



Brooklyn Emerging Leaders Academy

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicia Fullwood, Co-Founder & Head of School, and Shannon Riley, Co-founder & Chief of Staff, prepared this 2024-25 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)
Diane Nathaniel	Chair	Academic
Brenda Canty	Vice Chair	External Affairs
Michael Lackwood	Treasurer	Finance
Andre McKenzie	Trustee	External Affairs
Alma Mends	Trustee	Governance
Iymaani Aytes	Trustee	External Affairs
Mellanie Garner	Trustee	Governance
Christina Socias	Trustee	Academic

Nica Fullwood has served as the Head of School since 2017.

Shannon Riley has served as Chief of Staff since 2017.

SCHOOL OVERVIEW

Brooklyn Emerging Leaders Academy Charter High School (BELA) is authorized to serve students in 9th-12th grade in New York City Community School District (CSD) 16. BELA is a single-gender school, open to students who identify as women. BELA is located in a New York City Department of Education (NYC DOE) building at 125 Stuyvesant Ave in the Bedford-Stuyvesant neighborhood of Brooklyn, New York. The State University of New York (SUNY) Trustees approved the original charter for BELA on June 13, 2016, and we welcomed our first class of 63 9th grade students in September 2017. BELA was renewed for a five-year term, extending our charter through 2027.

BELA's mission is to empower each young woman to be the best version of herself. Through a rigorous college preparatory curriculum, service-learning initiatives, and a commitment to cultivating a spirit of resilience within each young woman, BELA students will attend and graduate from college.

BELA is founded on the four core values of Sisterhood, Scholarship, Strength, and Service.

Sisterhood: BELA is where young women discover their talents and passions and grow into agents of change.

Scholarship: BELA provides a rigorous college preparatory curriculum designed to prepare students to persist and succeed in the colleges and careers of their choosing.

Strength: BELA develops students' social and emotional health by focusing on the principles of relationships, mind and body, creativity, purpose, and growth mindset.

Service: BELA encourages leadership and volunteerism and addresses the service-learning aspect of the mission by developing students' advocacy, public speaking, and debate skills.

We achieved our chartered plan of becoming an International Baccalaureate (IB) school, receiving official designation as an IB Diploma Programme (DP) school by the IB in May 2019. BELA was authorized as an IB World School for the Middle Years Programme (MYP) as of April 2025. DP is for 11th and 12th grade students while MYP is for 9th and 10th grade students.

All BELA students are expected to complete five Regents exams that are required for a Regents Diploma by the end of Grade 10. In Grade 11 and 12, students follow one of our academic pathways. While all students who graduate from BELA take at least one IB course (Theory of Knowledge is required for all students), students in the IB DP pathway complete at least six IB courses. For students who are not pursuing the DP, we offer the Science, Technology, Engineering, Arts, and Mathematics (STEAM) pathway.

Our Vibrant School Culture Lets Every Student Shine

A day in the life of a BELA student is never the same! On any given day, our students might be engaging with community leaders, restoring a neighborhood landmark, touring a museum or celebrating a victory on the court – extracurricular activities that we believe are equally as important as academics to a rich, well-rounded education.

Throughout the year, BELA students actively participate in events that celebrate the heritage, culture and contributions of women and women of color, and recognize and honor the experiences of all people of color. They use their voices to advocate, raise awareness and demonstrate solidarity around issues such as gun violence and mental health. Students enjoy opportunities to meet influential voices like Kiese Laymon, author of the memoir *Heavy*; singer-songwriter Justine Skye and Poet Nia Mora. Joyful celebrations such as BELA Spirit Week showcase the heart and creativity of all our young women! Examples of these events (which vary from year-to-year) include: Annual Women’s Symposium, International Women’s Day, Black Excellence Week, Black Lives Matter Week of Action, Overnight Camping Trip (Stomping Ground + Ramapo), Sisterhood Sit-In, P.S. I Love You Day (mental health awareness), Denim Day (sexual assault awareness), LatinX Heritage Week, Spirit Week, Asian American Solidarity Week, and Mental Health Awareness Month.

In addition, clubs encourage students to pursue their individual passions. From the culinary arts to the fine arts to the performing arts, clubs let students explore their interests and talents, learn or hone skills and clarify career paths in areas that fall outside of our required academic schedule. In their junior and senior years, students take on leadership roles as club facilitators. Examples of clubs include BELA Beauty Maker’s Lab, 3D Printing, National Honor’s Society, Creative Writing, Book Club, and Speech and Debate. The aforementioned programs may change from year to year, but these are some of the offerings that BELA generally offers to our scholars.

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
2022-23										49	62	62	63	236
2023-24										53	49	62	54	218
2024-25										36	58	59	65	218

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 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	62	0	62
2023-24	2020-21	2020	60	1	59
2024-25	2021-22	2021	60	0	60

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	62	1	63
2023-24	2020-21	2020	60	1	61
2024-25	2021-22	2021	60	0	60

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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	50	1	51
2023-24	2019-20	2019	60	0	60
2024-25	2020-21	2020	63	0	61

PROMOTION POLICY

Grade Level Promotions

Our goal is for students to graduate within four years of first entry into high school. At BELA, there are no hurdles between grades that induce a sense of failure, instead the entire community is relentlessly focused on the ultimate goal of graduation from both high school and college. A BELA student must maintain a minimum 70% average across the three trimesters of the school year to pass a core subject course (English, Social Studies, Math, Science). In order to be promoted to the next grade, students must accumulate 10 credits: this must include Math, Science, English, and Social Studies as well as one other subject. Students with 20 or more absences or 5 or more days of suspension may be eligible for retention.

Graduation Requirements

Graduation requirements for students at BELA have the option of being more rigorous than the standards set by New York State, given our commitment to college completion. A student who spends four years at BELA will have acquired at least, and likely more than, the number of credits required under state law (see chart on the next page).

All BELA students will complete five Regents exams that are required for a Regents Diploma by the end of Grade 10:

- English Language Arts (ELA)
- Any mathematics exam (CC Algebra, CC Geometry, or Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Any science exam (Living Environment, Chemistry, Earth Science, or Physics)
- Any additional Regents exam or assessment approved by the New York State for this purpose

Most students pursue either the Honors pathway (introduced in 2020-21) or IB pathway at BELA. The BELA Honors pathway is an additional method to demonstrate college readiness for students who do not choose to pursue the IB diploma.

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1. BELA Regents – 44 credits
2. BELA Honors – 53 credits
3. BELA IB – 60 credits

Path to Graduation	NYS	BELA
Required Credits		
English	8	10
Social Studies	8	8
Math	6	8
Science	6	8
Language Other Than English	2	8
Art	2	2
Health	1	2
PE	4	4
Electives	7	10
Total	44	60
Other Academic Requirements		
International Baccalaureate	0	6
Service Learning	0 hours	100 hours
Regents Examinations		
English	1	1
Social Studies	1	1
Math	1	1
Science	1	1
Pathway Assessment	1 additional in Math, Sci, or SS	1 additional in Math, Sci, or SS

GOAL 1: HIGH SCHOOL GRADUATION

Goal 1: BELA will maintain high graduation rates each year.

Graduation Goal Measure 1 - Leading Indicator

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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 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	55	92%
2024	33	92%

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 through at least 2021-22, some second-year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 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 and special appeals)
2021	2022-23	62	55%
2022	2023-24	48	52%
2023	2024-25	56	41%

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 specific graduation requirements appear in this document above the graduation goal.

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

¹ These data reflect August graduation rates.

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Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	63	62	98%
2020	2023-24	61	57	93%
2021	2024-45	60	55	92%

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
2018	2022-23	51	50	98%
2019	2023-24	60	59	98%
2020	2024-25	63	61	97%

Graduation Goal Measure 5 - Comparative Measure

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	63	61	97%	420	63%
2020	2023-24	61	57	93%	453	66%
2021	2024-25	60	55	92%		

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.

Because of the 4+1 Pathway option, many of our students only complete one of the social studies Regents courses. They go on to IB History courses and utilize another option for the Regents graduation requirement, often STEM math or STEM science. The option does not require that they take an additional approved pathway assessment, but only count a passing math or science Regents score that

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 2023-24 results as a temporary placeholder for the district's 2024-25 results.

they have earned through their typical high school coursework. Many of our students participate in the Career Development and Occupational Studies (CDOS) pathway. 43% of graduates (24) successfully utilized the CDOS program pathway to graduate in 2024-25.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved four of the five metrics within the graduation goal. Many first- and second-year students (both at 92%) earned the required number of credits to advance to the next grade level. 92 percent of students in their fourth year of high school graduated in 2025. In addition, 97% of the 2020 Cohort students have now graduated after five years.

41 percent of the 2023 high school cohort passed at least three Regents exams required for graduation by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams and it has not determined who graduates on time in the past.

ADDITIONAL INFORMATION

The school's four-year graduation rate is typically higher than the local district. Although the district's 2021 cohort graduation rate is unavailable at the time of this report, we did outperform the most recent graduation rate by 26 percentage points. The BELA four-year graduation rate is also higher than the citywide (83%) and statewide (86%) rate of the 2020 Cohort.

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

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	equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	
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EVALUATION OF THE GRADUATION GOAL

We continue to use MTSS. The MTSS protocol ensures that all seniors are able to graduate at the end of their fourth year. This individualized support contributes to our strong graduation outcomes.

ADDITIONAL CONTEXT AND EVIDENCE

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

4 Year Grad Rt	2020-21	2021-22	2022-23	2023-24	2024-25
BELA	96%	94%	97%	93%	92%
CSD 16	81%	66%	63%	66%	
NYC	81%	83%	83%	83%	
Statewide	86%	87%	86%	86%	

Typically, the students who do not graduate in four years come to us as transfer students.

ACTION PLAN

BELA continues to have a strong graduation rate. Going forward, we are focused on maintaining or improving the graduation rate through the following two initiatives focused on supporting students' along their pathways to graduation:

- We have expanded the frequency of academic checkpoint conversations. In these conversations, the grade-level social worker meets with each student yearly to discuss their progress toward meeting the requirements for each of BELA's graduation pathways.
- We are also increasing training for the operations and postsecondary teams to facilitate conversations regarding graduation pathways upon students' entry into BELA and throughout their BELA journey.

GOAL 2: COLLEGE PREPARATION

Goal 2: Students at BELA will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

BELA supports students throughout their junior and senior year with every step of the college and career process. Through a rigorous college preparatory curriculum, service-learning initiatives and a commitment to cultivating a spirit of ownership within each young woman, BELA students will attend and graduate from college. BELA's mission, college preparatory curriculum, student leadership opportunities, access to mental health services and approach to building community is fostering the new generation of leaders that our communities need.

To support the practical needs of the college application process, in July 2021, we introduced a college application “bootcamp” for rising seniors. Led by the Dean of Postsecondary Success, the bootcamp is a one-week program that covers all the main components of college applications and provides time for students to work on their applications with the guidance of BELA staff. So far, we have successfully offered this bootcamp since 2021.

In 2023-24, we shifted our course progression by adopting “IB for All.” This means that, in contrast to previous years in which students had the option to take IB courses, all students now participate in IB courses. This means that going forward, all students will be eligible for the IB certificate or diploma. Previously, only students in the IB cohort were eligible. The 2023-24 school year also marked the first year of offering the “middle years programme” (MYP) for students in Grades 9 and 10. The MYP culminates in a 10th grade “personal project,” which formally assesses students’ skills for self-management, research, communication, critical and creative thinking, and collaboration. The 2022-23 school year was a transition period during which teachers attended MYP training and worked on curriculum. In 2024-25, BELA was certified by the IB as an MYP program.

College and career exploration is supported by our annual Women’s Symposium, our signature event honoring Women’s History Month, which caps off a full month of activities for BELA students recognizing the achievements of notable women throughout history. The event features curated panel discussions and career workshops that enable students to engage in insightful, one-on-one conversations and explore the vast array of professional opportunities open to them. The Symposium has an impressive history of welcoming a wonderfully diverse panel of professionals and sponsors from industries as wide-ranging as arts and entertainment, business and entrepreneurship, education and nonprofit, health and wellness, law and government, and science and technology. Participants have included CBS, Teen Vogue, Google, IBM, Gap Inc, BuzzFeed, Goldman Sachs, NYPD, Vimeo and Turner Construction.

Beyond BELA: All students are expected to participate in at least one week of summer enrichment activities in our “Beyond BELA” program. Participation in Beyond BELA supports the growth of well-rounded students and can be used to demonstrate intellectual curiosity or a passion for a particular topic when applying for college. Beyond BELA programs are typically either study abroad or pre-college programs, but may include other programs such as an arts, service, or sports intensive. We encourage students to travel outside of New York City for their program experience; families who need financial assistance with these trips are supported with our Beyond Bela fund.

BELA Alumnae program: Part of BELA’s mission is for our students to graduate from college. That means that our work does not end when students complete 12th grade. We have implemented systems for tracking graduates and supporting our alumnae in college. We employ an alumnae coordinator who utilizes a tiered system of support and meaningful connections with alumni and their families. Our Alumni Success program supports our students towards earning credentials and advancing in their postsecondary careers and lives.

Finally, students have the opportunity to take courses through College Now at Gutman Community College.

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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 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
IB Exam Credit	37	22	59%
SAT Reading/Writing (480)	53	26	49%
SAT Math (530)	53	10	19%
ELA Regents 75+	55	23	42%
Math Regents 80+	55	7	13%
Overall	55	26	46%

³ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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 Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2019	2022-23	48	37	78%
2020	2023-24	62	54	87%
2021	2024-25	57	49	88%

⁴ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 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.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved one of the college preparation measures in 2024-25. We had a very difficult time accessing the course grades for the college in high school classes, so they have not been added to the table. The staff at the college have been unable to get us those as of yet. Without that information, 38% percent of graduating students demonstrated their preparation for college based on one of the following indicators: SAT scores, Level 4 on ELA or math Regents, IB exams. We are extremely happy to report that 87 percent of our 2020 cohort graduates who left us in 2024 matriculated in a two- or four-year college in the past year. We collect this information through connecting with our alumni informally and gathering data from the National Student Clearinghouse.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	No
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Yes

EVALUATION OF THE COLLEGE PREPARATION GOAL

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

Each one of the two college preparation metrics was achieved. We are basing the college matriculation result based on the 2019 four-year graduation cohort one year post BELA. We have confirmed 87 percent have matriculated in a 2- or 4-year college in that year with some beginning in the spring semester.

We ensure that as many students as possible will graduate with college credit; through our partnership with College Now and through work we do with our IB students on working with their universities to gain credit for their IB scores.

In the 2022-23 school year, we launched College Now courses in partnership with Guttman Community College. BELA students had the option to take Psychology 101 or Ethnography. Students could earn three college credits per class for free. We will continue the partnership in the 2024-25 school year.

ADDITIONAL CONTEXT AND EVIDENCE

All students are given the option to demonstrate success on a college level indicator in high school. Some students opt not to sit for the SAT exam depending on college requirements.

ACTION PLAN

For the 2025-26 school year, we are focusing on the following two initiatives targeting college readiness:

- During the 2025-2026 school year, BELA was authorized as an IB MYP which directly aligns with the pedagogical approach of the IB DP, which is offered to our Year 11 and Year 12 students. This seamless alignment will prepare more BELA students to successfully complete and earn college credit for the IB DP courses offered in Year 11 and Year 12.
- In 2024-25, our postsecondary team audited the 4-year postsecondary class sequence. The audit resulted in a revised 4-year postsecondary class sequence that is better aligned with the current needs of our students and families as well as the national postsecondary landscape and trends.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: BELA students will become proficient readers and writers of the English language.

BACKGROUND

ELA begins with Ethnic Studies (Literature 9 and Writing 9) in Grade 9 and continues in Ethnic Studies (Literature 10 and Writing 10) in Grade 10. In Grade 11, students take IB Theory of Knowledge and can choose from English 11 or IB Language. In Grade 12, students take IB Theory of Knowledge and can choose from English 12 or IB Language.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁵

⁵ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

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Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁶

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)
2019	2022-23	62	59	3	100%
2020	2023-24	59	15	20	45%
2021	2024-45	60	2	18	31%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

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)
2019	2022-23	62	59	3	100%
2020	2023-24	59	15	42	95%
2021	2024-25	60	2	45	78% (85% with special appeals)

⁶ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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High School ELA Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District CSD 16	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	100%	62	10%	420
2020	45%	59	29%	453
2021	31%	60		

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	100%	62	31%	420
2020	95%	59	61%	453
2021	78% (85%)	60		

High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 7 - Growth

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2020	2023-24	n/a			
2021	2024-25	2	0	0	0

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.

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2020	2023-24	n/a			
2021	2024-25	2	0	1 (1 special appeal)	50% 100%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With exemptions and special appeals, 85% of the 2021 accountability cohort received credit for the ELA Regents, 31% did so at PL 4. Because the NYS grade 8 ELA assessment was optional during that pandemic year, only two students had scores under proficiency. Of those two, passed with a PL 3 and the other received credit via the special appeals for Regents taken from June 2022 to August 2023.

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Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes
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.	Yes
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.	Yes
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes

EVALUATION OF HIGH SCHOOL ELA GOAL

The English Language Arts high school accountability goal was partially met in 2024-25. With exemptions and appeals, 85 percent of the four-year accountability cohort passed the ELA Regents and 31 percent passed with a performance level 4. In addition, 37 students took the IB Language and Literature course with 16 scoring at least a level 4.

ACTION PLAN

Our plan for improving ELA outcomes in 2025-26 is focused on the following initiatives:

- Prior to the 2025-26 school year, we developed a 3-year instructional action plan. The plan outlines the BELA Instructional Vision, a three-year strategic plan focused on enhancing student growth through meaningful feedback and purposeful assessment within the IB framework. The first year, 2025-2026, emphasizes aligning assessments with IB objectives and criteria, ensuring rigor and authenticity. The subsequent year, 2026-2027, concentrates on embedding a feedback culture to promote student reflection, revision, and ownership in learning. Finally, 2027-2028 aims to standardize accurate and efficient grading practices across all MYP and DP courses using IB achievement levels. Throughout these years, professional learning, coaching, peer observations, and unit reflections are key components for educators to achieve these instructional goals.
- We have expanded our ELA offerings to include Journalism. BELA is a part of the “Journalism for All” pilot program offered through the Youth Journalism Coalition. By increasing access to early, high-quality journalism experiences, Journalism for All will expand students’ career opportunities, grow their representation in newsrooms and media coverage, and strengthen our democracy.

GOAL 4: MATHEMATICS

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

BACKGROUND

We offer various math pathways at BELA to ensure that all students are able to pursue advanced math courses in upper grades. The math pathway is as follows: 9th grade: Integrated Math I, 10th grade: Integrated Math II, 11th and 12th grade: IB Applications and Interpretation I/II. Students opting for the STEAM pathway can choose from math classes Financial Literacy (Business) or Financial Literacy (Personal Finance).

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	62	52	5	50%
2020	2023-24	59	52	0	0%
2021	2024-25	60	2	10	17%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	62	52	10	100%
2020	2023-24	59	52	7	100%
2021	2024-25	60	2	40	69% (87% w. special appeals)

High School Math Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

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Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	50%	62	2%	420
2010	0%	59	1%	453
2021	17%	60		

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Mathematics Regents Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	100%	62	15%	420
2010	100%	59	14%	453
2021	69% (87% w. special appeals)	60		

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.

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Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2020	2023-24	N/A			
2021	2024-25	2	0	0	0

High School Math Measure 8 - Growth

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

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2020	2023-24	N/A			
2021	2024-25	2	0	2	100%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

BELA students in the fourth year of high school demonstrated proficiency on the Math Regents exams, with 87 percent earning credit by scoring a performance level 3+ or being utilizing the special appeal offered by NYSED. Many eighth grade students opted out of the NYS math exam in the spring of 2021 so there are not many scores. Of the two 2021 Cohort students who scored a performance Level 1 or 2 in eighth grade, both earned credit on a math Regents by the fourth year in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Yes
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.	Yes
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.	Yes
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics	No

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	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 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Yes

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The math accountability goal was partially met in 2024-25. 87 percent of the four-year cohort passed a math Regents, but only 17% reached the performance level of 4. This continues to be a challenge.

ACTION PLAN

We are focused on the following initiatives to improve math outcomes in 2025-26:

- We adopted the Project Lead The Way Algebra 1 Advantage curriculum, which bridges abstract mathematical concepts with real-world applications. The curriculum is aligned to our MYP approach to math and encourages an iterative learning process.
- We developed a 3 year instructional action plan, described in the ELA action plan section.

GOAL 5: SCIENCE

Goal 5: BELA students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

We offer various science pathways at BELA to ensure that all students are able to pursue advanced science courses in upper grades. In Grades 11 and 12, we offer IB Biology I and IB Biology II. Students in Grades 9 and 10 take Biomedical Science and Biochemistry.

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.

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 Regents Life Science: Biology, Regents Phy Set/Chemistry and Regents Living Environment. This measure requires

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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)
2019	2022-23	62	52	10	100%
2020	2023-24	59	58	1	100%
2021	2024-25	60	2	39 (49 w. special appeals)	67% (84%)

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	100%	62	45%	420
2020	100%	59	14%	453
2021	67% (84%)	60		

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Greater than 75 percent of our fourth-year high school cohort received credit for a New York Science Regents exam. BELA performed better than the local district, CSD 16, in science.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Yes
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Yes

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The high school science accountability measures were achieved in 2024-25. The 2021 Cohort also qualified for Special Appeals on Regents due to learning loss and returning to in-person instruction. Students who earned a 50-64 on a Regents between June 2022- Aug 2023 passed the test.

ACTION PLAN

Our plan for improving science outcomes includes the following initiatives:

- We adopted the PLTW Biomedical Science curriculum, which is aligned with our MYP program for 9th and 10th grade.
- We developed a 3 year instructional action plan, described in the ELA action plan section.

GOAL 6: SOCIAL STUDIES

Goal 6: BELA students will understand, analyze and evaluate history and geography.

BACKGROUND

Our social studies program begins with Government and Economics and US History: Law Review in 9th and 10th grade. In 11th and 12th grade, students take IB History I and IB History II.

In addition to our traditional social studies coursework, we have a focus on civic engagement. Teachers continue to focus on incorporating participatory learning tasks into the History curriculum to encourage civic engagement. We offered a voter registration drive to encourage all students to register to vote. Social Studies teachers also frequently coordinate with local government officials to visit the school and speak with students about their journey into politics.

Social Studies Measure 1 - Absolute

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

METHOD

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

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	62	59	3	100%
2020	2023-24	59	58	1	100%
2021	2024-25	60	4	38	68%

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	100%	62	3%	420
2020	100%	59	21%	453
2021	68%	60		

Social Studies Measure 3 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	62	62	-	N/A
2020	2023-24	59	57	2	100%
2021	2024-25	60	50	7	70%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	62	11%	420
2020	100%	59	43%	453
2021	70%	60		

SUMMARY OF THE SOCIAL STUDIES GOAL

Because of the 4+1 Pathway option, many of our students only complete one of the social studies Regents courses. They go on to the IB History coursework and utilize another option for the Regents graduation requirement, often CDOS, STEM math or STEM science. 68% of those who took the US History Regents passed with a performance level 3 or 4. 70% of those who took the Global Studies Regents passed with a 65+. The 2021 Cohort also qualified for Special Appeals on Regents due to learning loss and returning to in-person instruction. Students who earned a 50-64 on a Regents between June 2022- Aug 2023 passed the test.

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

EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies accountability goals were not met individually in 2024-25, however, 92% of students in the 2021 Accountability Cohort passed at least one of the social studies Regents exams or were granted a special appeal. Based on our model, most students do not sit for both social studies Regents exams.

ACTION PLAN

Our action plan to improve social studies outcomes in 2025-26 includes the following initiatives:

- Adopted the High School Law Review (HSLR) civics curriculum and program that uses constitutional law to teach the essential life skill of agreeable disagreement.
- We developed a 3 year instructional action plan, described in the ELA action plan section.

GOAL 7: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Good Standing - Local Support and Improvement
2023-24	Good Standing - Local Support and Improvement
2024-25	Good Standing - Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.