Instructions / Notes  
for 2022-23 Accountability Plan Progress Report (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Context and Evidence” sections for each goal area.
3. While the 3rd – 8th grade state test results from 2021-22 established a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement data for required measures with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 15, 2023. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
5. Schools serving students in 9th – 12th grades must additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2019 Total Cohort for Graduation and the 2022-23 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
6. Text Highlighted in Grey = explanation or guidance for an entry. As guidance, schools should remove the existing text entirely and replace it with information to complete the report.

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

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

|  |
| --- |
| **[SCHOOL NAME]** |
| **2022-23 ACCOUNTABILITY PLAN**  **PROGRESS REPORT** |
| Submitted to the SUNY Charter Schools Institute on: |
| Date, 2023 |
| By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School Address |
| School Phone Number |

[School Logo]

Enter Name(s) and Title(s) prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

|  |  |  |
| --- | --- | --- |
| Trustee’s Name | Board Position | |
| Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive) |
| Name | Office | Committees |
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| Name | Office | Committees |
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| Name | Office | Committees |

**Enter first and last name(s) has served as the school leader(s) since [XXX].**

SCHOOL OVERVIEW

Narrative description of the school, e.g., mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of any notable changes to the charter’s academic program – especially those designed to accelerate learning to mitigate the effects of interrupted instruction caused by the COVID-19 pandemic.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2022-23 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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](http://www.p12.nysed.gov/irs/sirs/))

Fourth-Year High School Accountability Cohorts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fourth Year  Cohort | Year Entered 9th 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 |
| 2020-21 | 2017-18 | 2017 | [#] | [#] | [#] |
| 2021-22 | 2018-19 | 2018 | [#] | [#] | [#] |
| 2022-23 | 2019-20 | 2019 | [#] | [#] | [#] |

## 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 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 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](https://www.p12.nysed.gov/irs/sirs/), 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 9th Grade  Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30th 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) |
| 2020-21 | 2017-18 | 2017 | [#] | [#] | [#] |
| 2021-22 | 2018-19 | 2018 | [#] | [#] | [#] |
| 2022-23 | 2019-20 | 2019 | [#] | [#] | [#] |

Fifth Year Total Cohort for Graduation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fifth Year Cohort | Year Entered 9th Grade  Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30th 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) |
| 2020-21 | 2016-17 | 2016 | [#] | [#] | [#] |
| 2021-22 | 2017-18 | 2017 | [#] | [#] | [#] |
| 2022-23 | 2018-19 | 2018 | [#] | [#] | [#] |

## Promotion Policy

Present the school’s promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school’s requirements are consistent with the State Commissioner’s Part 100.5 Diploma Requirements.

GOAL 1: HIGH SCHOOL GRADUATION

Write the school’s high school graduation goal here.

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 2022-23

|  |  |  |
| --- | --- | --- |
| Cohort Designation | Number in Cohort during 2022-23 | Percent promoted |
| 2021 |  |  |
| 2022 |  |  |

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 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 2023, the 2021 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) |
| 2019 | 2020-21 |  |  |
| 2020 | 2021-22 |  |  |
| 2021 | 2022-23 |  |  |

Graduation Goal Measures 3 & 4 - Absolute

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

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years[[1]](#footnote-1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cohort Designation | School  Year | Number in Cohort | Number who Graduated | Percent Graduating |
| 2017 | 2020-21 |  |  |  |
| 2018 | 2021-22 |  |  |  |
| 2019 | 2022-23 |  |  |  |

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 |
| 2016 | 2020-21 |  |  |  |
| 2017 | 2021-22 |  |  |  |
| 2018 | 2022-23 |  |  |  |

Graduation Goal Measure 5 - Comparative Measure

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

Percent of Students in the Total Graduation Cohort who   
Graduate in Four Years Compared to the District[[2]](#footnote-2)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Cohort Designation | School Year | Charter School | | | School District | |
| Number in Cohort | Number who Graduated | Percent Graduating | Number in Cohort | Percent Graduating |
| 2017 | 2020-21 |  |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |  |

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 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type[[3]](#footnote-3)

|  |  |  |  |
| --- | --- | --- | --- |
| Exam | Number of Graduation Cohort Members Tested  (a) | Number Passing or Achieving Regents Equivalency  (b) | Percentage Passing  =[(b)/(a)]\*100 |
| [Write name of exam here] |  |  |  |
| [Write name of exam here] |  |  |  |
| [Write name of exam here] |  |  |  |
| Overall | [Total number tested] | [Number passing] | [Percentage passing] |

Pathway Exam Passing Rate

by Fourth Year Accountability Cohort

|  |  |  |  |
| --- | --- | --- | --- |
| Cohort Designation | School Year | Number in Cohort Tested | Percent Passing a Pathway Exam |
| 2017 | 2020-21 |  |  |
| 2018 | 2021-22 |  |  |
| 2019 | 2022-23 |  |  |

## Summary of the High School Graduation 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 |
| Leading Indicator | Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. | [YES/NO] |
| Leading Indicator | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. |  |
| Absolute | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate. |  |
| Absolute | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. |  |
| Comparative | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison. |  |
| Absolute | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. |  |

## Evaluation of the Graduation Goal

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

## Additional Context and Evidence

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, how credit accumulation was impacted by any transitions to remote learning, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance. In addition, the school may present additional internally developed leading indicators that do not align to the required measures above. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School Graduation goal should report those results here.**

## Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 2: COLLEGE PREPARATION

Write the school’s college preparation goal here.

Present a narrative describing the school’s policies and procedures for supporting students in the postsecondary planning process. Include a list of any partnerships the school is entered into that help support these efforts.

**For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.**

College Preparation Goal Measure 1 - Absolute

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

* Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
* Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
* Passing a College Level Examination Program (“CLEP”) exam;
* Passing a college level course offered at a college or university or through a school partnership with a college or university;
* Achieving the college and career readiness benchmark on the SAT;
* Earning a Regents diploma with advanced designation; or,
* A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator[[4]](#footnote-4)

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
| [Write indicator here] |  |  |  |
| [Write indicator here] |  |  |  |
| [Write indicator here] |  |  |  |
| [Write indicator here] |  |  |  |
|  |  |  |  |
| Overall | [Total number of 2019 Cohort graduates. ***Not a sum of entire column***][[5]](#footnote-5) | [Number of 2019 Cohort graduates achieving ***at least one*** indicator] | [Percentage of 2019 Cohort graduates achieving ***at least one*** indicator] |

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 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year[[6]](#footnote-6)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cohort | Graduation Year | Number of Graduates  (a) | Number Enrolled in 2 or 4-year Program in Following Year  (b) | Matriculation Rate  =[(b)/(a)]\*100 |
| 2017 | 2020-21 |  |  |  |
| 2018 | 2021-22 |  |  |  |
| 2019 | 2022-23 |  |  |  |

## Summary of the College Preparation 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, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. |  |
| Absolute | Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system. | N/A |
| Comparative | Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort. | N/A |
| Absolute | Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation. |  |
|  | [Write in additional measure here] |  |

## Evaluation of the College Preparation Goal

Provide a brief narrative highlighting results in the data tables above that directly address each measure. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

**The narrative should explain how the school collected the data** **(e.g., National Student Clearinghouse, student surveys)** and explicitly state whether the school met the measure, discussing by how much the school fell short of or exceeded the measure, and notable performance.

## Additional Context and Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. Also discuss any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. This is an opportunity to show the school is making progress towards or maintaining a high level of performance. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the College Preparation goal should report those results here.**

## Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 3: ENGLISH LANGUAGE ARTS

Enter the school’s English Language Arts goal here.

## Background

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in kindergarten – 12th grades. Provide a summary of any important changes to the ELA program or staff during the 2022-23 school year.

Elementary and Middle ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
| Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
| All |  |  |  |  |  |  |  |  |

Performance on 2022-23 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year[[7]](#footnote-7)

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

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[[8]](#footnote-8)

2022-23 State English Language Arts Exam   
Charter School and District Performance by Grade Level

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

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.[[9]](#footnote-9)

2021-22English Language Arts Comparative Performance by Grade Level

| Grade | Percent  Economically Disadvantaged | Percent of Students at Levels 3&4[[10]](#footnote-10) | | Effect Size |
| --- | --- | --- | --- | --- |
| Actual | Predicted |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| All |  |  |  |  |

ELA Measure 5 - Growth

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

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

## ELA Internal Exam Results

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2022-23 school year using internal assessments.

During 2022-23, 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 ELA: Choose an item.

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

## Summary of the ELA 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, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | [Yes/No] |
| Absolute | Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system. | N/A |
| Comparative | Each year, the percent of all tested studentswho are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. |  |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. |  |
| Growth | Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. | N/A |
|  | [Write in additional measure here] |  |
|  |  |  |

## Evaluation of ELA Goal

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

## Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

## ELA Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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.

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.[[11]](#footnote-11)

Percent Scoring at Least Level 4 on Regents English Common Core Exam

by Fourth Year Accountability Cohort[[12]](#footnote-12)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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.

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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

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 8th 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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.

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 8th 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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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

## Evaluation of High School ELA Goal

Provide brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

## Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School ELA goal should report those results here.**

## Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 4: MATHEMATICS

Write the school’s mathematics goal here.

## Background

Provide a brief narrative discussing the mathematics curriculum, instruction, assessment, and professional development at the school in kindergarten – 12th grades. Provide a summary of any important changes to the mathematics program or staff during the 2022-23 school year.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | Total Tested | Not Tested | | | | | | | Total Enrolled |
| Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents |
| 3 |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |
| All |  |  |  |  |  |  |  |  |  |

Performance on 2022-23 State Mathematics Exam

By All Students and Students Enrolled in At Least Their Second Year

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

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam   
Charter School and District Performance by Grade Level

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

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

| Grade | Percent  Economically Disadvantaged | Percent of Students at Levels 3&4 | | Effect Size |
| --- | --- | --- | --- | --- |
| Actual | Predicted |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| All |  |  |  |  |

Math Measure 5 - Growth

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

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

## Mathematics Internal Exam Results

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2022-23 school year using internal assessments.

During 2022-23, 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.

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

## Summary of the 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, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8. |  |
| Absolute | Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system. | N/A |
| Comparative | Each year, the percent of all tested studentswho are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. |  |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. |  |
| Growth | Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. | N/A |
|  | [Write in additional measure here] |  |
|  |  |  |

## Evaluation of the Mathematics Goal

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

## Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Math goal should report those results here.**

## Mathematics Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

High School Mathematics

High School Math Measure 1 - Absolute

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

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) |
| 2017 | 2020-21 |  | 0 |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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.

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) |
| 2017 | 2020-21 |  | 0 |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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

The 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 8th 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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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.

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 mathematics 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 8th 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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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

## Evaluation of the High School Mathematics Goal

Provide brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

## Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School Mathematics goal should report those results here.**

## Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 5: SCIENCE

Write the school’s science goal here.

## Background

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in kindergarten – 12th grades. Provide a summary of any important changes to the science program or staff during the 2022-23 school year.

Elementary and Middle Science

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam

By Students Enrolled in At Least Their Second Year

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Students in At Least Their 2nd Year | | |
| Number Tested | Number Proficient | Percent Proficient |
| 4 |  |  |  |
| 8 |  |  |  |
| All |  |  |  |

Science Measure 2 - Comparative

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

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

2022-23 State Science Exam

Charter School and District Performance by Grade Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Charter School Students in at Least 2nd Year | | | All District Students | | |
| Grade | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 4 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| All |  |  |  |  |  |  |

## Summary of the Elementary/Middle Science Goal

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

|  |  |  |
| --- | --- | --- |
| Type | Measure | Outcome |
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. |  |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. |  |
|  | [Write in optional measure here] |  |

## Evaluation of the Science Goal

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

## Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

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

Performance on a Regents Science Exam

Of 8th Grade All Students by Year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Year | Regents Exam | Number Tested | Number Passing | Percent Passing |
| 8 | 2018-19 |  |  |  |  |
| 8 | 2021-22 |  |  |  |  |
| 8 | 2022-23 |  |  |  |  |

## Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

High School Science Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

## 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. |  |
| 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

Provide brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

## Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the high school science goal should report those results here.**

## Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

GOAL 6: SOCIAL STUDIES

Write the school’s social studies goal here.

## Background

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in 9th – 12th grades. Provide a summary of any important changes to the social studies program or staff during the 2022-23 school year.

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.

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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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.

The Institute does not require charters to report on this measure for 2022-23

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.

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) |
| 2017 | 2020-21 |  |  |  |  |
| 2018 | 2021-22 |  |  |  |  |
| 2019 | 2022-23 |  |  |  |  |

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.

The Institute does not require charters to report on this measure for 2022-23.

## 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. |  |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | N/A |
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort. |  |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | N/A |
|  | [Write in optional measure here] |  |

## Evaluation of the Social Studies Goal

Provide brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

## Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the social studies goal should report those results here.**

## Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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](http://www.nysed.gov/accountability/essa-accountability-designations).

Accountability Status by Year

|  |  |
| --- | --- |
| Year | Status |
| 2020-21 |  |
| 2021-22 |  |
| 2022-23 |  |

## Additional Context and Evidence

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

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](https://www.newyorkcharters.org/resource-center/school-leaders/accountability/).

## NWEA

2022-23 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school's median growth ​percentile of all 3rd through 8th grade students will be greater than 50.  Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | [#] | [X] | [Yes/No] |
| Measure 2: Each year, the school's median growth ​percentile of all 3rd through 8th grade​students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | [#] | [X] | [Yes/No] |
| Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school. | Students with disabilities[[13]](#footnote-13) | [X][[14]](#footnote-14) | [#] | [X] | [Yes/No] |
| Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[[15]](#footnote-15) | 2+ students | 75% | [#] | [%] | [Yes/No] |

End of Year Performance on 2022-23 NWEA MAP [ELA/Mathematics] Assessment

By All Students and Students Enrolled in At Least Their Second Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grades | All Students | | Enrolled in at least their Second Year | |
| Percent Proficient[[16]](#footnote-16) | Number  Tested | Percent Proficient | Number  Tested |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| All |  |  |  |  |

End of Year Growth on 2022-23 NWEA MAP [ELA/Mathematics] Assessment

By All Students

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

## i-Ready

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%. | All students | 100% | [#] | [%] | [Yes/No] |
| Measure 2: Each year, the school’s median ​ percent progress to Annual Typical Growth​ of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.​ | Low initial achievers | 110% | [#] | [%] | [Yes/No] |
| Measure 3: Each year, the median percent progress to Annual​ Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd ​through 8th grade general education students at the school. | Students with disabilities[[17]](#footnote-17) | [%][[18]](#footnote-18) | [#] | [%] | [Yes/No] |
| Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment. ​ | 2+ students | 75% | [#] | [%] | [Yes/No] |

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

By All Students and Students Enrolled in At Least Their Second Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grades | All Students | | Enrolled in at least their Second Year | |
| Percent Mid-On Grade Level or Above | Number  Tested | Percent Mid-On Grade Level or Above | Number  Tested |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| All |  |  |  |  |

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

By All Students

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

1. 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. [↑](#footnote-ref-1)
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 2021-22 results as a temporary placeholder for the district’s 2022-23 results. [↑](#footnote-ref-2)
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. [↑](#footnote-ref-3)
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. [↑](#footnote-ref-4)
5. This number should match the number of graduates reported under the high school graduation goal. [↑](#footnote-ref-5)
6. Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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 [↑](#footnote-ref-6)
7. Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration. [↑](#footnote-ref-7)
8. Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](https://www.nysed.gov/news/2023). [↑](#footnote-ref-8)
9. These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023. [↑](#footnote-ref-9)
10. Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023. [↑](#footnote-ref-10)
11. Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam. [↑](#footnote-ref-11)
12. Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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. [↑](#footnote-ref-12)
13. Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section [↑](#footnote-ref-13)
14. Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation. [↑](#footnote-ref-14)
15. <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>. [↑](#footnote-ref-15)
16. Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf). Refer to pages 15-16, tables 3.5 and 3.6. [↑](#footnote-ref-16)
17. Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section [↑](#footnote-ref-17)
18. Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation. [↑](#footnote-ref-18)