” where students study, do homework, read, and even goof off—helping them learn to manage their time with coaching and guidance from their teachers. But, the flexibility of Lab Block also allows for daily, targeted, small group intervention and support.

Culture and Restorative Practices

Building a strong sense of community is core to our model. Our staff starts every day in grade team huddles or in an all-staff meeting, to build community and continuity. Our students have a similar experience, starting each day with an attendance and check-in ritual in their advisories. Both staff and students work out personal, relationship, and community-wide issues in weekly circles, borrowing from the nationally recognized success of [Valor Collegiate](#), and ensuring close bonds among students and staff. (See, e.g., our [Restorative Practices Handbook](#).)

This sense of community extends to families as well. Our advisors call or text parents every week with updates on their child’s progress, and advisors remain with students for multiple years, building close relationships with each advisee’s family.

The focus on relationships and community also extends to discipline. Every step in our discipline process is designed to help students process their mistakes and restore their relationship with the community. We have consequences, including suspension in extreme cases. But, regardless of the behavior or the consequence, students re-enter the community by (1) processing with an adult, (2) taking responsibility for their mistakes, and (3) speaking with their peers (usually their advisory), and (4) recommit to our CORE values.

Impact and Lessons Learned from the Pandemic

The question of how we’ve ensured effective academic supports during the pandemic is a strange one. We spent a year with our building cut to half capacity by the city, and our students and families were struggling with food and housing insecurity and profound mental health issues. It’s also in tension with the question of how we’ve addressed learning loss resulting from those precise factors. We can’t speak about ensuring effective supports because, to be fully effective, the supports would have had to give our students everything they needed to stay on pace with wealthy peers. We did our best. In fact, we did very well and we are proud of that work. But, modified schedules, and virtual, and asynchronous learning were, nationally and statistically speaking, a disaster for teens, for poor students, and for ELL and IEP students. Therefore, for our community it was a tragedy multiplied many times over.

Our focus during the heart of the pandemic was to support our students emotionally and retain a strong connection to them and their families. That effort paid off in excellent student retention and strong culture, allowing us to begin to unwind the damage this past year, and to continue to do so in the coming years (see, e.g., our Living Environment results, which increased dramatically from June 2021 to June 2022, where our average score (76) and pass rate (90%) far outpaced the pre-pandemic state average).

What we learned did not result in a dramatic change to our program, but rather reminded us of the value of elements that we were forced to abandon in March 2020, and that we did not revive until this coming year (2022-23). We have revived a daily study-hall period where students focus on sustained reading, and where teachers can pull small, targetted groups for additional support *during* the school day. This was a feature of our schedule until March 2020 and we have revived it with an even greater

focus on literacy, and the addition of iReady as a digital tool for our most struggling ELL and IEP students.

Similarly, the pandemic taught us the importance of regular, rigorous formative assessments. We continued to use old Regents exams to pace our students’ progress through the pandemic, and in June 2021, had as many students as possible take the three exams that were offered. What we learned was that less in-person instruction and the impact of the pandemic meant that students learned less and their reading and computation skills deteriorated. This is no surprise. But, we also saw that the teachers who most-effectively used weekly or even daily quizzes, saw better academic results on those mock, and real Regents exams (for example, our ELA teachers, who had nearly 80% of students pass the optional Regents exam in 2021 despite a year of remote and hybrid learning, and had 90% pass this past June. Learning from those teachers, and from the classrooms who showed poorer results on mock exams in June 2021, we revamped our unit exams across every subject, added more complex and interesting performance assessments to each unit, and added a requirement that every teacher give and grade a substantive formative quiz or task every single week to measure that week’s key competency (again, our recent succes in the LER exam cited above is an early dividend of this work). This, together with a more structure, competency-based approach to grading and unit-planning, has resulted in improved curriculum, and in a program that is, essentially, an improved version of the program we designed and launched in 2018.

Finally, we learned that organization, study habits, and general self-efficacy were strong differentiators of student success during remote learning. The kids that could keep track of work, plan and focus learned just fine. The rest did not. So, we’ve returned to a practice we left behind in March 2020, requiring grade teams to meet twice each week to discuss student progress towards a defined set of cross-curricular habits and skills (determined by grade level).

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										113	117	105	99	434
2022-23										115	113	104	105	437
2023-24										118	120	111	99	448

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th 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

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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 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	104	1	103
2022-23	2019-20	2019	105	0	105
2023-24	2020-21	2020	99	1	98

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	103	1	104
2022-23	2019-20	2019	105	0	105
2023-24	2020-21	2020	98	0	98

Fifth Year Total Cohort for Graduation

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Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	N/A	N/A	N/A
2022-23	2018-19	2018	103	1	104
2023-24	2019-20	2019	105	0	105

PROMOTION POLICY

Comp Sci High follows the general New York State graduation requirements, requiring 22 credits, with the basic distribution requirements and Regents Exam requirements required of all schools in New York State. However, we do have three additional requirements aimed at ensuring that all our graduates are prepared for their next step, including those who are not college bound. To that end, we require that, in addition to meeting the general diploma requirements, all CSH graduates must

- Work in three internships or summer jobs (either through the school or independently),
- Present a 5-year financial, educational, and professional plan to peers and faculty,
- Earn at least two elective credits in a course taught in the Computer Science Department, and
- Perform 40 hours of service to the school or surrounding community.

GOAL 1: HIGH SCHOOL GRADUATION

Our goal is to ensure that every student leaves Comp Sci High with the skills and knowledge they need to earn a family-sustaining wage and pursue a fulfilling career. From a data standpoint, our goal is to meet or exceed all the measures below.

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	117*	98%
2023	115*	97%

*Number that finished the year from each cohort

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Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, 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	112	86%
2021	2022-23	115	80%
2022	2023-24	117	57%

Note that for strong math and science students, we offer the Physics Regents in Grade 10 in lieu of the Living Environment Exam (we teach Physics in 9th, but not the Regents level course). As a result, we sometimes have students one exam behind at the end of 10th grade, because they opted to take a much more challenging course.

Graduation Goal Measures 3 & 4 - Absolute

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

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	103	86	84%
2019	2022-23	105	99	94%
2020	2023-24	98	95	97%

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
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¹ These data reflect August graduation rates.

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2017				
2018	2021-22	103	96	93%
2019	2022-23	105	99	95%

Graduation Goal Measure 5 - Comparative Measure

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	103	86	84%	1433	72%
2019	2022-23	105	99	94%	1273	73%
2020	2023-24	98	95	97%	Data not yet available	

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 Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)}*100$
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			

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

³ 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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Overall	[Total number tested]	[Number passing]	[Percentage passing]
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Note that we have all students complete CDOS Pathway 1, but also complete all Regents requirements. We only have students take the exam (we have used ACT Work Keys) if they have fewer than 5 usable Regents scores. As such we didn't have any students in the 2020 cohort take the Work Keys exam.

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		
2019	2022-23	14	100%
2020	2023-24		

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, we have done well to move our students towards graduation and prepare them for what comes next.

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 97%
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.	Approaching 57%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met 97%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met 95%
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met 97% to 73%
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

The school demonstrated strong outcomes in its graduation measures. It exceeded the credit accumulation goal for first- and second-year students, with 97% earning the required credits compared to the 75% target. Similarly, graduation rates for both the fourth- and fifth-year cohorts surpassed expectations, with 97% and 95% meeting the benchmarks, respectively. Additionally, the school outperformed district comparisons, with 97% of students graduating in their fourth year compared to 73% in the district. The one area of concern was the 57% of students scoring at least 65 on three Regents exams by their second year, which is short of the 75% target but highlights the need for early academic interventions.

ADDITIONAL CONTEXT AND EVIDENCE

The shortfall in Regents exam performance can largely be attributed to the way we administer Regents. We don't frontload many exams in 9th grade because we know that it is defeating for students to have to repeat courses and exams many times, so we aim to have students take exams when they are ready to pass, ensuring better student retention, motivation, and progress to graduation.

ACTION PLAN

We will continue to improve our tracking and intervention systems, and we are considering an evening program and expanded summer program now that we have our own building, to better ensure every student graduates, no matter their circumstances.

GOAL 2: COLLEGE PREPARATION

Although we do not have a dedicated college partner, we are part of the NYCDOE's FutureReady Program, and as such, going forward, we will have approximately 25 students in each cohort enrolled in college-level programs at Bronx Community College.

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,

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- A different school-created indicator approved by the Institute.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	87	36	37%
Passing a College Level Course	7	7	7%
Overall	98	43	44%

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.

⁴ 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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Matriculation Rate of Graduates by Year⁵

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	96	79	82%
2019	2022-23	99	83	83%
2020	2023-24	95	86	90%

SUMMARY OF THE COLLEGE PREPARATION GOAL

While the school did not achieve the 75% college preparation goal, we had excellent AP participation rates (89% of last year’s graduates took an AP course) and, comparatively, strong pass rates, as many low-income schools have fewer than 20% of students passing AP exams.

Further, our internal alumni program (we have two full time alumni counselors) together with National Clearinghouse data (which has failed to capture many of our kids who have transferred from one college to another) suggests strong persistence outcomes (better than 75% in year three for those who matriculated to college in 2022). We also have an impressive track record of college admissions, including the following matriculation list from 2024 below.

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.	Missed 44%
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 90%

EVALUATION OF THE COLLEGE PREPARATION GOAL

Again, our internal alumni program and college advising team collects rigorous data on matriculation plans, and then we use National Clearinghouse data to fill any gaps in the Fall. Given our excellence

⁵ 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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college results and intensive alumni data collection, we are confident that we are minimizing summer melt and doing all we can to ensure college matriculation. However, like all schools, we are still working to improve readiness, in particular for students interested in STEM fields at the college level.

ADDITIONAL CONTEXT AND EVIDENCE

Our excellent admissions outcomes testify to a strong college going culture at our school:

CUNY Baruch College - 1	SUNY Albany – 1	Pace University – 1
CUNY BMCC - 4	SUNY Binghamton – 1	Penn State University - 1
CUNY Bronx CC - 5	SUNY Broome - 1	Pratt Institute - 1
CUNY Brooklyn College - 1	SUNY Buffalo - 2	Princeton University - 1
CUNY City College of NY - 4	SUNY Delhi - 1	Saint Francis College - 1
CUNY City Tech – 3	Bard College - 1	Skidmore College - 4
CUNY Guttman CC – 4	Boston College – 2	Swarthmore College – 1
CUNY Hostos CC - 3	Clarkson University - 1	University of Chicago - 2
CUNY Hunter College - 3	Cornell University - 3	Vassar College - 1
CUNY John Jay College – 2	Dartmouth College-1	Washington University (St. Louis) - 1
CUNY LaGuardia CC – 3	Fordham University - 1	Williams College - 1
CUNY Lehman College - 7	Hobart and William Smith - 3	
CUNY Medgar Evers College - 1	Middlebury College – 1	
CUNY York - 2	New York University - 10	

ACTION PLAN

We plan to better use the College Now program with flexible scheduling to ensure we expose more students to college level work before they leave high school.

GOAL 3: ENGLISH LANGUAGE ARTS

Our goal is to meet or exceed all the measures below.

BACKGROUND

Our English program began as a fairly standard high school program. We have heterogenous classes in 9th and 10th grade, and in 11th and 12th, the offerings diverge, including AP Language and AP Literature for our stronger students, and more traditional 11th and 12th grade composition classes for the rest.

We’ve persisted with those offerings, while adding a 10th Grade Honors class, to help better prepare students for AP offerings in later grades, and we’ve added a daily, 30-minute reading block with targetted small groups. We believe this built-in reading time will continue to improve growth, especially for our below-grade-level readers.

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.⁶

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁷

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	103	23	34	43%
2019	2022-23	105	8	51	53%
2020	2023-24	98	0	57	58%

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.

⁶ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁷ 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.

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	103	23	65	80%
2019	2022-23	105	8	89	92%
2020	2023-24	98	0	91	93%

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

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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 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	56	23	10	30%
2019	2022-23	47*	8	15	38%
2020	2023-24	N/A**	0	57	N/A

*This does not include the 25 students with no 8th grade score.

**This cohort did not test in 8th grade.

High School ELA Measure 8 - Growth

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	56	23	24	73%
2019	2022-23	47*	8	37	95%
2020	2023-24	N/A**	0	91	N/A

*This does not include the 25 students with no 8th grade score.

**This cohort did not test in 8th grade.

ELA INTERNAL EXAM RESULTS

We use I-Ready to monitor reading growth, but other than June, 2020, when Regents Exams were cancelled, we have used the ELA Regents to monitor our progress (including when it was optional). However, we don't have i-ready data from September of 2020, so we can't use that to provide a growth measure here for the 2020 cohort. While we don't have growth measures for the 2020 Cohort, we do have comparative measures to previous cohorts, demonstrating our continued growth and improvement in reading and writing (as demonstrated by our consistent growth in Measures 1 and 2 over the 2018-2020 cohorts, despite the impact of the pandemic).

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	Approaching 58%

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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.	Met 93%
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Approaching 38% (for 2019, the most recent measurable year)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met 95% (for 2019, the most recent measurable year)

EVALUATION OF HIGH SCHOOL ELA GOAL

The school demonstrated strong outcomes in English Language Arts (ELA), meeting or exceeding expectations for several measures. Specifically, 93% of students at least partially met Common Core expectations, surpassing the 80% target and reflecting the success of foundational literacy supports. However, 58% of students met or exceeded Level 4 expectations, falling short of the 65% goal. This gap highlights the ongoing challenge of advancing students to the highest performance levels, though results indicate steady progress. Growth measures reveal notable success, with 95% of students who entered high school below proficiency partially meeting expectations, demonstrating the impact of targeted interventions.

ADDITIONAL CONTEXT AND EVIDENCE

The shortfall in the percentage of students achieving Level 4 is attributed primarily to limited literacy skills upon entering high school. Many students begin 9th grade with substantial reading deficits, making it challenging to reach advanced standards in just four years. Despite these challenges, the school's strong outcomes for students achieving partial proficiency reflect effective teaching practices, such as small-group instruction and literacy-focused interventions. Additional internal assessments, such as reading diagnostics, reveal year-over-year gains in comprehension and critical thinking, providing further evidence of program effectiveness.

ACTION PLAN

To build on these results, the school will implement an intensive literacy intervention track for incoming 9th graders with low proficiency, focusing on foundational skills in reading and writing. This will ensure a stronger base for achieving higher-level ELA standards. Additional professional development will focus on instructional strategies to push students toward Level 4 performance. The school will also enhance data systems to track growth more effectively and refine interventions for struggling students. Finally, increased focus on co-academic supports, such as writing workshops and peer tutoring, will help address gaps and maintain high levels of partial proficiency.

GOAL 4: MATHEMATICS

Our goal is to meet or exceed all the measures below.

BACKGROUND

Our math program has remained consistent in basic structure over the last few years. We teach Algebra 1, alongside Intro to Physics and Intro to Computer Science, allowing students who have taken Algebra 1 and scored above a 75, to progress to a course we call Algebra 2a. Most of our 10th graders also take Algebra 2a, which covers much of the traditional Regents Algebra 2 course, but also reviews key Algebra 1 content, to fully develop students' algebraic understanding, to make sure they are fully ready for Algebra 2B, which covers the traditional Regents course, but goes deeper on Trigonometry, limits and polynomial division than is required by the Regents. However, for students who are fully ready for Algebra 2 in 10th grade, we do have an Honors Algebra 2 course, which progresses to Honors Precalculus, and eventually, AP Calculus. We are also developing a Statistics pathway that begins after Algebra 1, and concludes with Accounting and Finance or AP Statistics. But, those courses are still in the pilot phase.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on 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	103	13	58	64%
2019	2022-23	105	105	N/A	N/A
2020	2023-24	98	73	13	52%

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	103	13	81	91%
2019	2022-23	105	105	N/A	N/A
2020	2023-24	98	73	25	100%

High School Math Measure 3 - Absolute

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

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

High School Math Measure 4 - Comparative

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

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

High School Math Measure 5 - Comparative

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

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

High School Math Measure 6 - Comparative

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 8th grade mathematics exam will meet the college and career readiness standard

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(currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	64	13	24	47%
2019	2022-23	52*	52	N/A	N/A
2020	2023-24	N/A**	73	13	

*Not including the 17 with no 8th grade score
 **This cohort did not test because they were in 8th grade in the Spring of 2020.

High School Math Measure 8 - Growth

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

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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	64	13	58	91%
2019	2022-23	52*	52	N/A	N/A
2020	2023-24	N/A**	73	25	N/A

*Not including the 17 with no 8th grade score

**This cohort did not test because they were in 8th grade in the Spring of 2020.

MATHEMATICS INTERNAL EXAM RESULTS

We use I-Ready to assess incoming math levels. However, we don't have i-ready data from September of 2020 for that cohort, to replace their missing 8th grade scores, so we can't use that to provide a growth measure here for the 2020 cohort or 2019 cohorts. However, for students who took the Algebra 2 Regents, we have consistently had between 75 and 100% pass rates in Algebra 2, and between 60 and 90% pass rates in Physics (despite giving the exam in 10th grade), which we use to benchmark our students' progress. In addition, 87% of the 2020 cohort, and 84% of the 2019 cohort completed the Algebra 2 course, and passed the internal final exam in that course, indicating strong growth against those measures.

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	Approaching 52%
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met 100%
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A

Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Cannot determine because of exemptions and/or lack of 8th grade scores for recent cohorts.
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Cannot determine because of exemptions and/or lack of 8th grade scores for recent cohorts.

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The school met some goals while continuing to improve in others. It exceeded the target for students at least partially meeting Common Core expectations, with 100% achieving Performance Level 3 or higher, showcasing success in foundational skills. However, only 52% of students met or exceeded Level 4, falling short of the 65% target. This gap reflects ongoing improvement efforts, as recent program enhancements aim to better support students in mastering advanced content. Comparative and growth measures remain inconclusive due to missing district data and 8th-grade baseline scores, but internal trends indicate positive momentum.

ADDITIONAL CONTEXT AND EVIDENCE

The shortfall in advanced proficiency is tied to pre-existing learning gaps and pandemic-related disruptions. However, the school is encouraged by its ability to ensure all students reach baseline expectations, a testament to strong instructional practices and co-academic interventions like tutoring and math labs. While gaps in data limit comparative analysis, additional internal assessments show steady gains in mathematical reasoning, reinforcing the effectiveness of current strategies.

ACTION PLAN

To address gaps in advanced proficiency and support students with weak foundational skills, the school will develop a pre-algebra track for incoming 9th-grade students who demonstrate limited numeracy. This track will focus on building essential mathematical skills, enabling students to progress more confidently into algebra and advanced coursework. Additionally, the school will expand advanced learning opportunities such as AP and dual enrollment math courses and provide targeted interventions for students nearing Level 4 performance. Professional development will equip teachers with strategies to support both struggling learners and high achievers. Enhanced data systems will improve growth tracking and real-time adjustments, and efforts to access district comparison data will strengthen accountability. These initiatives aim to ensure continued progress, recognizing that performance gaps often stem from students entering 9th grade with significant math deficits.

GOAL 5: SCIENCE

Our goal is to meet or exceed all the measures below.

BACKGROUND

Our science program has evolved over the years. Initially, we planned for all students to take two full years of Physics, before taking Living Environment in 11th grade, alongside AP Bio for stronger students. Now, we have more options, allowing students to move into the science classes best suited to their interests and skill level. We teach Intro to Physics in 9th grade, Regents Physics and Living Environment in 10th, with AP Bio, Living Environment, and Psychology in 11th Grade, and Forensics and Chemistry in 12th, allowing students a number of options depending on their passion and career interest.

Note that we also require 4 years of Computer Science for (almost) every student, with students moving from a general Introduction to Computing, to a choice between AP CSP or Intro to Javascript, before beginning with our certification pathways in 11th and 12th grades. In 11th grade, students can choose the Digital Design pathway, moving from Graphic Design to UX (and taking external Adobe and Google certifications in each course respectively), or they can choose Software Engineering 11 and 12, taking the CODE HS Java certification, (they can also take AP CSA in 12th Grade), or they can take our new Cybersecurity pathway, completing the CompTIA Security+ certification.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	103	61	32	76%
2019	2022-23	105	85	20	100%
2020	2023-24	99	6	86	92%

High School Science Measure 2 - Comparative

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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

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 students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Met 92%
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Overall, our science results demonstrate the overall strength of our program, and support the structure of our program, which allows students to take science courses as they are ready for them.

ADDITIONAL CONTEXT AND EVIDENCE

Last year 91% of our 54 Graphic Design students passed the Adobe Illustrator Certification, and 57% of our Software Engineering students passed the CODEHS Javascript certification. In addition, of the 54 10th Graders in AP Computer Science Principles, 44% passed the exam (down from a 57% pass rate the previous year), demonstrating the rigor of our Computer Science program.

ACTION PLAN

We are continuing to build our science program, with the addition of AP Psychology and AP Chemistry planned for next year.

GOAL 6: SOCIAL STUDIES

Our goal is to meet or exceed all the measures below.

BACKGROUND

We have an unusual course sequence, beginning with Economics and Government in 9th Grade, moving to US History and AP US History, in 10th, Global II in 11th Grade, and History Electives, including AP Comparative Government, Latin and Caribbean History, and 20th Century History in 12th grade. We believe this sequence better prepares students for college and provides a level of choice in 12th grade.

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	103	103	0	N/A
2019	2022-23	105	105	0	N/A
2020	2023-24*	99	99	0	N/A

*Note that we teach US History in 10th Grade, and as a result of the cancellation of the June 2021 and June 2022 US History exam, we have not yet had a 4th year cohort that has taken a US History Regents exam. Our pass rate on the mock regents we have to the 2020 Cohort in June 2022 was 70%.

We had 72% pass the exam in last year’s 10th grade cohort, indicating we will meet this goal going forward!

Social Studies Measure 2 - Comparative

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

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

Social Studies Measure 3 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	103	100	3	100%
2019	2022-23	105	15	77	86%
2020	2023-24	99	4	86	91%

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

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 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.	Cannot determine because of exemptions, we had 100% exempt in all of the first three cohorts due to exam cancellation.
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	
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.	Met 91%
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

Although we have not had as much data in US History, we have consistently had 85 - 90% passing the Global II exam, indicating a strong and successful history program. Although our 10th grade US History results have not been as strong, they have improved each year, indicating a program moving in the right direction.

ADDITIONAL CONTEXT AND EVIDENCE

As noted above, last year, 72% our 10th graders passed the US History Regents, and 44% of the 18 10th Graders who took it, passed the AP US History exam. We had a similar pass rate of 41% and 57% respectively in each of the last two years on the AP Comparative Government Exam in 12th grade.

ACTION PLAN

Our plans to improve literacy extend to History courses. Given that we do US History in 10th grade and Global in 11th grade, unlike most other high schools, we are focused on building both the historical and literal literacy of our students to prepare for the slightly more challenging US History exam. That was challenging coming out of the pandemic, with less well-prepared 9th graders, almost none of whom have had prior history instruction. However, given our consistently strong Global results, we are confident that with improved literacy, we can continue to improve our outcomes and continue to meet and exceed our accountability goals.

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	In Good Standing
2022-23	LSI
2023-24	LSI

ADDITIONAL CONTEXT AND EVIDENCE

We remain in good standing according to our state accountability status as stated in Goal 7.