



BELIEVE. ACHIEVE. SUCCEED.

Eugenio María de Hostos Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 12, 2025

By: Mrs. Sandra Chevalier-Blackman

27 Zimbrich Street Rochester, NY 14621

585.544.6170

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie Rivera, Chief Academic Officer, Morgan Krolak, Data & Assessment Coordinator, and Kerry Zeman, Academic Intervention Coordinator, 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)
Julio Vázquez	Co-Founder, Chair	Academic, Building, Finance, Audit, Nominating, Fundraising, Personnel
Eugenio Marlin	Co-Founder, Vice Chair	Building, Nominating
Angélica Pérez-Delgado	Secretary	Finance, Nominating, Personnel, Fundraising
Ryan Caster	Treasurer	Finance, Audit
Dr. Miriam Vázquez	Co-Founder, Trustee	Academic, Finance, Building, Audit, Fundraising, Personnel
Dr. Marcy DeJesús-Rueff	Trustee	Academic, Finance, Audit
Miguel Meléndez	Trustee	Building, Nominating
Caroline Rodriguez	Trustee	Finance, Audit
Panditta Lumly	Trustee, Parent Representative	Academic

School Leader	Title	Year Started Position
Sandra Chevalier- Blackman	CEO	2021
John Harris Jr.	Chief Operations Officer	2019
Leslie M. Rivera	Chief Academic Officer	2021
Nikki Kersbergen	Chief Financial Officer	2021
Flor Z. Martinez-Allocco	HR Manager	2016
Zurisadai Pedraza	Payroll Specialist	2021
Demond Stewart	Athletic Director	2022
Solange George	ELT Coordinator	2023
Mathew Kleehammer	Instructional Technology Coordinator	2018
Isaac Nieves	Building Services Coordinator	2024

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Morgan Krolak	Data & Assessment Coordinator	2022
Nick Lind	ES Assistant Principal/Special Education Coordinator	2023
Yolexis Vanegas	Bilingual Coordinator	2022
Kerry Zeman	Academic Intervention Coordinator	2024
LaConda Graham	Educational Pathways Coordinator	2024
Vincent Alexander	HS Principal	2023
James Riley	JHS Principal	2023
Amy Rawleigh-Schiavi	ES Principal	2023
Tara Ramirez	HS Assistant Principal	2024
Sarah Turk	JHS Assistant Principal	2022
Wilmarie Velez-Feliciano	ES Assistant Principal	2022
Kenneth Hunter	JHS Dean of Student Affairs	2023
Frederick Perry	ES Dean of Student Affairs	2023
Terrance Simmons	HS Dean of Student Affairs	2025
Tom DeRoller	Director of Development	2025

SCHOOL OVERVIEW

Eugenio María de Hostos Charter School (EMHCS) opened in September 2000 as a kindergarten through second-grade school, adding additional grades in subsequent years. The students represent a diverse range of learning styles and needs, and the population reflects the multicultural community of each campus. In 2025, EMHCS received the fifth school renewal and is celebrating 25 years of service in the community. The student population for the 2024-2025 school year consisted of 1051 students total in grades K-12 on BEDS day. The demographics of our total student population were 76% Hispanic students, 20% Black students, 2% White students, 1% Multiracial students, and 1% American Indian or Alaska Native. Eight percent are students with disabilities, 2% have 504 Plans, 21% are English Language Learners, and 87% are economically disadvantaged students. This year, the Zimbrich Campus housed students in grades K-6, the Joseph Campus housed students in grades 7 and 8, and the Kodak Campus housed students in grades 9-12.

The vision statement: if a child cannot learn the way we teach, then we will learn to teach the way the child can learn drives our professional development and academic plan for the school year, ensuring we are meeting all student needs. The mission statement drives the work at EMHCS: to create a safe and nurturing community of learners where students earn the Seal of Biliteracy (English and Spanish), learn to advocate for social justice, and are prepared to enjoy and access what the world has to offer. At EMHCS, staff are dedicated to preparing students for post-secondary opportunities through high-quality delivery of instruction in English and Spanish, character education, and civic readiness.

EMHCS partners with EL Education to collaborate with school leaders, supporting the academic program and providing guidance to the school's instructional teams. EL Education's core practices guide school leaders, staff, and students to strive for excellence while working within three dimensions of education: mastery of knowledge and skills, habits of character, and high-quality work. Grade-level/department teams implement curriculum mapping and planning to develop quality lessons to meet Next Generation/Common Core Learning Standards. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum. Students in grades Kindergarten through fourth are engrossed in a Two-Way Dual Language model of Bilingual Education. In the 2024-25 school year, we added third grade, as the program had historically only existed in K-2. Every year, after the program, we will add a grade until we reach sixth grade in the 2027-2028 school year. Students in grades Kindergarten through second learn literacy in their home language (Spanish or English). Students in third grade receive English literacy and Spanish literacy each day. Students in Kindergarten through third grade learn content in both English and Spanish, where the language of instruction alternates every other day. Students in grades 4-12 learn Spanish daily. Students enter a Spanish Language Arts track if they are native Spanish speakers and a World Language track if they are learning Spanish as a second language.

Parents are encouraged to be active participants in their children's education programs. Teachers routinely communicate classroom updates and student academic progress with parents through various

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

methods, including phone calls, emails, the school messenger, Class Dojo, and apps. EMHCS invites parents to participate in scheduled student-led conferences, parent-teacher conferences, PTO meetings, school events, and policy-making through two elected parent representatives on the Board of Trustees, who are elected annually.

Recognizing the ongoing need to support students' social-emotional learning and growth, under the leadership of the Special Education Coordinator, social workers at all three campuses provide social-emotional support. Social workers will provide SEL lessons differentiated to meet the needs of assigned groups of students. Each campus will have its student support team meet biweekly to review support and implement strategies and techniques for staff to support students.

At EMHCS, culture, character, and advocacy are developed, learned, and sustained through the Crew structure. It is a time when we come together as a community to promote shared understanding and allow each student a voice. It is a time when students learn, promote, and reflect on EMHCS PRIDE to demonstrate these habits in their daily lives. It is a safe space where students are nurtured and well-known to at least one adult. At EMHCS, we promote PRIDE as the character traits we want our students and staff to possess. PRIDE stands for perseverance, respect, integrity, dedication, and excellence.

Additionally, EMHCS recognizes that offering a tiered level of support to students is crucial in providing a well-rounded education. Students at EMHCS are assessed using a variety of summative assessments, and the MTSS team determines the levels of support required. All students receive Tier 1 instruction, which is a grade-level curriculum by the content teacher. The content teacher tailors instruction to meet the individual needs of students, providing Tier 2 support in small groups. Tier 3 instruction is the most intense level of instruction provided by the intervention teacher to students.

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
2022-23	82	91	91	86	89	92	75	84	93	73	44	48	31	979
2023-24	68	89	96	91	86	91	94	95	92	83	77	43	39	1044
2024-25	70	74	87	96	94	89	83	94	99	100	81	50	34	1051

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school, having entered the 9th grade. For example, the 2021 state Accountability Cohort consists of

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 30 th
2022-23	2019-20	2019	42	0	50
2023-24	2020-21	2020	42	2	46
2024-25	2021-22	2021	39	3	43

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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	43	3	46
2023-24	2020-21	2020	40	1	41
2024-25	2021-22	2021	40	3	43

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	2	0	2
2023-24	2019-20	2019	1	0	1
2024-25	2020-21	2020	0	2	2

PROMOTION POLICY

EMHCS promotion requirements and graduation policy align with NYS regulations. Students must earn a minimum of 26 course credits and pass five exams to graduate from high school.

- Students are required to take four years each of English, Spanish, Social Studies, Math, and Science, although only three years of Math and Science and one year of foreign language are required under the NYS regulations.
- Students in their PIG/Economics class complete a capstone project that supports them in earning the Seal of Civic Readiness.
- Math course options include Algebra I, Geometry, Algebra 2, Financial Math, and Statistics.
- Science course options include Regents Biology, Regents Earth and Space Science, Regents Chemistry, and Environmental Science.
- Students must take Spanish each year on a Spanish Language Arts or World Language track towards earning the Seal of Biliteracy. Students complete a capstone project and present it to the Seal of Biliteracy committee.
- Art courses include Graphic Art and Studio Art to meet the 1.0 Fine Arts credit requirement.
- Physical Education is required to be taken for a half credit yearly, and Health is required for half credit, offered in freshman or sophomore year.
- All students are scheduled for Crew each year and earn an elective half credit yearly.

To advance to the next grade level, students must attain the following:

- Grade 9 → Grade 10 A minimum of 5 credits + 2 Regents exam
- Grade 10 → Grade 11 A minimum of 11 credits + 3 Regents exams
- Grade 11 → Grade 12 A minimum of 16 credits + 4 or 5 Regents exam

GOAL 1: HIGH SCHOOL GRADUATION

75% or more of EMHCS students will meet New York State requirements for graduation within four years after entering the ninth grade.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	68	82%
2024	73	84%

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 the 2021-22 academic year, some second-year cohorts may have received 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)
2021	2022-23	51	73%
2022	2023-24	56	36%
2023	2024-25	68	25%

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	46	42	91%
2020	2023-24	41	38	93%
2021	2024-25	43	39	91%

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	50	47	94%
2019	2023-24	46	42	91%
2020	2024-25	41	38	93%

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	46	42	91%	1,777	71%
2020	2023-24	41	38	93%	1,818	63%
2021	2024-25	43	39	91%	n/a	n/a

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.

¹ These data reflect August graduation rates.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = [(b)/(a)]*100
Checkpoint B	3	3	100%
CDOS	1	1	100%
Overall	4	4	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	n/a	n/a
2020	2023-24	n/a	n/a
2021	2024-25	4	100%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in the first and second year of high school, as part of the Total Graduation Cohorts, will earn at least ten credits (if 44 are needed for graduation) or five credits (if 22 are required 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 of high school, the Total Graduation Cohort, will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year of high school, the Total Graduation Cohort, will graduate.	NO

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the high school Total Graduation Cohort who graduate after completing their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Available Yet
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.	YES

EVALUATION OF THE GRADUATION GOAL

Graduation Goal: Measure 1: Leading Indicator

EMHCS has met this measure. Each high school student can earn a maximum of 8.5 credits each academic year. The majority of students in cohorts 2023 and 2024 acquired the number of credits needed to be promoted to the next grade level for the upcoming school year.

Graduation Goal: Measure 2: Leading Indicator

EMHCS did not meet the measure for Cohorts 2022 and 2023, but came close to meeting the measure for Cohort 2021, with a rate of 73%. As an organization, we continue to take measures to support students in attaining proficiency in Regents exams, and they include:

- Students taking benchmark exams that mirror Regents.
- Having data conversations with teachers to use benchmark data to support instruction.
- Offering credit recovery opportunities for students to make up credits.
- We are offering Regents lab classes for students to prepare for upcoming exams.
- We provide summer learning opportunities to recover credits and prepare to retake Regents exams.
- Provide a once-a-week academics check-in by Crew leaders.

Graduation Goal: Measure 3 & 4: Absolute

EMHCS has met measure three but has fallen short of meeting measure four. Overall, EMHCS exceeded its goal of a 75% graduation rate for the 2021 cohort, achieving a 91% graduation rate. Seven percent of the cohort graduated early in June 2024; five students persevered and graduated in August 2025. Forty-one percent of the cohort graduated with the NYS Seal of Biliteracy, and 82% graduated with the NYS Seal of Civic Readiness. Within cohort 2021, 5% graduated with an Advanced Regents Diploma and 69% with a Regents Diploma.

Three active students for the 2020 cohort did not graduate in June 2025, which brings the total 5-year graduation rate to 93%, 2% short of meeting the 95% goal. As in years before, students were offered credit recovery to recover Regents credits not earned the first time. Academic support was also planned and implemented for high school students needing to meet academic standards.

Graduation Goal: Measure 5: Comparative

Since the state does not finalize high school outcome data until later in the school year, and data before 2024-25 are not suitable for comparison, the calculation of this measure is not available.

Graduation Goal: Measure 6: Absolute

All four EMHCS students graduated with an alternative graduation pathway, achieving a Regents equivalency score and passing an approved pathway assessment required for graduation.

ADDITIONAL CONTEXT AND EVIDENCE

Graduation Goal: Measure 3 & 4: Absolute

The three active students from cohort 2020 were chronically absent, which impeded their ability to maintain an academic program. Virtual platforms and special scheduling were offered with little success.

Graduation Goal: Measure 5: Comparative

72% of the fourth-year high school graduation cohort graduated in June 2025. Additionally, 7% graduated in June 2024, and 12% graduated in August 2025. This brings our total graduation rate to 91%, which is higher than the 63% graduation rate of the 2023-24 RCSD graduation cohort.

ACTION PLAN

In response to this year's achievement data, the following adjustments have been made for the 2025-2026 school year:

- EMHCS High School will continue to support students' academic and social-emotional needs to promote our mission and meet student achievement through daily Crew.
- Students will follow a nine-period schedule that includes Regents courses, Regents review courses, and electives driven by student interest.
- The Instructional Coach and the Assistant Principal will guide teachers through professional development and coaching cycles regarding lesson planning, delivery, and assessment of learning.
- Professional Learning will take place in after-school sessions, during common planning time, and through an asynchronous platform.
- Department Chairs will meet with departments to unpack curriculum and discuss best practices.
- Department Chairs, in collaboration with the Assistant Principal and Academic Intervention Coordinator, will lead data conversations and best use of data to inform instruction.
- The Principal and Assistant Principal will lead accountability meetings with teaching staff every five weeks to assess student progress.
- Three additional teaching positions were allocated to the high school: an additional ELA teacher, a math teacher, and a science teacher to provide individualized or small group interventions for students.

GOAL 2: COLLEGE PREPARATION

75% of students will attend college informational activities to learn about opportunities post-high school graduation.

BACKGROUND

EMHCS continues to provide students with opportunities to explore and learn about careers and postsecondary educational opportunities that align with their chosen career pathways. The academic counselor offers these opportunities and experiences that align with career and college opportunities. FAFSA events were held to assist high school students with completing their college applications for financial aid. Assistance was provided to students to apply to colleges through a common application. Additionally, workshops on the college application process were offered. EMHCS students participated in college visits. At EMHCS, students worked with the support of the counselor to complete their scholarship applications. Four students were recipients of the IBERO Scholarship. Three students were awarded the Latino Rotary Club Scholarship, and two students were recognized as Black Scholars. Additionally, three students were awarded the EMH Athletic Scholarship, two students were awarded the PPL award, and one student received the Wegmans Work Scholarship. In addition, six students completed the Rochester Regional Health Summer Internship.

As students received acceptance documentation from colleges, further assistance and support were provided to maintain communication with their future colleges and advisors, helping them understand and meet the college's additional requirements.

Students at EMHCS pursue studies in both English and Spanish. This group of students is on the path to receive the Seal for the 2024-25 period. The Seal of Biliteracy is awarded by the state of New York to recognize students who have demonstrated proficiency in two or more languages. High school students demonstrate proficiency in English and Spanish by earning pathway points, as indicated by the NYS Seal of Biliteracy requirements, and by researching, writing, and presenting capstone projects in both languages. 38% of students in the 2021 Cohort earned the Seal of Biliteracy.

For the second year, EMHCS awarded the Seal of Civic Readiness to 65% of students in the 2021 Cohort. The Seal of Civic Readiness recognizes students who have attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement.

For the 2021 Cohort, 29% of students were accepted to a 4-year college, 19% accepted into a 2-year college, 14% entered the workforce, and 19% are attending a trade school.

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:

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved the Indicator
Earn a Regents diploma with an advanced designation.	14	2	14%
Earning the Seal of Biliteracy	17	15	88%
Earning the Seal of Civic Readiness	39	33	85%
Overall	39	33	85%

College Preparation Goal Measure 2 - Absolute

In the current 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 the attainment of this measure for the 2024-25 academic year. Following the completion of this document, the Institute may calculate and report its 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’s comparison Total Cohort.

Schools are not required to report the attainment of this measure for the 2024-25 academic year. Following the completion of this document, the Institute may calculate and report its results to schools

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in the Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2019	2022-23	42	24	57%
2020	2023-24	38	15	39%
2021	2024-25	39	24	62%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students demonstrate their preparation for college through one or more indicators of college readiness.	YES
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, approximately 75 percent of graduating students will enroll in a college or university within one year of graduation.	NO

⁵ 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.

EVALUATION OF THE COLLEGE PREPARATION GOAL

College Preparation Goal: Measure 1: Absolute

EMHCS met this measure. The data indicate the three college preparation areas attempted by the 2021 cohort. 14% of students earned an Advanced Regents Diploma, 88% earned the Seal of Biliteracy, and 85% earned the Seal of Civic Readiness, resulting in an overall rate of 85%.

College Preparation Goal: Measure 2: Absolute

The Institute does not require charters to report on this measure for the 2024-25 period.

College Preparation Goal: Measure 3: Comparative

The Institute does not require charters to report on this measure for the 2024-25 period.

College Preparation Goal: Measure 4: Absolute

EMHCS did not meet this measure but came close. During the 2024-25 school year, 24 students from the 2021 cohort confirmed during counselor-led meetings that they would be attending a post-secondary program. This is 62% of the graduating class.

ADDITIONAL CONTEXT AND EVIDENCE

College Preparation Goal: Measure 4: Absolute

Additionally, six students from the graduating cohort have confirmed that they will be attending a trade school or program, and one student will be joining the military.

ACTION PLAN

EMHCS continues to improve upon our college readiness program and what it has to offer, focusing on the following areas:

- Enhancing the Educational Pathways Coordinator role to continue to support college and career readiness for students in K-12th grade through partnerships and college and career experiences.
- The Educational Pathways Coordinator will provide guidance and support to the graduating class three times throughout the 2025-26 school year to provide any additional support the graduate may need in their post-secondary education.
- One academic counselor, 10-12th grade, to focus on four-year plans, cohort data tracking, and facilitate student and parent meetings to keep students academically informed.
- Offer more opportunities to visit colleges and representatives from colleges to come into the school.
- Offer middle school students more college readiness opportunities through college and career interest forms, career fairs, and college visits.
- Continue to partner with REOC, AMR Ambulance, and Wegmans Work Scholarship to provide students with skilled trades before graduation.

- Increase opportunities for students to learn about and complete FAFSA programs through a Family FAFSA night and create more connections with colleges to have students or professionals come into the school to speak with and give information to students.
- Continue to include the Common App process with students during their junior year.
- Create graduation plans for our students from 9th-12th grade, which provide clear, actionable steps for them and their families to engage with at all levels of their high school experience.
- Inform students of college scholarships and important application dates that are key to their successful matriculation into two- and four-year college programs.
- In collaboration with senior Crew leaders, the academic counselor will create and maintain a Google Classroom to maintain ongoing communication with all seniors and upperclassmen.
- Continue planning with students regarding year-to-year requirements for graduation to earn an Advanced Regents Diploma, Seal of Biliteracy, and Seal of Civic Readiness.
- In the summer of 2026, offer a summer program to support students needing to complete coursework.

GOAL 3: ENGLISH LANGUAGE ARTS

Students will become proficient readers and writers of the English language.

BACKGROUND

EMHCS is an EL Education school. EL Education is a school reform model that emphasizes high achievement through active learning, character growth, and teamwork. In grades K-8, we continue to use the EL Education Language Arts 2.0 Curriculum. This ELA curriculum supports English Language Learners, provides research-based resources, uses complex fiction and nonfiction texts, and aligns with our EL Workplan and partnership with EL Education. Additionally, at grades K-2, they also utilize the EL Education Skills block. At grades 9-12, the ELA department, following the Next Generation Standards, has created Standard-Targets-Assessment (STA) Plans to support curriculum mapping. The focus at grades 9-12 continues to be around social justice and equality.

The EL Workplan and our instructional priorities guide the instruction focus for the school year. The three instructional priorities are student cognitive engagement, rigorous tasks that lead to high-quality work, and increased student academic talk, accompanied by decreased teacher talk.

For assessments, students in grades K-8 take the i-Ready diagnostics. i-Ready is an adaptive assessment designed to evaluate students' skills in reading and mathematics. It's used at the beginning, middle, and end of the school year to inform instruction and provide students with personalized learning paths. The diagnostic test adjusts in difficulty based on student responses, providing a tailored experience. In addition, K-2 students took the EL Skills assessment. In grades 10 and 11, students took the ELA Benchmark Assessment three times, which is equivalent to the English 3 Regents exam. Furthermore, K-12 ELA teachers continued to assess students at the conclusion of every module using an end-of-unit module assessment.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional development at all three campuses aligned with the Workplan goals. Each campus provided weekly professional development on unpacking curriculum, unit planning, project planning, and using data to inform instructional groupings.

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.

2024-25 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	89	1	0	2	0	0	0	92
4	88	0	3	1	0	0	0	92
5	80	0	4	1	0	0	2	85
6	79	1	4	0	0	0	0	84
7	94	1	0	0	0	0	0	95
8	98	0	0	0	0	0	1	99
All	528	3	11	4	0	0	2	546

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	89	13	15%	74	10	14%
4	88	22	25%	67	19	28%
5	80	16	20%	64	11	17%
6	79	23	29%	63	17	27%
7	94	19	20%	73	14	19%
8	98	29	30%	75	24	32%
All	528	122	23%	416	95	23%

⁶ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by demonstrating that a certain proportion of a school's students who have taken the English language arts test have scored at the partially proficient, proficient, and advanced performance levels (Levels 2, 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students, which is **117.3**. The PI is the sum of the percentage of students in all tested grades combined who scored at Level 2, plus twice the percentage of students scoring at Level 3, plus two and a half times the percentage of students scoring at Level 4. Thus, the highest possible PI is 250.⁷ (PI)

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	43	26	20	9

$$PI = 0 * 43 + 1 * 26 + 2 * 20 + 2.5 * 9 = 88.5$$

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 the test scores of students enrolled in at least their second year to those of all tested students in the public school district of comparison. Comparisons are made between the results for each grade in which the school has tested students in at least their second year and the total result for all students in the corresponding grades in the school district.⁸

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	74	74	n/a	n/a
4	67	67	n/a	n/a
5	64	64	n/a	n/a
6	63	63	n/a	n/a
7	73	73	n/a	n/a
8	75	75	n/a	n/a
All	416	416	n/a	n/a

ELA Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁹

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	87.9%	433.0	438.5	-0.56
4	89.5%	428.0	439.2	-1.07
5	85.7%	426.0	438.3	-1.27
6	87.2%	430.0	438.4	-0.87
7	94.7%	435.0	442.8	-0.81
8	91.3%	434.0	443.8	-0.97
All	89.5%	431.1	440.2	-0.92

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and have a state exam score from 2022-23, including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. For a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	32.7	50.0
5	43.6	50.0
6	44.6	50.0
7	45.9	50.0
8	52.2	50.0
All	43.8	50.0

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

ELA INTERNAL EXAM RESULTS

During the 2024-25 school year, in addition to the New York State 3rd–to 8th–grade exams, the school primarily used the i-Ready assessment to measure student growth and achievement in ELA. i-Ready helped identify both strengths and gaps in student learning and supported the alignment of targeted resources to specific areas of need. This platform was instrumental in differentiating instruction and providing scaffolding support, ensuring that all students—regardless of starting point—had access to the right level of challenge and support.

Beyond the diagnostic and growth measures, teachers leveraged the instructional resources embedded within the i-Ready program to address areas identified by the assessments. These lessons, aligned directly to the skills and standards students needed to strengthen, provided immediate, targeted practice and supported reteaching opportunities within the classroom. Teachers used this alignment to plan small-group instruction, reinforce foundational skills, and extend learning for students who were ready for more complex texts and tasks.

This intentional connection between assessment results and instructional resources allowed educators to ensure that students received timely, personalized support. By integrating both the data and the program’s built-in instructional tools, the school maintained a consistent cycle of assessment, targeted instruction, and progress monitoring that advanced student growth in ELA throughout the year.

I-READY

2024-25 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 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	512	120%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	363	124%	Yes

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	120%	36	118%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	422	19%	No

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome Met
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 English Language Arts exam for grades 3-8.	NO
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	NO
Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the comparison school district.	Not Available Yet
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO
Growth	Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	NO

¹¹ 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

EVALUATION OF ELA GOAL

ELA: Measure 1: Absolute

EMHCS did not meet this measure, with 23% of students at levels 3 and 4. Students in their second year at EMHCS performed the same as the entire student enrollment at 3 through 8th grade.

ELA: Measure 2: Absolute

EMHCS did not meet this measure. The EMHCS PI score was 88.5, and to meet the target, it needed to be 117.3. This is primarily impacted by the number of students scoring a level 1 on the assessment.

ELA: Measure 3: Comparative

Comparison data is unavailable.

ELA: Measure 4: Comparative

The comparative data provided are from the 2023-24 school year. According to the data presented, EMHCS did not meet this measure.

ELA: Measure 5: Growth

EMHCS came short of meeting this measure. EMHCS Mean Growth Percentile for 4-8th grade was 43.8, which was short 6.2 of meeting this measure.

ADDITIONAL CONTEXT AND EVIDENCE

ELA: Measure 1: Absolute

The elementary school campus, grades 3-6th grade, demonstrated an overall increase of 3% while the middle school, grades 7-8th grade, stayed consistent from the 2024 reporting. Fourth-grade and sixth-grade students showed the most growth, with a 13% difference between the 2024 reporting and this current year.

ELA ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2025-2026 school year:

- Moved away from block scheduling at the middle school level to a daily period schedule of 45 minutes each period.
- Secured intervention teachers at the elementary and middle school campus to provide Tier 3 intensive intervention.
- Create a W.I.N. (What I Need) period of 60 minutes in the elementary campus and 45 minutes in the middle school campus, that supports students' specific needs. During this time, students will receive small-group instruction using i-Ready lessons, work on their assigned individualized learning paths in i-Ready, and complete independent assignments to support their student growth.
- Teachers will monitor student progress through conferencing every two weeks.

- Create a Literacy Specialist position to support early literacy development and intervention needs. This teacher will specifically work with students in grades Kindergarten through third grade using the University of Florida Literacy Institute (UFLI) resources.
- Continue partnership with EL Education, focusing on the ELA curriculum. The EL Education Designer will work closely with ELA teachers through what is called Lesson Studies. The EL Education Designer will provide direct coaching and support through hands-on modeling and co-teaching.
- Additional professional development time has been embedded into the weekly schedule for grade-level teams at the elementary and middle school so that we can be more proactive with allocating resources and strengthening teacher skills.
- For grades K-8, students will take the i-Ready diagnostic assessment each fall, winter, and spring. The staff uses the provided data to determine individual instructional needs and to measure students' academic growth throughout the school year. Data from i-Ready diagnostics will also be used to identify groups of students who are not meeting grade-level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing Tier 2 interventions to these groups of students. These students will be progress monitored at least every two weeks, and adjustments will be made to instructional plans as needed.
- For grades 3-8, students will take three benchmarks throughout the fall and winter for teachers to gain a more thorough understanding of student proficiency regarding grade-level standards. The benchmarks use questions and passages from previous NYS assessments. After each assessment, teachers will meet with school leaders to determine next steps for instruction.
- Mentors have been strategically placed to support new teachers.
- We will continue to implement the following:
 - CommonLit as an additional resource for grades 3-8.
 - Two-hour literacy class in grades K-2.
 - An hour literacy block in grades 3-6.
 - Coaching cycles for all teachers by campus-based coaches on a six-week cycle.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Language Arts (Common Core). This measure examines the percentage of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹²

**Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹³**

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 Scores (c)/(a-b)
2019	2022-23	46	24	5	23%
2020	2023-24	41	0	11	27%
2021	2024-25	43	0	14	33%

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 cutoff for passing and meeting the graduation requirement 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 percentage of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

¹³ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Scores (c)/(a-b)
2019	2022-23	46	24	15	68%
2020	2023-24	41	0	33	80%
2021	2024-25	43	0	32	74%

High School ELA Measure 3 - Absolute

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

Schools are not required to report the attainment of this measure for the 2024-25 academic year.

Following the completion of this document, the Institute may calculate and report its 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 at the charter school, the Total Cohort, to that of the respective Total Cohort in the comparison school district. 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	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	23%	46	13%	1,797
2020	27%	41	20%	1,818
2021	33%	43	n/a	n/a

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 at the charter school, the Total Cohort, to that of the respective Total Cohort in the comparison school district. 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 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	68%	46	38%	1,797
2020	80%	41	47%	1,818
2021	74%	43	n/a	n/a

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 the attainment of this measure for the 2024-25 academic year. Following the completion of this document, the Institute may calculate and report its 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**.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

Percent Achieving at Least Performance Level 4 on the 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 Scores (c)/(a-b)
2019	2022-23	29	13	3	19%
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	34	0	8	24%

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 the 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 Scores (c)/(a-b)
2019	2022-23	29	13	10	63%
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	34	0	24	71%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district who meet or exceed Common Core expectations.	Not Available Yet
Comparative	Each year, the percentage of students in the Total Cohort who partially meet Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district who partially meet Common Core expectations.	Not Available Yet
Comparative	Each year, the Performance Index (PI) in Regents English for students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the comparison school district.	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.	NO
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	NO

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	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

High School ELA: Measure 1: Absolute

EMHCS did not meet this measure. During the 2024-25 school year, 33% of the 2021 cohort scored a level 4. Of the 2021 cohort, 32 students passed the exam with a Level 3 or higher, and additionally, seven students received special appeals.

High School ELA: Measure 2: Absolute

EMHCS came short of meeting this measure. In 2021, 73% of the cohort achieved a level 3 proficiency or higher.

High School ELA: Measure 3: Absolute

The Institute does not require charters to report on this measure for the 2024-25 period.

High School ELA: Measure 4: Comparative

Comparison data is unavailable.

High School ELA: Measure 5: Comparative

Comparison data is unavailable.

High School ELA: Measure 6: Comparative

The Institute does not require charters to report on this measure for the 2024-25 period.

High School ELA: Measure 7: Growth

EMHCS did not meet this measure. Twenty-four percent of the 2021 cohort scored at or above a level 4.

High School ELA: Measure 8: Growth

EMHCS came short of meeting this measure. 71% of the 2021 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, which is 4% shy of meeting the target.

ADDITIONAL CONTEXT AND EVIDENCE

High School ELA: Measure 1: Absolute

During the 2024-25 school year, students who took ELA 2 sat for the ELA Regents during the June 2025 administration. Any student who does not score a level 4 proficiency will retake the assessment in the January administration of the following school year. Of our 2023 Cohort, 51 students took the ELA

Regents exam at the end of ELA 2. Out of those students, five passed the exams, with two earning a level 4 or level 5. All cohort students, except those two, will retake the exam in January 2026.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2025-2026 school year:

- Intervention Teacher to support students with Tier 3 interventions for struggling readers and writers in grade 9.
- ELA Intervention Teacher to support students in grades 11 and 12 who have not passed the ELA Regents exam.
- Continued use of CommonLit at grades 9-12 as an additional resource to support reading, writing, communication, and problem-solving skills. CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.
- The use of Albert.io (also referred to as Albert) is an online educational platform providing standards-aligned practice questions and assessments for students in grades 9-12. It offers features such as instant, detailed feedback, data-driven reporting for teachers, and integration with learning management systems (LMS) to support personalized learning and track student progress
- Coaching cycles for all teachers by the instructional coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create targeted instruction.
- Accountability conversations between High School Leadership and teachers on a 5-week basis to review student progress.
- During Common Planning Time, with guidance from the Department Chair, opportunities are available to address Next Generation standards, unpack the curriculum, and review instructional strategies.
- ELA Lab for students needing additional support to pass the ELA Regents exam.
- Mentors have been strategically placed to support new teachers.

GOAL 4: MATHEMATICS

Students will demonstrate mastery of mathematical concepts.

BACKGROUND

EMHCS is in its second year of using Illustrative Mathematics for kindergarten through algebra 2, which is eleventh grade. Regular assessments are embedded and aligned to the New York State Next Generation Standards as well as the types of questions students will see in the New York State Mathematics Exam in third through eighth grade. In twelfth grade, the math department, following the Next Generation Standards, has created Standard-Targets-Assessment (STA) Plans to support curriculum mapping.

Similar to ELA, the EL Workplan, and our instructional priorities, these guide the instructional focus for the school year. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

For assessments, K-8 students take the i-Ready diagnostics. I-Ready is an adaptive assessment designed to evaluate students' skills in reading and mathematics. It's used at the beginning, middle, and end of the school year to inform instruction and personalize learning paths. The diagnostic test adjusts in difficulty based on student responses, providing a tailored experience. For assessments, students in grades K-8 take the i-Ready diagnostics. I-Ready is an adaptive assessment designed to evaluate students' skills in reading and mathematics. It's used at the beginning, middle, and end of the school year to inform instruction and provide students with personalized learning paths. The diagnostic test adjusts in difficulty based on student responses, providing a tailored experience. In addition, at 9-12, students took the Math Benchmark Assessment three times, which is an Algebra I, Geometry, or Algebra II Regents exam. Furthermore, using an end-of-unit module assessment, K-12 math teachers assess students in a mid-unit module assessment and at the conclusion of every module.

Professional development at all three campuses aligned with the Workplan goals. Each campus provided weekly professional development on unpacking curriculum and using data to inform instructional groupings.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

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

2024-25 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	91	1	0	0	0	0	0	0	92
4	90	0	2	0	0	0	0	0	92
5	79	1	4	0	0	0	1	0	85
6	79	1	4	0	0	0	0	0	84
7	95	0	0	0	0	0	0	0	95
8	97	1	0	0	0	0	1	0	99
All	531	4	10	0	0	0	0	0	545

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024-25 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	91	21	23%	68	17	25%
4	90	30	33%	63	25	40%
5	79	15	19%	61	11	18%
6	79	13	16%	62	10	16%
7	95	13	14%	68	8	12%
8	97	5	5%	74	5	7%
All	531	97	18%	396	76	19%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by demonstrating that a certain proportion of a school's students who have taken the mathematics test have scored at the partially proficient, proficient, and advanced performance levels (Levels 2, 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students, which is **119.4**. The PI is the sum of the percentage of students in all tested grades combined who scored at Level 2, plus twice the percentage of students scoring at Level 3, plus two and a half times the percentage of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	53%	28%	17%	1%

$$PI = 0 * 284 + 1 * 28 + 2 * 17 + 2.5 * 1 = 64.5$$

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.

METHOD

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

**2024-25 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 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	25%	68	n/a	n/a
4	40%	63	n/a	n/a
5	18%	61	n/a	n/a
6	16%	62	n/a	n/a
7	12%	68	n/a	n/a
8	7%	74	n/a	n/a
All	19%	396	n/a	n/a

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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.¹⁴

¹⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	87.9%	446.0	445.4	0.04
4	89.5%	427.0	447.4	-1.30
5	85.7%	425.0	443.4	-1.34
6	87.2%	424.0	443.6	-1.45
7	94.7%	432.0	446.8	-1.07
8	91.3%	421.0	441.1	-1.18
All	89.4%	429.3	444.7	-1.05

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23, including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. For a school to meet the measure, it would need to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	25.8	50.0
5	39.2	50.0
6	31.2	50.0
7	46.9	50.0
8	33.1	50.0
All	35.6	50.0

¹⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

MATHEMATICS INTERNAL EXAM RESULTS

During the 2024-25 school year, in addition to the New York State 3rd- to 8th-grade exams, the school primarily used the i-Ready assessment to measure student growth and achievement in mathematics. This assessment provided diagnostic and growth data throughout the year in mathematics. i-Ready helped identify both strengths and gaps in student learning and supported the alignment of targeted resources to specific areas of need. This platform was instrumental in differentiating instruction and providing scaffolding support, ensuring that all students—regardless of starting point—had access to the right level of challenge and support.

Beyond the diagnostic and growth measures, teachers leveraged the instructional resources embedded within the i-Ready math program to address the skills identified through the assessments. These lessons, aligned directly to mathematical domains such as number and operations, algebraic thinking, geometry, and data analysis, provided targeted practice opportunities and supported reteaching where needed. Teachers integrated these resources into small-group instruction, reinforced prerequisite skills for struggling learners, and extended problem-solving tasks for students who demonstrated readiness for enrichment.

This intentional use of both assessment data and the program’s aligned resources ensured that instruction remained responsive to student needs throughout the year. By maintaining a consistent cycle of diagnosing, planning, and monitoring, the school was able to support measurable growth in mathematics achievement and build a strong base of evidence demonstrating student progress.

I-READY

2024-25 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 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	481	104%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	343	106%	No

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁶	104% ¹⁷	36	89%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	416	22%	No

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome Met
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.	NO
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.	NO
Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Available Yet
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.	NO

¹⁶ 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

¹⁷ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	NO
--------	--	----

EVALUATION OF THE MATHEMATICS GOAL

Math: Measure 1: Absolute

EMHCS did not meet this measure, with 19% of students at levels 3 and 4. Students in their second year at EMHCS performed better than recently enrolled students, with a 1% difference.

Math: Measure 2: Absolute

EMHCS did not meet this metric. The EMHCS PI score was 64.5, and to meet the target, it needed to be 119.4. This is primarily impacted by the number of students scoring a level 1 on the assessment.

Math: Measure 3: Comparative

Comparison data is unavailable.

Math: Measure 4: Comparative

The comparative data provided are from the 2022-23 school year. According to the data presented, EMHCS met this measure.

Math: Measure 5: Growth

EMHCS did not meet this measure. The EMHCS Mean Growth Percentile for 4th-8th grade was 35.6, which was 14.4 points short of meeting this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Math: Measure 1: Absolute

The elementary school campus, grades 3-6th grade, demonstrated an overall increase of 5% while the middle school, grades 7-8th grade, showed a 2% decrease from the 2024 reporting. Fourth-grade students demonstrated the most growth, with a 22% difference between the 2024 reporting and this current year.

MATHEMATICS ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2025-2026 school year:

- Moved away from block scheduling at the middle school level to a daily period schedule of 45 minutes each period.
- Secured intervention teachers at the elementary and middle school campus to provide Tier 3 intensive intervention.
- Create a W.I.N. (What I Need) period of 60 minutes in the elementary campus and 45 minutes in the middle school campus that supports students' specific needs. During this time, students will receive small-group instruction using i-Ready lessons, work on their assigned individualized

learning paths in i-Ready, and complete independent assignments to support their student growth.

- Teachers will monitor student progress through conferencing every two weeks.
- Additional professional development time has been embedded into the weekly schedule for grade-level teams at the elementary and middle school so that we can be more proactive with allocating resources and strengthening teacher skills.
- For grades K-8, students will take the i-Ready diagnostic assessment each fall, winter, and spring. The staff uses the provided data to determine individual instructional needs and to measure students' academic growth throughout the school year. Data from i-Ready diagnostics will also be used to identify groups of students who are not meeting grade-level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing Tier 2 interventions to these groups of students. These students will be progress monitored at least every two weeks, and adjustments will be made to instructional plans as needed.
- For grades 3-8, students will take three benchmarks throughout the fall and winter, allowing teachers to gain a more thorough understanding of student proficiency in relation to grade-level standards. The benchmarks use questions and passages from previous NYS assessments. After each assessment, teachers will meet with school leaders to determine next steps for instruction.
- Mentors have been strategically placed to support new teachers.
- We will continue to implement the following:
 - Use the same math curriculum for grades K-12, Illustrative Math. Illustrative Mathematics is a problem-based core curriculum for 21st-century learners, designed to address content and practice standards that foster learning for all. It prepares students to solve problems, reason, communicate, and think critically in the classroom and beyond.
 - An hour and a half of class in grades K-2
 - An hour math block in grades 3-6
 - Coaching cycles for all teachers by campus-based coaches on a 6-week cycle
 - Common planning time for grades K-6 by grade level and 7-8 by department

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 percentage of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Scores (c)/(a-b)
2019	2022-23	46	28	1	6%
2020	2023-24	41	35	0	0%
2021	2024-25	43	28	0	0%

High School Math Measure 2 - Absolute

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

METHOD

The State Education Department currently defines the cut-off for passing and meeting the graduation requirement as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percentage 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 Scores (c)/(a-b)
2019	2022-23	46	28	16	89%
2020	2023-24	41	35	1	17%
2021	2024-25	43	27	6	38%

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 the attainment of this measure for the 2024-25 academic year. Following the completion of this document, the Institute may calculate and report the 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 4 - Comparative

Each year, the percentage 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 who meet or exceed Common Core expectations.

METHOD

The school compares the performance of students in their fourth year at the charter school, the Total Cohort, to that of the respective Total Cohort in the comparison school district. 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 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	2%	46	3%	1,797
2020	0%	41	2%	1,818
2021	0%	43	n/a	n/a

High School Math Measure 5 - Comparative

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

METHOD

The school compares the performance of students in their fourth year at the charter school, the Total Cohort, to that of the respective Total Cohort in the comparison school district. 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or Higher on ELA 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	35%	46	20%	1,797
2020	2%	41	14%	1,818
2021	14%	43	n/a	n/a

High School Math Measure 6 - Comparative

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

Schools are not required to report the attainment of this measure for the 2024-25 academic year. Following the completion of this document, the Institute may calculate and report the 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 Scores (c)/(a-b)
2019	2022-23	28	21	0	0%
2020	2023-24	n/a	n/a	n/a	n/a
2021	2024-25	42	15	0	0%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 eighth grade to meet the English requirement for graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Scores (c)/(a-b)
2019	2022-23	28	21	7	100%
2020	2023-24	n/a	n/a	n/a	n/a
2021	2024-25	42	15	5	19%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	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.NO	NO
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	Not Available Yet

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	students from the district who meet or exceed Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort who partially meet Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district who partially meet Common Core expectations.	Not Available Yet
Comparative	Each year, the Performance Index (PI) in Regents mathematics for students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the comparison school district.	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.	NO
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.	NO

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

High School Math: Measure 1: Absolute

EMHCS did not meet this measure. During the 2024-25 school year, 0% of students in Cohort 2021 scored at least Level 4 proficiency, which is the same as the previous cohort and 6% less than the cohort before that.

High School Math: Measure 2: Absolute

EMHCS did not meet this measure. In 2021, 38% of the cohort achieved a level 3 proficiency or higher. This represents an increase from the 2021 cohort, which scored 17%.

High School Math: Measure 3: Absolute

The Institute does not require charters to report on this measure for the 2023-24 period.

High School Math: Measure 4: Comparative

Comparison data is unavailable.

High School Math: Measure 5: Comparative

Comparison data is unavailable.

High School Math: Measure 6: Comparative

The Institute does not require charters to report on this measure for the 2023-24 period.

High School Math: Measure 7: Growth

EMHCS did not meet this measure, as the students who did not score proficient on their New York State 8th-grade mathematics exam had 0% who met or exceeded Common Core expectations.

High School ELA: Measure 8: Growth

EMHCS did not meet this measure. Of the students in cohort 2021 who did not score proficient on their New York State 8th-grade mathematics exam, only 19% at least partially meet Common Core expectations.

ADDITIONAL CONTEXT AND EVIDENCE

High School Math: Measure 1: Absolute

During the 2024-25 academic year, EMHCS High School faced staffing shortages in the mathematics department, which became a significant challenge to implementing this measure. The department began with a vacancy that could not be filled for the entire school year, and subsequently lost another math teacher midway through the year due to medical reasons.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2025-2026 school year.

- A designated math mentor for 7-12 math teachers to support the curriculum and best practices to support math instruction.
- Hire an additional math teacher to support individual and small group instruction for students needing to pass Regents exams.
- The use of Albert.io (also referred to as Albert) is an online educational platform providing standards-aligned practice questions and assessments for students in grades 9-12. It offers features such as instant, detailed feedback, data-driven reporting for teachers, and integration with learning management systems (LMS) to support personalized learning and track student progress
- A math department chair who meets weekly during common planning time to review Next Generation standards, unpack curriculum, and review instructional strategies.
- A 9-period full-year schedule versus semester coursework to support more time with curriculum and instruction.
- Math Lab courses for students needing additional support to pass the Algebra I, Geometry, and/or Algebra II Regents exams.
- Coaching cycles for all teachers, led by the math coach, occur on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create targeted instruction.

- During common planning time, with guidance from the instructional coach, address Next Generation standards and review instructional strategies.
- Mentors have been strategically placed to support new teachers.

GOAL 5: SCIENCE

Students will demonstrate mastery of science concepts.

BACKGROUND

In the 2024-25 school year, EMHCS teachers in grades K-2 used Mystery Science and Generation Genius. Mystery Science is a blended science and literacy program. The program offers a comprehensive library of multilevel informational texts. It delivers engaging lessons through science experiments, hands-on activities, and other collaborative learning opportunities that allow students to think and act like scientists. Generation Genius is a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material, and more. Grades 3-8 used Elevate Science. Elevate Science is a research-based science curriculum focused on the inquiry process. Elevate Science is developed upon problem-solving, critical thinking, and the Next Generation Science performance expectations. Elevate Science's key components are making sense of phenomena and designing solutions to real-world problems. At grades 9-12, the science department follows the standards to create Standard-Targets-Assessment (STA) Plans to support curriculum mapping.

For assessments, in grades 9-12, students took the Science Benchmark Assessment three times, only for the Chemistry Regents exam. The Biology and Earth and Space Science were new Regents courses for this school year. Furthermore, K-12 science teachers continued to assess students at the conclusion of every unit using an end-of-unit assessment. They use the Illuminate software to upload their assessment and generate usable data to create action plans.

Professional development took place at all three campuses, aligning with the Workplan goals that supported planning and curriculum unpacking.

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 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2024-25 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	62	7	11%
8	74	15	20%
All	136	22	16%

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 the test results of students enrolled in at least their second year to those of all students in the public school district of comparison. Comparisons are made between the results for each grade in which the school has tested students, starting in at least their second year, and the results for the respective grades in the comparison school district.

2024-25 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	62	7	11%	n/a	n/a	n/a
8	74	15	20%	n/a	n/a	n/a
All	136	22	16%	n/a	n/a	n/a

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE 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.	NO
Comparative	Each year, the percentage 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 comparison school district.	Not Available Yet

EVALUATION OF THE SCIENCE GOAL

Science: Measure 1: Absolute

EMHCS did not meet this measure. Only 11% of 5th graders and 20% of 8th-grade students who had been enrolled with EMHCS for at least two years were proficient in the Science 8 exam. This represents a 4% and 5% increase, respectively, from the first year of administering the New York State Science Exam.

Science: Measure 2: Comparative

Comparative data have not been released yet, so an accurate analysis cannot be provided.

ADDITIONAL CONTEXT AND EVIDENCE

Science: Measure 1: Absolute

During the 2024-25 school year, EMHCS administered the Biology Regents exam to 17 of the current eighth graders.

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	17	13	76%
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	Life Science: Biology	19	11	58%

ACTION PLAN

After reviewing state changes and responding to this year's achievement data, adjustments have been made to the 2025-26 school year to address student learning gaps.

- Moved away from block scheduling at the middle school level to a daily period schedule of 45 minutes each period.
- Departmentalized at the 5th and 6th grades to support content-focused instruction.
- Implementation of Elevate Science in the third, fourth, and fifth grades. Elevate Science is a research-based science curriculum focused on the inquiry process, developed upon problem-solving, critical thinking, and the Next Generation Science performance expectations.
- For grades 5 and 8, students will take three benchmarks throughout the fall and winter, allowing teachers to gain a more thorough understanding of student proficiency in relation to grade-level standards. The benchmarks use questions and passages from previous NYS assessments. After each assessment, teachers will meet with school leaders to determine next steps for instruction.
- Instructional coaches to support science instruction and implementation of Next Generation Standards.
- Curriculum mapping aligned to Next Generation Standards and NYS claims and evidence outlined in the Educators Guide to the 2024 Elementary-level (Grade 5) and Intermediate-level (Grade 8) Science Tests.
- Mentors have been strategically placed to support new teachers.
- We will continue to implement the following:

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- Implementation of the Elementary NYS Investigations throughout grades 3-5.
- Implementation of the Intermediate NYS Investigations throughout grades 7 and 8.
- Monthly data meetings to review student data and progress towards meeting standards.
- Coaching cycles for all teachers, led by campus-based coaches, occur on a 6-week cycle.

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 Regents exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Biology, Earth and Space, Living Environment, Earth Science, and Chemistry Regents. 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 Scores (c)/(a-b)
2019	2022-23	46	30	13	81%
2020	2023-24	41	39	1	50%
2021	2024-25	43	16	10	37%

High School Science Measure 2 - Comparative

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	28%	46	19%	1,797
2020	2%	41	17%	1,818
2021	23%	43	n/a	n/a

SUMMARY OF THE HIGH SCHOOL SCIENCE 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.	NO
Comparative	Each year, the percentage 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.	Not Available Yet

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

High School Science: Measure 1: Absolute

EMHCS did not meet this measure. Only 37% of students in Cohort 2021 passed with a score of 65 by their fourth year of school. EMHCS had 16 of the 43 students in the cohort exempt From all science exams.

High School Science: Measure 2: Comparative

Comparative data have not been released yet, so an accurate analysis cannot be provided.

ADDITIONAL CONTEXT AND EVIDENCE

High School Science: Measure 1: Absolute

In the 2024-25 school year, EMHCS High School students who needed to pass a science Regents exam took a Science Lab course. The science lab course was designed to support students in preparing for the science Regents exam. Additionally, EMHCS High School suffered a science vacancy midway through the school year and was not able to fill that position.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2024-2025 school year.

- A nine-period full-year schedule versus semester coursework to support more time with curriculum and instruction.
- Hire an additional math teacher to support individual and small group instruction for students needing to pass Regents exams.
- The use of Albert.io (also referred to as Albert) is an online educational platform providing standards-aligned practice questions and assessments for students in grades 9-12. It offers features such as instant, detailed feedback, data-driven reporting for teachers, and integration with learning management systems (LMS) to support personalized learning and track student progress
- Providing a Science Lab to students who need additional support to pass the Living Environment, Earth Science, or Chemistry Regents exam.
- Coaching cycles for all teachers by the instructional coach on a 6-week cycle.

GOAL 6: SOCIAL STUDIES

Students will demonstrate mastery of Social Studies concepts.

BACKGROUND

In the 2024-25 school year, the EMHCS social studies department offered Global History I, Global History II, US History & Government, Participation in Government, Economics, and Social Justice. Teachers created Standard-Targets-Assessment (STA) Plans following the standards to support curriculum mapping.

In the 2024-25 school year, EMHCS was in its third year offering the Seal of Civic Readiness. Students who wish to receive the NYS Seal of Civic Readiness shall complete all requirements for a New York State local or Regents diploma. Additionally, students wishing to receive this award must also complete a capstone project. Social Studies teachers aligned the curriculum in PIG/Economics to ensure students completed a capstone project. The Civic Readiness Capstone Project is a culminating, experiential, and summative project that assesses a student's civic knowledge, Skills, and Actions, as well as their civic mindset.

The work plan and our instructional priorities guide the focus of the school year's instruction. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk.

For assessments, in grades 9-12, students took the Social Studies Benchmark Assessment three times: the Global II and the US History & Government Regents exam. Furthermore, social studies teachers in grades 9-12 continued to assess students at the conclusion of every unit using an end-of-unit assessment. They use the Illuminate software to upload their assessment and generate usable data to create action plans.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional development aligns with the Workplan goals and the Seal of Civic Readiness. The high school campus offered weekly professional development on unpacking curriculum, unit planning, project planning, and using data to inform instructional groupings.

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. To graduate, students must pass both 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 Scores (c)/(a-b)
2019	2022-23	46	40	0	0%
2020	2023-24	41	34	3	43%
2021	2024-25	43	31	5	42%

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.

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	0%	46	4%	1,797
2020	7%	41	24%	1,818
2021	12%	43	n/a	n/a

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. To graduate, students must pass both 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 Scores (c)/(a-b)
2019	2022-23	46	34	6	50%
2020	2023-24	41	26	8	53%
2021	2024-25	43	0	29	67%

Social Studies Measure 4 - Comparative

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	13%	46	9%	1,797
2020	20%	41	34%	1,818
2021	67%	43	n/a	n/a

SUMMARY OF THE SOCIAL STUDIES 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.	NO
Comparative	Each year, the percentage 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.	Not Available Yet
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 percentage 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.	Not Available Yet

EVALUATION OF THE SOCIAL STUDIES GOAL

Social Studies: Measure 1: Absolute

EMHCS did not meet this measure. Thirty-one students in Cohort 2021, out of the forty-three, were given an exemption for this Regents exam, which decreases the percentage of students passing the exam.

Social Studies: Measure 2: Comparative

Comparative data have not been released yet, so an accurate analysis cannot be provided.

Social Studies: Measure 3: Absolute

EMHCS came close to meeting this measure. In cohort 2021, twenty-five students took the Global History Regents exam, and only 67% received a passing rate of 65 or higher, falling 8% short of the target.

Social Studies: Measure 4: Comparative

Comparative data have not been released yet, so an accurate analysis cannot be provided.

ADDITIONAL CONTEXT AND EVIDENCE

Social Studies: Measures 1 & 3: Absolute

During the 2024-25 school year, EMHCS High School used benchmark exams to monitor student growth toward proficiency. Students enrolled in Global History I, II, and US History & Government took the benchmark for their respective courses. This benchmark was a mock of the Regents exam. Global I and II students took the same benchmark, a mock of the Global II Regents. Students were assessed three times during the semester. Teachers used the data to differentiate instruction. Additionally, students who needed to pass only the Regents exam sat in Regents Lab for Global II or US History.

ACTION PLAN

In response to this year's achievement data, the following adjustments have been made for the 2025-2026 school year:

- A nine-period full-year schedule versus semester coursework to support more time with curriculum and instruction.
- The use of Albert.io (also referred to as Albert) is an online educational platform providing standards-aligned practice questions and assessments for students in grades 9-12. It offers features such as instant, detailed feedback, data-driven reporting for teachers, and integration with learning management systems (LMS) to support personalized learning and track student progress.
- A social studies department chair who meets weekly during common planning time to review Next Generation standards, unpack curriculum, and review instructional strategies.
- Providing a Social Studies Lab to students who need additional support to pass the Global II and US History & Government Regents' exam.
- Coaching cycles for all teachers by the instructional coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create targeted instruction.
- Continued development of a Seal of Civic Readiness committee to oversee the implementation and follow-through of the requirements to obtain the seal.
- Mentors have been strategically placed to support new teachers.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 the latitude to establish 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 their context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Targeted Support and Improvement
2023-24	Targeted Support and Improvement
2024-25	Targeted Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

ESSA: Measure 1

In the 2024-25 school year, EMHCS maintained its accountability status as a Target Support and Improvement (TSI) school. EMHCS is identified as TSI due to the presence of low-performing subgroups (excluding the All Students group). The identified subgroup, EMHCS, performed poorly in terms of Black representation in the Elementary-Middle Subgroup Accountability Status. EMHCS worked to desegregate the data and provide targeted interventions for specific subgroups to teaching teams.

GOAL 8: UNIQUE GOAL: SPANISH LANGUAGE ARTS

Students will become proficient Spanish speakers.

BACKGROUND

In the 2024-25 school year, EMHCS continues to implement two language tracks for Spanish students. Students who are native speakers of Spanish enter the Spanish Language Arts track, while second-language learners of Spanish enter the World Language track. Students in K-6 use *Antologia*, and grades 7-12 use a Spanish language arts curriculum that mirrors the ELA modules. Students in the grades K-6 World Language track use *Listos*, and students in grades 7-12 use *Encuentros*.

The EL Workplan and our instructional priorities guide the focus of the school year's instruction. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk.

For assessments in grades K-12, students took the Spanish Benchmark Assessment three times. The 7-12 Benchmark Assessments mirror the Checkpoint A and B exams that students take. Furthermore, K-12 teachers continued to assess students at the conclusion of every unit using an end-of-unit assessment.

Professional development at all three campuses is aligned with the Workplan and our accountability goals. The Bilingual Coordinator facilitated monthly department meetings at each campus, focusing on unpacking curriculum and benchmark data to inform instructional groupings. In addition, we collaborated with the Brockport Research Institute to provide specific professional development on best

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

practices for teachers in our Dual Language Program, focusing on best instructional practices for students learning a new language.

Unique Goal: Spanish Language Arts Measure 1 – Absolute Measure

75% of all high school students with at least five years of uninterrupted Spanish Language instruction will pass the comprehensive Spanish Checkpoints A, B, and C examination.

The school administered the Spanish Proficiency exam (checkpoint A) and the Regents Spanish exam (checkpoint B). Both exams utilize a 0-100 scale, as per New York State (NYS) regulations, and are developed in cooperation with Monroe BOCES to maintain approved state metrics. The NYS Department of Education recognizes 65 or above as a passing grade.

Percentages of students passing as of August 2025

Measure	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024
Checkpoint A	72%	67%	66%	50%
Checkpoint B	40%	51%	32%	N/A

Unique Goal: Spanish Language Arts Measure 2 – Growth

Each year, 75% of all students in grades K-8 who have had a full year of Spanish Language instruction will demonstrate one year's growth.

EMHCS collected data formally in September as a baseline and then again in January and May through the K-8 Spanish Benchmark, an internal assessment measure

K-8 Spanish Benchmark Proficiency Rates

Grade	# Assessed	Level 1	Level 2	Level 3	Level 4	Level 3 & 4 % Proficiency
Kinder (72)	64	10	20	24	10	53%
1st Grade (69)	63	0	5	31	27	92%
2nd Grade (83)	80	5	22	41	12	66%
3rd Grade (92)	84	7	19	44	14	69%
4th Grade (86)	81	1	34	20	26	57%
5th Grade (82)	80	0	16	35	29	80%
6th Grade (79)	76	10	36	21	9	39%
7th Grade (93)	65	1	15	19	30	75%
8th Grade (97)	74	5	15	14	40	73%
Total K-8 (753)	667	39	182	249	197	67%

SUMMARY OF THE UNIQUE GOAL: SPANISH LANGUAGE ARTS

Type	Measure	Outcome
Absolute	75% of all high school students with at least five years of uninterrupted Spanish Language instruction will pass the comprehensive Spanish Checkpoints A, B, and C examination	NO

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 75% of all students in grades K-8 that have had a full year of Spanish Language instruction will demonstrate one year's growth.	NO
--------	--	----

EVALUATION OF THE SPANISH LANGUAGE ARTS GOAL

Spanish Language Arts: Measure 1: Absolute

EMHCS did not meet this measure overall. For Checkpoint A, Cohort 2021 fell short by 3%, Cohort 2022 by 8%, Cohort 2023 by 9% and Cohort 2024 by 25%. For Checkpoint B, all cohorts did not meet the measure by more than 25%.

Spanish Language Arts: Measure 2: Growth

EMHCS did not meet this measure. The average growth of students in K-8, demonstrating one year's growth, is 67%, which is 8% short of meeting the measure. Individual grade levels met the measure: first grade with 92%, fifth grade with 80% and seventh grade with 75%. Third, fourth, and eighth grades came short of meeting the measure by 9%, 6%, and 2%, respectively.

ACTION PLAN

In response to this year's achievement data, the following adjustments have been made for the 2025-2026 school year:

- Continuous curricular revisions to the SLA/WL Curriculum.
- Meeting with the Bilingual Coordinator and the Spanish department to unpack benchmark data and support instructional changes.
- A Spanish department chair at 7-12th grade who meets weekly during common planning time to review standards, unpack curriculum, and review instructional strategies.
- Coordination with counselors ensures all students are scheduled in the correct language track for a Spanish class
- Purchase the Checkpoint A and B exams through ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL).
- Qualified teachers have been assigned to their respective areas of expertise.
- Mentors have been strategically placed to support new teachers.
- Accountability meetings will be held quarterly to review Spanish benchmark data and develop targeted plans to increase student proficiency in Spanish.

GOAL 9: UNIQUE GOAL: NYS SEAL DESIGNATION

Students will graduate with the Seal of Biliteracy and/or the Seal of Civic Readiness.

BACKGROUND

In the 2024-25 school year, EMHCS continued to align its mission with the two Seal pathways offered by New York State, the Seal of Biliteracy and the Seal of Civic Readiness. EMHCS has offered the Seal of Biliteracy to students since 2020 and the Seal of Civic Readiness since 2023.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The Seal of Biliteracy is an award given to high school graduates who have achieved high proficiency in one or more languages in addition to English. This state-level recognition celebrates multilingualism, encourages language education, and highlights the value of language skills to colleges and employers in a globalized world. Students who attain this designation completed coursework in English and Spanish and scored 85% or higher in those courses. Additionally, students completed a capstone project in either English or Spanish on a social justice topic of their choice. They completed research, wrote a research paper, and presented the project to a committee.

The Seal of Civic Readiness is a high school diploma seal and transcript designation in New York State that formally recognizes students' proficiency in civic knowledge, skills, and actions, essentially confirming they have the capacity to be engaged and productive citizens in a democratic society. Earning the seal requires students to meet specific criteria for civic knowledge and participation, often culminating in a capstone Civic Project, and signals to colleges and employers that the student has demonstrated a strong commitment to civic engagement and the public good. At EMHCS, students complete the Civic Readiness Capstone Project, a culminating, experiential, and summative project that assesses a student's Civic Knowledge, Skills, and Actions, as well as their civic mindset.

Unique Goal: NYS Seal Designation Measure 1 – Absolute Measure

Each year, 50% of all students in the fourth year of high school Total Graduation Cohort that have had at least five years of uninterrupted Spanish Language instruction will receive the Seal of Biliteracy on their diploma.

Percentages of students obtaining the NYS Seal of Biliteracy

Cohort Designation	Percentage of students receive the Seal of Biliteracy
2019	17%
2020	22%
2021	33%

Unique Goal: NYS Seal Designation Measure 2 – Absolute

Each year, 50% of all students in the fourth year of high school Total Graduation Cohort that have had at least five years of uninterrupted Social Studies instruction will receive the Seal of Civic Readiness on their diploma.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentages of students obtaining the NYS Seal of Civic Readiness

Cohort Designation	Percentage of students receive the Seal of Civic Readiness
2019	17%
2020	37%
2021	65%

SUMMARY OF THE UNIQUE GOAL: NYS SEAL DESIGNATION

Type	Measure	Outcome
Absolute	Each year, 50% of all students in the fourth year of high school Total Graduation Cohort that have had at least five years of uninterrupted Spanish Language instruction will receive the Seal of Biliteracy on their diploma.	NO
Absolute	Each year, 50% of all students in the fourth year of high school Total Graduation Cohort that have had at least five years of uninterrupted Social Studies instruction will receive the Seal of Civic Readiness on their diploma.	YES

EVALUATION OF THE NYS SEAL DESIGNATION

NYS Seal Designation: Measure 1: Absolute

EMHCS did not meet this measure. Only 33% of Cohort 2021 graduated with the Seal of Biliteracy, which is 17 percentage points short of meeting this measure.

NYS Seal Designation: Measure 2: Absolute

EMHCS met this measure. 65% of Cohort 2021 graduated with the Seal of Civic Readiness, which is 15% over the target measure.

ACTION PLAN

In response to this year's achievement data, the following adjustments have been made for the 2025-2026 school year:

- The High School Assistant Principal will oversee the implementation of both seals for the High School campus.
- Each seal will have a committee to oversee, monitor, and support the candidates.
- Each senior will be given a mentor to support and guide them throughout the school year in meeting requirements for each seal.