



## **Coney Island Prep**

# **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie-Bernard Joseph, Chief Executive Officer, Eric Green, Chief Academic Officer, and Amanda Warco, Director of Data & Compliance, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Josh Wolfe	Chair Fundraising, Governance, Facilities
Jacob Mnookin	Board Member Academic Accountability
Jannifer McArdle	Board Member Governance, Facilities
Joseph Talia	Board Member Finance
Joe Herrera	Board Member Students and Staff
Shona Pinnock	Board Member Students and Staff
Julie Goran	Board Member Facilities
Nkonye Okoh	Board Member Finance, Facilities
Sam Tweedy	Board Member Fundraising, Academic Accountability

**Leslie-Bernard Joseph has served as the Chief Executive Officer since 2019.**

## SCHOOL OVERVIEW

Founded in 2009, Coney Island Prep is a free, public K-12 charter school in southern Brooklyn, serving more than 1,000 scholars across three campuses. This mission of Coney Island Prep is to prepare our scholars to succeed in the college and career of their choice. At its core, ours is a mission rooted in equity. Every school endeavors to see its kids succeed. But in a city where opportunity and inequity are not always so clearly exposed, Coney Island Prep has made the promise of college access a near guarantee for students of color from predominantly low-income backgrounds.

Our mission and our responsibility to our community has never been more critical, nor have the depths of inequity been more apparent since schools closed in mid-March in response to the spread of COVID-19. Too many of our scholars have lost parents, grandparents, caregivers in their homes, and other loved ones. Countless families are out of work, facing food and housing insecurity. And our resilient scholars are striving to mitigate the threat of potential learning loss through remote instruction.

In response to these unprecedented challenges, Coney Island Prep has stepped up. Like many schools, we loaned out approximately 300 laptops within days of our school closure to support online learning. We re-doubled our efforts for the fall, securing enough iPads, Chromebooks, and headphones for every single scholar in grades K-12. We transitioned from asynchronous instruction to live tutoring in the spring, to fully synchronous instruction at scale this fall. We invested not only in our own organizational tools and online platforms such as Zoom and Nearpod, but we also procured dozens of wireless hotspots to support families who lack broadband access.

When we launched professional development for teachers in August, we did so with dedicated sessions on Trauma-Informed Practices, to ensure that all staff members are both sufficiently equipped and developing long-term practices in support of our scholars.

And we are especially proud of the depth of support we provided to our families and the broader community. By the end of August, Coney Island Prep had distributed more than 125,000 meals to our community, including satellite meal delivery and food truck service near four NYCHA public housing developments in our area. We made food available not just to our students, but to anyone in need. Today, our scholars and their families receive meals through home delivery, ensuring no scholar will face food insecurity on Coney Island Prep's watch.

Lastly, we are supporting families to ensure that no one slips through the social safety net. In addition to all of the support above, Coney Island Prep has disbursed more than \$90,000 in cash microgrants to more than 130 families in need. And we are not done yet.

We have taken all of these extraordinary steps because we believe this is what equity requires.

And we have broadened our efforts to support our community without sacrificing our attention to academic outcomes.

Academically,, we can confidently say that, while there is much hard work to be done to ultimately fulfill our lofty mission, we are on track. We outperform comparable schools on both New York State ELA and math assessments. We outperform the city and state on many New York State Regents exams, and our scholars have an average SAT score above that of the city, state and country. Over 95% of our first four classes have graduated from high school, and 100% were accepted into college. In fact, our graduating seniors have, on average, earned almost 7 college acceptances each, and earned over \$5,000,000 in scholarships and grants.

Coney Island Prep is in an incredibly diverse part of the city, and that diversity is reflected in our student body. Approximately 43% of our students identify as Black, 29% identify as Hispanic, 17% identify as white, and 10% identify as Asian. 24% of our students are classified as Special Education students, and over 85% of our students qualify for free- or reduced-price lunch.

Below, we detail 8 key design elements, as well as our general instructional philosophy and approach.

### *High Expectations for Academics and Behavior*

We believe that all students can learn and achieve at high levels and behave well. At Coney Island Prep, student expectations are at the core of our educational philosophy. All graduates will earn the opportunity to attend selective colleges and universities, and go on to be successful in the career of their choice.

### *Gradual Release of Structures*

We believe that in order for Coney Island Prep to be a learning environment where every moment of classroom time is maximized, the school needs to be structured and systematized. We also recognize that as students get older and mature, they need to be afforded increasing independence, and be given more room to make their own decisions. We believe that there is no silver bullet for helping students reach a place where they are able to excel independently as is required in many high schools and all colleges. We do believe, however, in being intentional about what systems and structures are in place in different grades and scaffolding those appropriately, releasing more structure and building in more responsibility for decisions and independence so that as students graduate from one grade to the next, they will be better equipped to make good choices on their own. How we structure these systems and the gradual release of those systems were an ongoing discussion throughout startup, and have continued to be refined as the school grew and added a grade each year.

### *Great Teachers and Meaningful, Strategic Professional Development*

High quality teachers are the most important determinant of academic achievement. Without strong teachers delivering exceptional lessons, students cannot make significant academic gains, regardless of how disciplined the learning environment is.

We invest significantly in recruiting and hiring exceptional teachers. We also invest heavily in internal professional development so all teachers increase their effectiveness over time. Professional development at Coney Island Prep begins with a three-week summer orientation. In addition, during the year, all teachers have a coach, who observes them teach at least weekly, provides intensive support including Real Time Coaching, and meets with them separately to discuss things that are going well, and identify and agree upon areas for improvement and concrete action steps. In addition, all teachers have three hours of weekly in-house professional development. We also provide dedicated professional development days during the year.

*K – 12, College Preparatory Curriculum*

A seamless elementary, middle, and high school education affords the opportunity to craft a strategic curriculum, while creating a strong and lasting sense of community. A seamless K-12 education fully supports our college preparatory mission because it provides continuity to curriculum as students move from one grade to the next. The five elementary school years serve as a foundation for the four middle school years at Coney Island Prep, which continue to build a strong sense of college purpose among students, while strengthening foundational skills and developing the work habits and personal characteristics that lead to school success. By continuing seamlessly into high school, students do not need to adjust to a new environment with different expectations. The high school differs in some ways to meet the varied academic and developmental needs of maturing students, but the mission and core beliefs of the school remain constant. This minimizes any adjustment period and allows students to focus on preparation for and acceptance into a competitive college or university.

*Assessments and Data to Drive Instruction and Inform Professional Development*

We believe in scaffolding instruction to ensure students have the skills and knowledge necessary for school success. To monitor student progress, we use assessments throughout the year to gather frequent data points regarding students’ academic levels. Teachers discern which standards need to be re-taught to the entire class, and which students need individual remediation and tutoring on particular skills and concepts. Assessment data guides professional development and the support and growth of individual teachers.

**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
2015-16	62	64	60	-	-	88	84	85	92	88	84	77	-	784
2016-17	64	60	61	59	-	92	87	91	85	90	83	78	71	941
2017-18	62	62	62	63	60	90	87	89	88	90	84	76	73	986

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19	64	61	64	61	64	92	91	88	86	89	91	84	74	1,009
2019-20	60	60	66	64	62	93	91	90	91	92	89	82	75	1,015

### 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 2016 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2017-18	2014-15	2014	81	1	80
2018-19	2015-16	2015	66	1	66
2019-20	2016-17	2016	79	2	77

#### 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 year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. 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 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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	80	2	82
2018-19	2015-16	2015	66	2	67
2019-20	2016-17	2016	77	1	78

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	74	1	75
2018-19	2014-15	2014	77	4	81
2019-20	2015-16	2015	64	3	67

## PROMOTION POLICY

### **Promotion Policies**

To deliver on our mission, students must be fully prepared for the rigors of each following grade. Students will not automatically be passed from one grade to the next—we do not believe in social promotion. Only students who have demonstrated mastery of essential knowledge and skills for a given grade will be promoted.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	8 credits
10	Successful completion of standards in academic subject areas	20 credits (Including 4 in English and/or ESL and 4 in social studies)
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas	44 credits in required subject areas

Coney Island Prep High School defines scholars who are at risk for not graduating high school in four years as scholars who enter their 10th grade year with a 4 or more credit deficit, scholars who enter their 11th and 12th grade years with a 2 or more credit deficit, and scholars who have been previously retained at CIPHS or at another school. If a scholar is identified as a “high risk” student, the school’s administration will employ any methods possible to ensure a 4-year graduation rate. These possibilities include, but are not limited to:

1. Scholar enrollment in extra core classes in lieu of elective classes.
2. Scholar enrollment in after school classes from 4:00 – 5:00pm to earn credits.
3. Scholar enrollment in courses that will yield the best opportunity for credit recovery or passed Regents exams.
4. Scholar enrollment in after school tutoring for Regents preparation.

Scholars will be closely monitored throughout the academic year. If a scholar fails to fulfill the requirements to get back on the four-year graduation track and is no longer qualified for a College and Career Readiness Diploma Designation, she will be jeopardy of retention or a change in diploma track. Counselors and school administrators will create the best path forward that could include pursuing another diploma option and/or repeating a full grade. Scholars who are retained at a grade level will still keep the credits they have accumulated. At Coney Island Prep High School, the close of the 4th quarter marks the official end of the school year and Regents examination re-take opportunities are in mid-August. As such, the school makes final promotion decisions each year by August 20th.

In 2019 - 2020, Coney Island Prep did not make formal changes to our promotion policies though of course it was necessary to consider Regents exemptions in lieu of Regents exam scores. It was also necessary to change to working with students in a remote only context and we removed penalties for late work to ensure that students were receiving grades based on their academic work without being penalized for lack of reliable Internet access or challenging family situations. Family illness and economic hardships were a reality of 2020 for far too many of our students. While this grading policy change was a reaction to our current situation, it also allowed us to pilot improvements to grading policy that our Grading Policy Working Group had been putting together before the pandemic struck. Our hope was to design a grading policy that reflected content knowledge over other factors such as participation. We are fully implementing new grading policies across grades K-

12 for 2020 - 2021 and are excited to give our students, families and staff more accurate assessments of our student’s academic performance.

## GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

### GOAL 1: HIGH SCHOOL GRADUATION

#### Goal 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.

#### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

#### RESULTS AND EVALUATION

In the 2018 cohort, 94% of the students earned the required number of credits, exceeding the measure by 24%. In 2019, 88% of students earned the required number of credits, exceeding the measure by 13%. We attribute this success to the strength of our curriculum and close tracking and communication of student progress.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	81	94%
2019	88	88%

## ADDITIONAL EVIDENCE

### Goal 1: 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.

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.**

### RESULTS AND EVALUATION

In our 2017 cohort, 92% of students passed at least three Regents exams, exceeding the measure by 17%. In our 2018 cohort, 94% of students pass at least three Regents exams, exceeding the measure by 19%.

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 from June/August 2020)
2016	2017-18	88	88%
2017	2018-19	86	92%
2018	2019-20	81	94%

## ADDITIONAL EVIDENCE

### Goal 1: Absolute Measures

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.

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

## RESULTS AND EVALUATION

Each year, the percentage of students graduating after four years has exceeded the goal of 75%. In our 2016 cohort, 87% of students met the goal, exceeding the measure by 12%. The percentage of students graduating after a fifth year has exceeded the goal each of the last three years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	80	86%
2015	2018-19	67	94%
2016	2019-20	78	87%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	73	100%
2014	2018-19	81	95%
2015	2019-20	67	96%

### Goal 1: 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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

<sup>1</sup> The state’s guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

**Goal 1: 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.

**METHOD**

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

**As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

**RESULTS AND EVALUATION**

Coney Island Prep has not had any students pursue an alternative graduation pathway.

**Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type**

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
N/A			

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

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18		<b>N/A</b>
2015	2018-19		N/A
2016	2019-20		N/A

**ADDITIONAL EVIDENCE**

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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.	88%
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.	94%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	87%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	96%
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.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

**ACTION PLAN**

In order to sustain and improve our graduation rates we will maintain our current systems and curriculums, while continuing to search for new curriculums in all of our Regents subject areas.

**GOAL 2: COLLEGE PREPARATION**

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

**GOAL 2: COLLEGE PREPARATION**

**Junior and Senior College and Career Readiness**

All Coney Island Prep scholars take College and Career Readiness in their Junior and Senior Year. In Junior year scholars begin to think about who they are as a student, and what they might want to study and explore as they continue their education. They spend time learning about the different options for post-secondary education and begin to build their college list. Scholars also spend time preparing for high stakes exams such as the PSAT and SAT. In addition, they complete their first draft of their personal statement.

In Senior College and Career Readiness, scholars are paired with a College Counselor, who supports them through refining their college list, completing their college applications, and submitting their financial aid applications. These counselors work one on one with scholars and families to ensure scholars apply to a variety of safety, match and reach schools. As scholars receive acceptances, they work with scholars and families to ensure all factors are considered as they find a best fit college for each individual scholar.

### **Senior Spring Semester**

In the spring Alumni Success Managers take over our College and Career Readiness class to teach a course specifically geared to the transition of seniors into the next phase of their to and through college journey. The class covers topics that have proven to be most impactful to first generation students transitioning to college. The courses are heavily influenced by the anecdotal and quantitative journeys of our alumni. The topics covered include but are not limited to: Diversity Equity and Inclusion, Summer Melt, Campus Resources, The Hidden Curriculum, Healthy Lifestyles, CIP Alumni Support, Personal Finance, and PRIDE Promise. The course concludes with a matriculation checklist. This document serves as both their final project for their Senior Seminar class and as a tracker the Alumni Success Managers will use in supporting the student's transition to college.

### **1:1 Summer Office Hours**

Summer office hours serve as the final in-person touchpoint for our students before they begin school in the fall. These check ins begin immediately following high school graduation and continue until around Labor Day when most students will have matriculated. Summer office hour objectives are guided by the level of completion of a student's Matriculation Checklist that they receive in the spring. During these check ins students meet with Alumni Success Managers to ensure that essential documents needed to matriculate are complete. We also double check the logistics plans of students to make sure that transportation to campus is secured and student essentials such as dorm needs and tech are procured.

### **Goal 2: Absolute Measure**

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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,

### METHOD

Schools use any method listed here, 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. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

### RESULTS AND EVALUATION

Overall, 76% of our students met at least one of the criteria listed above, exceeding the goal by 1%.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam with a score of 3 or higher	36	14	54%
Passing a college level course offered at a college or university or through a partnership with a college or university	3	3	5%
Achieving the college and career readiness level on the SAT	67	30	45%
Earning a Regents diploma with Advanced Designation	67	44	66%

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall	67	51	76%
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### ADDITIONAL EVIDENCE

We have adopted new math and ELA curriculums as well as a new college preparatory / SAT approach, and have seen an increase in our performance as a result. Our overall percentage of students meeting the benchmark year over year has increased 13%, with large jumps coming for students passing an AP exam with a score of 3 or higher (41% increase), as well as graduating with an Advanced Designation (60% increase).

#### Goal 2: Absolute Measure

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

#### Goal 2: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### Goal 2: Absolute Measure

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

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 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.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In our 2016 cohort, 81% of the students matriculated to college, exceeding the measure by 6%. The data is collected and updated by our College Team, who works with our students to help them navigate the college application process, and the college matriculation process.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	69	57	83
2015	2018-19	63	59	94
2016	2019-20	68	55	81

### ADDITIONAL EVIDENCE

#### SUMMARY OF THE COLLEGE PREPARATION GOAL

We only have the data for one of the measures below, and we exceeded the goal.

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.	76%
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.	94%

### ACTION PLAN

## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

### Goal 3: English Language Arts

#### BACKGROUND

For our K-8 ELA curriculum we use KIPP Wheatley. KIPP Wheatley is a comprehensive reading and writing curriculum that is aligned to the Common Core State Standards for ELA. Each grade level consists of four modules (one per quarter) that each focus on a grade level novel with supporting texts. Each module has two check-point assessments and one end of module assessment. Teachers and coaches receive training on the curriculum prior to the school year and professional development sessions as needed.

Our high school uses EngageNY's 9-12 ELA curriculum, which is aligned to the Common Core State Standards. Each grade level completes three modules per year, which each consist of three units. Within each unit students complete a mid-unit and end of unit assessment.

#### METHOD

Because the NYS ELA exams were not administered last school year, we relied on the formative and summative assessments within our curriculum to measure our progress. We're also administering the MAP test early this year to gather more data, but we do not have the results yet.

#### RESULTS AND EVALUATION

Due to the loss of in-person instruction in March of the 2019 - 2020 school year as well as the cancellation for the NYS ELA exams, we do not have definitive results from the 3rd or 4th quarter assessments to share. We are administering the MAP test for data, and have embedded diagnostics into each of our curricular units so we're able to gauge where the students are and make any adjustments to the curriculum before the unit begins. Our goal is to remediate learning in the context of current grade level material.

## ADDITIONAL EVIDENCE

### SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

#### ACTION PLAN

This school year, we have several new ELA initiatives to help students with unfinished instruction:

- We've adopted a new K-8 ELA curriculum, Wit & Wisdom, which we believe is more in line with current research in ELA instruction and better integrates writing into the block.
- We've adopted Geodes, a K-2 guided reading program, that matches decodable, content-knowledge building texts with our ELA units, so our students are able to build deeper content knowledge as they practice their fluency skills.
- We're working with Lit, ELA consultants, to help us implement Wit & Wisdom and Geodes, as well as help us with our ELA pedagogy.
- Students in 3 - 8 will work with Quill, an online grammar and sentence construction program to supplement their writing blocks, and
- We've launched a Writing Working Group, to help improve writing across K-12.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8<sup>th</sup> grade in a modified format based on instructions under each respective measure below.

### Goal 3: Absolute Measure

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 school administered the Regents English exam that students must pass to graduate. 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.

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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.**

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

This year's cohort was exempt from this due to the cancellation of the Regents exams.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</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)
2014	2017-18	76	0		<b>74%</b>
2015	2018-19	66	0		65%
2016	2019-20	77	1	36	47%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	88	41%	84	49%	77	47%
2017	92	0%	86	62%	80	77%
2018			83	0%	81	NA (all exempt)
2019					90	0%

#### Goal 3: Absolute Measure

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>2</sup> Based on the highest score for each student on the English Regents exam

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. 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.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 3 among the students who sat for the exam.**

### RESULTS AND EVALUATION

Due to the state’s cancellation of the Regents exams, we do not have the data for this section. We had 77 students who were exempted from the exam.

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)
2014	2017-18	76	0		95%
2015	2016-19	66	0		95%
2016	2019-20	77	1	70	92%

### ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	88	73%	84	87%	77	92%
2017	92	0%	86	81%	80	90%
2018			83	0%	82	N/A (all Exempt)

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2019					90	0%
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### Goal 3: Absolute Measure

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

### Goal 3: Comparative Measure

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 3: Comparative Measure

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 3: Comparative Measure

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 3: Growth Measure

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### RESULTS AND EVALUATION

Due to the state’s cancellation of the Regents exams, we do not have the data for this section.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	45	0		<b>67%</b>
2015	2018-19	33	0		61%
2016	2019-20	49	1	19	40%

### ADDITIONAL EVIDENCE

#### **Goal 3: Growth Measure**

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

### METHOD

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

### RESULTS AND EVALUATION

In our 2016 cohort, 98% of the students met the measure, exceeding the goal by 23%.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	45	0		<b>93%</b>
2015	2018-19	33	0		94%
2016	2019-20	49	1	47	98%

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS 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.	47%
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.	92%
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.	40%
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	98%

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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**ACTION PLAN**

This school year, we have several new ELA initiatives to help students with unfinished instruction:

- We’re working with Lit, ELA consultants, to help us implement our ELA curriculum (EngageNY), as well as help us with our ELA pedagogy, and bolster our AP offerings.
- Students in 9-12 will work with Quill, an online grammar and sentence construction program to supplement their writing blocks, and
- We’ve launched a Writing Working Group, to help improve writing across K-12.

**GOAL 4: MATHEMATICS**

**ELEMENTARY MATHEMATICS**

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

**Goal 4: Mathematics**

**BACKGROUND**

Over the past two years we’ve adopted several new standards aligned math curriculums.

- For K- 5th grade, we use EngageNY and pair it with Zearn, an online companion to EngageNY
- For 6th- 8th grade, we use Illustrative Math and pair it with Zearn in 6th and 7th grades.

During the school year, teachers receive several different forms of professional development to help them understand and internalize the curriculum:

- Over the summer, teachers receive six days of PD on: math shifts and standards, understanding EngageNY & Zearn, module internalization, and lesson internalization
- During the school year, teachers continue to hold module internalization meetings as needed, and receive weekly PDs for lesson internalization, and data meetings.
- Teachers also receive PD on SPED support, instructional routines, and other math pedagogy.

## METHOD

Because the NYS Math exams were not administered last school year, we relied on the formative and summative assessments within our curriculum to measure our progress. We're also administering the MAP test early this year to gather more data, but we do not have the results yet.

## RESULTS AND EVALUATION

Due to the loss of in-person instruction in March of the 2019 - 2020 school year as well as the cancellation for the NYS ELA exams, we do not have definitive results from the 3rd or 4th quarter assessments to share. We are administering the MAP test for data, and have embedded diagnostics into each of our curricular units so we're able to gauge where the students are and make any adjustments to the curriculum before the unit begins. Our goal is to remediate learning in the context of current grade level material.

## SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

We do not currently have math data to summarize, but we will have NWEA MAP results soon.

## ACTION PLAN

While not much has changed in our math program this year, we have made some changes to further support our students this year:

- K-5th grade will continue to use Zearn to support the curriculum, with 6th and 7th grade beginning this year.
- Students receive additional group and 1-on-1 tutoring in the afternoon as needed

## HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8<sup>th</sup> grade in a modified format based on instructions under each respective measure below.

### Goal 4: Absolute Measure

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.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. 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 any Regents Common Core mathematics exams. 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.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.**

### RESULTS AND EVALUATION

In the 2016 cohort, 63% of students scored at or above a Performance Level 4 on a Regents Mathematics Common Core exam, falling short of the goal by 2%.

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)
2014	2017-18	82	0		35%
2015	2018-19	66	0		24%
2016	2019-20	77	42	22	63%

### ADDITIONAL EVIDENCE

This year, we’ve expanded our curriculum adoption of Agile Minds to include Algebra, Geometry, and Algebra II to further support our students. We also receive curriculum implementation support from Agile Minds, including co-observations with them.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2016	88	26%	83	30%	77	63%
2017	92	27%	85	32%	80	35% (70% Exempt)
2018			83	34%	82	37% (99% exempt)
2019					90	N/A all exempt

### Goal 4: Absolute Measure

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 school administered the Regents mathematics exam(s) that students must pass to graduate. 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 mathematics exams. 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.

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.**

### RESULTS AND EVALUATION

In our 2016 cohort, 99% of the students scored at least a level 3 on a Regents math exam, exceeding the goal by 19%.

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)
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## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2014	2017-18	82	0		96%
2015	2016-19	66	0		98%
2016	2019-20	77	3	73	99%

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	88	91%	83	95%	77	99%
2017	72	68%	85	96%	80	100%
2018			83	82%	82	100%
2019					90	98%

#### Goal 4: Absolute Measure

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

#### Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Comparative Measure

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

In our 2016 cohort, 11% of the students who were not proficient in 8<sup>th</sup> grade scored a Level 4 on a Regents math exam, falling short of the goal. While this does not meet the goal, it is an increase over the previous year’s performance.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	35	0		<b>3%</b>
2015	2018-19	26	0		7.4%
2016	2019-20	46	0	5	11%

### Goal 4: Growth Measure

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### RESULTS AND EVALUATION

In our 2016 cohort, 91% of students who were not proficient in 8th grade scored at least a Level 3 on a Regents math exam, exceeding the goal by 16%.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	35	0		<b>97%</b>
2015	2018-19	27	0		96%
2016	2019-20	46	0	42	91%

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS 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.	63%
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.	99%
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

<sup>3</sup> Based on the highest score for each student on the mathematics Regents exam

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	11%
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.	91%

### ACTION PLAN

In order to continue to improve our high school mathematics program, we will take several steps:

- We will expand our curricular offerings using Agile Minds to include Pre-Calc, and Calculus.
- We will continue to receive support from Agile Minds
- We will continue to offer professional development to teachers on the math shifts and standards, module internalization, lesson internalization, instructional routines, and data meetings.

## GOAL 5: SCIENCE

### ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

### Goal 5: Science

## BACKGROUND

In the 2017 -2018 school year, we adopted Amplify Science as our K-8 science program. We chose this curriculum because it is fully NGSS aligned, created after the launch of NGSS, and has a great balance of hands-on and investigative science. Teachers receive three days of professional development over the summer as well as weekly development throughout the school year through observations and internalization meetings.

## METHOD

To assess students' progress this year, we used curricular assessments provided by Amplify Science. These assessments include formative assessments embedded within a unit (Critical Junctures) as well as summative assessments at the end of each unit. All assessments are aligned to NGSS standards.

## RESULTS AND EVALUATION

Due to the school closure in March, we were only able to administer assessments through the first and second quarters. To that point, students were progressing well on their summative assessments and beginning to show mastery over NGSS standards.

## SUMMARY OF THE ELEMENTARY SCIENCE GOAL

We do not have definitive results to share.

## ACTION PLAN

This school year, we will continue to use Amplify Science across K-8 and use the curricular assessments provided to measure progress.

## HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

### Goal 5: Absolute Measure

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.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

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, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 passing among the students who sat for the exam.**

### RESULTS AND EVALUATION

In our 2016 cohort, 99% of students passed a science Regents exam with a score of 65 or higher, exceeding the goal by 24%.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>

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)
2014	2017-18	82	0		99%
2015	2016-19	67	0		100%
2016	2019-20	77	0	76	99%

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

<sup>4</sup> Based on the highest score for each student on any science Regents exam

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2016	88	98%	86	98%	76	99%
2017	92	84%	91	92%	80	96%
2018			85	82%	82	82%
2019					18 (removed Exempt)	35%

### Goal 5: Comparative Measure

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

### Goal 6: Social Studies

#### Goal 6: Absolute Measure

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. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 passing among the students who sat for the exam.

### RESULTS

In our 2016 cohort, 95% of students passed the US History Regents exam by their fourth year, exceeding the goal by 20%.

**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)
2014	2017-18	82	0		<b>89%</b>
2015	2016-19	67	0		93%
2016	2019-20	77	2	71	95%

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	88	1%	86	76%	77	95%
2017	92	0%	91	2%	80	92% (exc. exempt)
2018			85	1%	82	N/A All exempt
2019					90	100% (only 2 students w/ scores)

### Goal 6: Comparative Measure

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 6: Absolute Measure

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

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 passing among the students who sat for the exam.**

### RESULTS

In our 2016 cohort, 91% of the students passed Global History with a score of 65 or higher, exceeding the goal by 16%. This passing rate is similar to previous years.

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)
2014	2017-18	75	0		<b>83%</b>
2015	2016-19	82	0		94%
2016	2019-20	77	2	68	91%

Global History Regents Passing Rate with a score of 65 by Cohort and Year

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	71	90%	83	89%	77	91%
2017	88	82%	86	80%	80	90% (exc. exempt)
2018			83	1%	82	N/A All exempt
2019					90	0%

### Goal 6: Comparative Measure

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

### Goal 7: Absolute Measure

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.

### METHOD

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.

### RESULTS AND EVALUATION

We remain in Good Standing, which has not changed from previous years.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

## APPENDIX A: OPTIONAL GOALS

We have not set any optional goals at this time.