



Family Life Academy
CHARTER SCHOOLS

**Family Life Academy Charter School
High School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Knobloch, Director of Data Driven Instruction, 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)
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Pedro Alvarez	Treasurer	Executive, Finance, Facilities & Bond, Nominations
Bishop Raymond Rivera	Founder	Nominations, Facilities & Bond,
Hilda Sanchez	Trustee	Accountability, Finance, CEO Evaluation
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Vacant	Trustee FLACS I PA	
Tyisha Ortiz - candidate	Trustee FLACS II PA	
Maria Rodriguez	Trustee FLACS III PA	Fundraising

Jose Martinez has served as principal since August 2022.

SCHOOL OVERVIEW

Family Life Academy Charter School High School (FLACS HS) opened in the Fall of 2022 serving grade 9 and expanded to serve grade 11 in the Fall of 2024. FLACS HS is a college preparatory high school with a focus on social justice where students are empowered to exercise their rights and amplify their voices to confront systemic injustices, advocate for marginalized communities, and drive positive transformation to create a more just society in the Bronx and beyond. As part of this process, all FLACS HS students work to complete either their Regents diploma or a Regents with Advanced Designation diploma. Students will also have the opportunity to earn the Seal of Biliteracy and the Seal of Civic Readiness.

During the 2024-2025 school year, FLACS HS school served 423 students of which 76.8% students were returning FLACS students. Of the total population, 75.7% were Hispanic, and 23.4% Black primarily in Community School District 9. FLACS HS moved into its permanent location in August 2024. Of the total student population 96.5% were economically disadvantaged, 17.3% were homeless, 17.5% were English language learners, 20.3% were students with disabilities.

The focus of all FLACS schools has been to attract students from the surrounding community, including immigrant students and English language learners. All FLACS schools share a common mission: *Family Life Academy Charter Schools, together with the Latino Pastoral Action Center and parents, creates the conditions for self-empowerment for all its K-12 students to excel academically, take responsibility for their own learning, and affirm human values, today, in college, and beyond.*

Each FLACS school has 10 key design elements:

- A rigorous academic curriculum with a focus on scholars doing the heavy lifting
- Data-driven planning fueled by a rigorous system of assessment and accountability
- Intentional approaches to meeting the needs of all scholars, with a special emphasis on English language learners
- Professional learning that enriches teaching and increases scholar achievement
- Consistent and caring discipline
- Family involvement and empowerment
- Shared responsibility for learning between the scholar, their family, and the school
- School communities that affirm human values
- A focus on preparation for college, career, and civic life
- A continued use of community resources

In addition to offering a schedule that allowed students to earn up to 14 credits, FLACS HS provided designated time in the instructional day and time during after school programming to support foundational skills gaps students had in the areas of literacy, math, and science. FLACS HS also provides academic intervention programming embedded in the school day which is specifically designed to address students who have foundational literacy gaps.

FLACS HS has a robust counseling program, with guidance counselors, a college counselor, and a social worker that works with students to ensure students are on track for graduation. This included already helping students to think about their interests and strengths and laying the foundation to provide them with support as they apply for college. In addition to college planning, the counseling team supported

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FLACS HS student's socio-emotional readiness. As part of a daily advisory period, students engage in their SEL curriculum and build school culture with the guidance team. The attendance and guidance teams also engaged in direct family support especially for students with chronic absenteeism. The college counselor facilitated a multi-state college trip for students in grade 11 which provided students with the opportunity to visit various types of colleges in order to make more informed decisions about post high school planning.

FLACS HS offered a robust set of opportunities for enrichment through its after school program. Through the Bronx Community College College Now program, 11 FLACS HS students explored introductory college-level coursework in Computer Hardware and Software, Sociology, and Criminal Justice. Nine students successfully earned college credit, demonstrating early success in rigorous postsecondary coursework and setting a strong foundation for future college readiness. FLACS HS continued its student-facilitated student government organization. FLACS began offering a drivers education course through a community partner. For sports, FLACS HS offered: flag football, girls volleyball, basketball, baseball, softball, esports, cheerleading, swimming and program. As FLACS HS continued to expand its athletic programs, we embraced our partnership with LPAC. We collaborated with LPAC to provide coaching and development for our Varsity Boys Basketball team, which emerged as a highly competitive squad this past season. The team has continued to demonstrate strong commitment by voluntarily continuing workouts throughout the summer in preparation for this upcoming season. Our Flag Football team showcased tremendous skill and resilience, advancing to the CSAA Bronx Championship against Health and Science Charter school, where they proudly earned second place after a hard fought game. The Lady Falcons Softball team continued to shine, making the playoffs for the third consecutive year and ultimately advancing to the CPSAL Softball Championship game. Facing American Dream Charter, whose team was led by a Division I bound pitcher, our ladies gave an inspiring performance and finished in second place.

Equally important, our Fabulous FLACS Falcon Cheer/Dance team elevated school spirit and community presence throughout the year. Beyond supporting our athletic teams at home and away games, they proudly represented FLACS in the Bronx Puerto Rican Day Parade and The Bronx Dominican Day Parade. Their enthusiastic performances, in both rain and shine, displayed both artistry and dedication, reinforcing our FLACS culture of pride, excellence, and community. Together, these athletic and extracurricular achievements reflect the growing strength of our afterschool programming and its central role in developing teamwork, school pride, and "the next generation of leaders" amongst our scholars.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	0	0	0	0	0	0	0	0	0	101	0	0	0	101
2023-24	0	0	0	0	0	0	0	0	0	108	93	0	0	201

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2024-25	0	0	0	0	0	0	0	0	0	242	105	76	0	423
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HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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

Fourth-Year High School Accountability Cohorts

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

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

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

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	0	0	0
2023-24	2019-20	2019	0	0	0
2024-25	2020-21	2020	0	0	0

PROMOTION POLICY

Promotion in FLACS HS is based on the number of credits that a scholar has accumulated by the end of the academic year. Below are the minimum credits that a student needs in order to be promoted to the next grade level. Scholars that pass all coursework will accumulate more credits than this minimum. Please note that FLACS HS is using the NYC DOE system of credits in which 2 credits is the equivalent of 1 state credit.

Grade 9 – Successful completion of at least 8 credits

Grade 10 – Successful completion of at least 20 credits including 4 in ELA/ENL; 4 in social studies

Grade 11 – Successful completion of at least 30 credits

Grade 12 – Successful completion of at least 44 credits in required subject areas

In 2024-25 FLACS HS continued using a semester-based credit system adopted in 2023-24, (in 2022-23 students earned credits on an annualized basis). Students had the opportunity to earn up to 14 credits.

In order to graduate, students must earn credit to meet the State Commissioner's Part 100.5 Diploma Requirements.

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate on-time.

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	101	90.1
2024	222	93.2

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second-year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	N/A	N/A
2022	2023-24	85	67.1
2023	2024-25	101	52.5

Graduation Goal Measures 3 & 4 - Absolute

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

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

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
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¹ These data reflect August graduation rates.

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2019	2022-23	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A
2021	2024-45	N/A	N/A	N/A

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	N/A	N/A	N/A
2019	2023-24	N/A	N/A	N/A
2020	2024-25	N/A	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	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.

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

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.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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

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	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

FLACS HS exceeded the first goal of 75% of first- and second-year cohort students earning the required annual credits.

FLACS HS approached but did not meet 75% of students passing at least three Regents exams with a score of 65+ by the end of their second year. The 2022 cohort, the first cohort who started 9th grade at FLACS HS, achieved an absolute measure of 67.1% and the 2023 cohort demonstrated 52.5% absolute proficiency for this indicator.

FLACS HS had two students in the 2021 cohort because of transferring in and were advised to not report due to the small size.

FLACS HS cannot report on the 5th-year graduation cohort target as it is not applicable until 2026.

FLACS HS cannot report on comparative graduation rate as it is not available at the time of the report for local CSD 9.

FLACS HS approached with 50.0% of students pursuing alternative pathways meeting the Regents equivalency + approved pathway assessment requirement by the end of year 4.

FLACS HS is meeting credit accumulation goals early in high school, but falling short on Regents performance and graduation outcomes for the 2021 cohort, particularly by year 4.

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

EVALUATION OF THE GRADUATION GOAL

The majority of first- and second-year students are on track with credits, with absolute percentages of 90.1% and 93.2% respectively. This reflects strong course completion early in high school, an important foundation for graduation.

Students did not meet the benchmark of passing three Regents exams by the end of year two. The 2022 cohort achieved 67.1%, an absolute difference of 7.9% from the target, while the 2023 cohort achieved 52.5%, an absolute difference of 22.5%. This highlights Regents preparedness as an area for continued growth.

FLACS High School did not submit a graduation rate for the 2021 fourth-year cohort because only two students were enrolled in that cohort due to transfers. NYSED advised that the school not report, given the very small sample size. Looking ahead, 88.2% of students in the 2022 cohort are projected to graduate on time in June 2026.

FLACS HS did not meet the 75% target for students completing alternative pathways in the 2021 cohort. In contrast, 89.4% of the 2022 cohort are on track to complete the civics pathway, and 51.8% are currently on track for the world languages pathway, demonstrating progress toward these indicators.

FLACS HS cannot yet evaluate the 5-year graduation cohort. It is anticipated that one student in the 2021 cohort will graduate in 2026.

FLACS HS cannot yet report on the comparative graduation rate for local CSD 9 pending data release from NYC Public Schools.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS High School did not anticipate its first full graduating class until 2026 and, as such, had not yet enrolled a cohort expected to graduate on a standard four-year timeline. In the 2024 accountability year, only two students were included in the relevant graduation cohort. Both students started at FLACS HS after having already attended high school and with significant credit gaps.

As a result, many of the leading indicators tied to on-time graduation are not applicable or cannot be meaningfully evaluated for this cohort.

ACTION PLAN

In the 2025–2026 school year, FLACS High School implemented a redesigned master schedule to ensure that all students receive robust, embedded intervention during the school day. The new schedule provides 140 minutes of dedicated intervention time each week, giving students consistent access to targeted academic support. These periods allow students to participate in teacher-supported credit recovery, receive targeted interventions, or access instructional support aligned to their needs. Students who are on track may also use this time for enrichment and acceleration.

As part of these scheduling enhancements, the Advisory structure has also been strengthened. Every student now has a weekly touchpoint with their guidance counselor to monitor academic progress, address emerging needs, and reinforce college- and career-readiness goals. At the start of the year, counselors develop individualized four-year graduation plans with each student beginning in grade 9. These plans serve as a roadmap to keep students on track and are revisited during weekly counselor touchpoints. During these meetings, counselors also conduct grade monitoring and credit audits to adjust supports as needed.

To support proactive decision-making, the Director of Data-Driven Instruction provides weekly snapshots of in-progress grades with demographic detail. These updates enable school leadership to identify courses, teachers, and sections in need of additional support and to intervene before students fall off track for credit accumulation within a semester.

FLACS HS continues to leverage the New Visions Portal as a central tool for tracking credit accumulation and graduation readiness. In addition to visualization, the portal is used to assign and monitor interventions for students requiring additional support. Regular data reviews inform these interventions, and documentation within the platform ensures follow-through, accountability, and measurable impact on student outcomes.

To strengthen instruction, the FLACS Network Academics Team has developed common curriculum maps with vertically and horizontally aligned content, supported by embedded pacing calendars. These tools ensure that teachers cover essential content with clarity and consistency across grade levels.

FLACS HS leadership and teachers receive direct support in implementing the curriculum with fidelity, raising the quality of instruction, and ensuring consistent delivery across classrooms. Central to this effort is the Step Lab coaching model, which provides a structured framework for observation, feedback, and professional growth. Using this model, school leaders can monitor instruction in real time, provide targeted feedback, and drive continuous improvement in teaching and learning.

Furthermore, FLACS Middle School will expand its offerings in 2025–2026 to include a Biology Regents course for all 8th grade students. Since FLACS Middle School already offers Algebra I Regents, United States History Regents, and Spanish Checkpoint A, this addition will bring the number of high school credits earned prior to 9th grade to eight. This early access sets students up for timely graduation and prepares them for more advanced coursework earlier in their high school career.

Together, these systems are designed to ensure that students not only accumulate the credits required for graduation but also receive timely, responsive support throughout their high school experience.

GOAL 2: COLLEGE PREPARATION

Students will demonstrate preparedness for college level coursework.

FLACS High School is a college preparatory high school. All students work toward completing either a Regents diploma or a Regents diploma with Advanced Designation, and have the opportunity to earn both the New York State Seal of Biliteracy and the Seal of Civic Readiness.

Through a variety of academic interventions offered during and after school, students engage in accelerated learning opportunities designed to build their readiness for advanced coursework and postsecondary success. FLACS HS students currently have access to college-level courses: Psychology and Biology (both offered as dual enrollment courses in partnership with the Syracuse University SUPA program). Additionally, students have access to college level coursework offered through the Bronx Community College College Now program.

In 2024–2025, guidance counselors and college and career counselors worked closely with students to ensure they remained on track for graduation and postsecondary plans. This support included individualized college and career planning. Counselors also facilitated family information sessions and college access workshops to ensure both students and families were prepared for life after high school.

Students also participated in college visits, researched a range of postsecondary pathways supporting the school's vision of college and career readiness for all.

Ongoing advisory programming integrated social-emotional learning, goal setting, and academic reflection, helping students take ownership of their personal and academic growth throughout high school.

College Preparation Goal Measure 1 - Absolute

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

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

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

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

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

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2019	2022-23	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

In 2025, FLACS High School did not have any graduating students. As a result, the school is not yet able to report on college readiness measures or on the percentage of students from the 2021 cohort enrolling in a college or university within one year of graduation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A

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.

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Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

EVALUATION OF THE COLLEGE PREPARATION GOAL

FLACS HS cannot fully evaluate this goal for 2025, as the school had no graduating students. However, evidence from the 2022 cohort—the first cohort to begin 9th grade at FLACS HS—demonstrates notable progress toward college preparedness. Twenty-eight students in this cohort earned credit for a college psychology course, with 18 of those students also earning additional credit for a college biology course through a partnership with Syracuse University. Beyond dual enrollment, 26 students in the 2022 cohort met the College, Career, and Civic Readiness Index (CCCRI) benchmark for SAT Reading, and 14 students met the CCCRI benchmark for SAT Math.

FLACS HS cannot evaluate CCCRI performance relative to the State MIP, as no CCCRI data are available without a graduating cohort.

FLACS HS cannot evaluate comparative CCCRI outcomes, as such measures cannot be calculated in the absence of a graduating cohort.

FLACS HS cannot evaluate postsecondary matriculation, as no graduating students were available to track college or university enrollment.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2024–2025 school year, FLACS HS served students in grades 9–11 and therefore did not yet offer the full range of advanced coursework that will be available once the school expands to all four grades. Despite this, the school has taken deliberate steps to build a foundation for the College, Career, and Civic Readiness Index (CCCRI) by ensuring students have early access to rigorous academic opportunities.

Through its partnership with Syracuse University (SUPA), FLACS HS offered college-level Biology and Psychology courses, enabling students to earn transcribed college credit prior to graduation. The school also introduced Spanish IV, positioning students to enroll in AP Spanish Language and Culture (Checkpoint C) the following year, thereby strengthening readiness for advanced college-level language study.

These early offerings reflect an intentional strategy to align the FLACS HS course catalog with CCCRI expectations and to ensure students have clear pathways to advanced coursework and college credit opportunities in advance of the first graduating cohort.

ACTION PLAN

FLACS HS will continue to strengthen college, career, and civic readiness by expanding access to rigorous, advanced coursework. Through its partnership with Syracuse University (SUPA), the school will maintain college-level Biology and Psychology offerings while also broadening internal opportunities to include AP English Language and Composition, AP United States History, and AP Spanish Language and Culture. The AP Spanish course serves as the culminating experience in the school's four-year world language pathway, enabling students to earn a World Language Checkpoint C credential. In addition, 11th-grade students will continue to participate in the Bronx Community College Now program, where they can earn credits in courses such as Criminal Justice, Sociology, and Computer Science.

Beginning in grade 11 and continuing through grade 12, all students are also enrolled in a college and career preparation course that supports the application, acceptance, and transition process into higher education. To further strengthen individualized support, FLACS HS is expanding its guidance team with an additional counselor and social worker. The school is also deepening partnerships with FLACS Middle School and other feeder schools to ensure that incoming 9th graders who arrive with Regents credits in Algebra I, Biology, U.S. History, and/or Spanish I have accelerated pathways into advanced coursework.

GOAL 3: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

The goal of the FLACS HS ELA curriculum is for students to become independent, capable, and analytical readers, writers, listeners, and speakers. The curriculum is fully aligned with the New York State Next Generation Learning Standards and is designed to ensure college and career readiness. In the 2024–2025 school year, students engaged in reading, writing, listening, and speaking through a carefully curated set of texts and unit choices, collaboratively selected by the school and the FLACS Network from the Odell High School Literacy Curriculum.

The ELA curriculum is unified by overarching themes of social justice at each grade level, which connect directly to the civic engagement project students complete as part of their FLACS experience. Over the course of each unit, students engaged in close reading of literary and informational texts to explore essential questions, examined common themes across genres, and participated in frequent, embedded writing opportunities. Writing tasks emphasized literary analysis and argumentation, directly reinforcing the Next Generation Standards while also deepening student understanding of unit concepts.

To support students not yet demonstrating fluency in foundational reading and writing skills, FLACS HS scheduled a separate literacy intervention block. In this setting, the literacy intervention teacher provided explicit, skill-based instruction using the Read 180 program. Students also used the program's adaptive technology to practice applying skills in new contexts, receive individualized feedback, and build greater independence as readers and writers.

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Although most students are not yet scheduled to participate in the ELA Regents exam, test sophistication and preparation strategies were intentionally embedded throughout the curriculum to support long-term readiness. In addition, FLACS HS offered an English 11 Honors course, in which students sat for the ELA Regents exam in January. These students also had a second administration in June, providing an additional opportunity to demonstrate improved proficiency. In June, the broader cohort of grade 11 students also participated in the ELA Regents exam, marking an important step in preparing the school's first graduating classes to meet state assessment requirements.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁶

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-45	N/A	N/A	N/A	N/A

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

⁷ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 2 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School ELA Measure 3 - Absolute

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

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

High School ELA Measure 4 - Comparative

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

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

High School ELA Measure 5 - Comparative

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. 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	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2021	N/A	N/A	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 attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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High School ELA Measure 7 - Growth

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A

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2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

FLACS HS began operations in the fall of 2022 and did not anticipate its first 4th-year cohort until 2021.

FLACS HS was advised to not report on the measure of 65% of students in the Accountability Cohort scoring Level 4+ on Regents ELA by the end of their fourth year due to the small size of students in the cohort who transferred in.

FLACS HS was advised to not report on the measure of 80% of students in the Accountability Cohort scoring Level 3+ on Regents ELA by the end of their fourth year. The 2021 cohort was composed of two students, who transferred in.

FLACS HS cannot evaluate the Accountability Cohort's Performance Index (PI) on Regents ELA relative to the state's Measure of Interim Progress (MIP), as data is not yet available.

FLACS HS cannot evaluate the comparative measure of the percentage meeting or exceeding expectations against local CSD 9, as district data is not yet available.

FLACS HS cannot evaluate the comparative measure of the percentage meeting or partially meeting expectations against local CSD 9, as district data is not yet available.

FLACS HS cannot evaluate the growth measure of 50% of students who were not proficient on their 8th grade ELA assessment meeting or exceeding expectations on Regents ELA, as the two students in the 2021 cohort did not participate in the NYSTP ELA exam in grade 8.

FLACS HS cannot evaluate the growth measure of 75% of students who were not proficient on their 8th grade ELA assessment meeting or partially meeting expectations on Regents ELA, as the two students in the 2021 cohort did not participate in the NYSTP ELA exam in grade 8.

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.	N/A
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.	N/A
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

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Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

FLACS HS was advised to not report the first absolute measure. For the 2021 cohort, two students who transferred in are not reported due to the small cohort size. For the 2022 cohort, the first cohort who started 9th grade at FLACS HS, 47.1% of students met proficiency, which falls short of the 65% target. One contributing problem of practice was foundational skills gaps: a number of students entered FLACS HS without mastery of decoding, fluency, and writing skills, limiting their ability to access Regents-level expectations.

FLACS HS was advised to not report the second absolute measure for the 2021 cohort, two students who transferred in are not reported due to the small cohort size. For the 2022 cohort, the first cohort who started 9th grade at FLACS HS, 78.8% of students achieved at least partial proficiency, approaching the 80% benchmark but narrowly below. This reflects progress, though challenges remained in providing consistent ENL support due to scheduling constraints and in building teacher capacity to deliver Regents-aligned instruction consistently.

FLACS HS is not able to evaluate the first comparative measure, as FLACS HS does not anticipate a full fourth-year cohort until 2026.

FLACS HS is not able to evaluate the second comparative measure, as FLACS HS does not anticipate a full fourth-year cohort until 2026.

FLACS HS is not able to evaluate the comparative PI measure due to absence of a fourth-year cohort.

FLACS HS cannot evaluate the first growth measure for the 2021 cohort. For the 2022 cohort, the first cohort who started 9th grade at FLACS HS, 27.0% met this standard, falling well below the 50% target. This highlights the need for additional coaching capacity so that teachers can more effectively scaffold students who enter high school significantly below proficiency.

FLACS HS cannot evaluate the second growth measure for the 2021 cohort. For the 2022 cohort, the first cohort who started 9th grade at FLACS HS, 75.7% met this standard, thereby meeting the goal early.

Problems of practice contributing to these outcomes included foundational literacy gaps among incoming students that required more intensive intervention than initially planned and limited co-planning opportunities in a tight schedule.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS HS has several concerns regarding student performance in English Language Arts. A persistent challenge is that many students entered high school with foundational literacy gaps in decoding, fluency, and writing, which limited their ability to engage successfully with Regents-level texts and tasks. Scheduling limitations further reduced the consistency of support provided to ENL students, particularly in the first half of the year when an ENL vacancy remained unfilled until November. The early departure of a special education teacher also disrupted continuity of instruction for students with IEPs, though this vacancy was filled quickly. Another concern is the limited co-planning and coaching capacity available to fully support teachers in implementing Regents-aligned instruction with fidelity across classrooms.

To mitigate these concerns, FLACS HS has implemented several strategies. Students were screened at the start of 9th grade to identify skill gaps and assign interventions, with mid-year adjustments made for new students entering grades 10 and 11. The school expanded the number of norming and feedback sessions on student work and lesson planning to strengthen instructional consistency. Recognizing the importance of test readiness, FLACS HS administered Mock Regents assessments in December and March, giving students and teachers concrete data on progress toward proficiency and areas requiring targeted support. In addition, students with foundational literacy needs participated in Read 180 intervention blocks, which combined teacher-led instruction with adaptive technology to accelerate skill development.

Together, these measures have enabled the school to identify and address gaps more quickly while building a stronger instructional infrastructure to support long-term improvement in Regents performance and overall literacy outcomes.

ACTION PLAN

FLACS HS has identified the need to strengthen literacy outcomes, particularly in moving more students from partial proficiency to full proficiency on the Regents ELA exam. To address this, the school will implement a comprehensive strategy focused on early identification of gaps, targeted interventions by grade level and sub-population, and increased test sophistication to ensure students are familiar with Regents items across all ELA classrooms.

Across all grade levels, instruction will be anchored in consistent, universal curriculum maps that clearly define what is to be taught and how student learning will be assessed. These maps will promote coherence across classrooms, ensure alignment to standards, and support equity in instructional delivery. With this structure in place, school leadership can direct support more effectively across content areas, while teachers focus on internalizing and delivering lessons with fidelity rather than creating plans from scratch.

In Grade 9, all incoming students will be screened at the start of the year using internal assessments and NWEA MAP. Students demonstrating foundational skill gaps will participate in literacy intervention blocks with Read 180, which includes additional diagnostics to identify discrete skills requiring support. Instruction in these blocks will focus explicitly on decoding, fluency, and writing. For ENL students, the master schedule will ensure consistent, embedded language support, with at least one section of each ELA course designated as integrated co-teaching (ICT) to strengthen access to grade-level content.

In Grade 10, students entering behind grade level will receive strategic small-group instruction and co-taught lessons to accelerate growth toward Regents expectations, though the number of new students in this cohort is expected to be small. Teachers will receive expanded coaching and co-planning centered on Regents-aligned instruction, particularly in writing from sources, literary analysis, and argumentation. Curriculum-based assessments will also be reviewed more systematically with the Director of Data-Driven Instruction to guide timely instructional adjustments.

In Grade 11, where the first FLACS HS cohorts will sit for the Regents ELA exam, the school will transition from English 11 Honors to AP English Language and Composition, open to both 11th- and 12th-grade students. Professional development will include targeted review cycles and writing norming sessions, while co-planning support will ensure alignment across classrooms. Students who take the January Regents will receive individualized feedback and intervention plans to strengthen readiness for the June administration, maximizing opportunities for growth and proficiency.

In Grade 12, students will choose between enrolling in a traditional ELA 12 course or AP English Language and Composition. Students who have not yet demonstrated mastery of the Regents ELA exam in prior years will receive embedded intervention support scheduled during the school day, ensuring multiple opportunities to build skills and succeed.

To build overall capacity, FLACS HS will expand instructional coaching to provide more frequent observations, feedback cycles, and co-planning with ELA teachers. The school will also deepen collaboration between content teachers and support staff, including ENL and special education teachers, to ensure all students have equitable access to rigorous core instruction.

GOAL 4: MATHEMATICS

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

BACKGROUND

At FLACS HS, mathematics instruction is designed to cultivate a deep conceptual understanding of mathematical ideas, with problem solving at the core. Students are expected not only to arrive at correct answers but also to articulate and defend their reasoning, building strong habits of precision, justification, and critical thinking. Instruction emphasizes inquiry and exploration, with strategically scaffolded activities that guide students to discover mathematical concepts for themselves. This approach empowers students to take greater ownership of their learning and fosters durable understanding that extends beyond procedural knowledge.

During the 2024–2025 school year, the math program included Algebra I for 9th graders, Geometry for 10th graders (and incoming 9th graders who entered with Algebra I credit), and Algebra II for students who had already completed Algebra I and Geometry. For Algebra I and Geometry, FLACS HS implemented Illustrative Math as the core instructional program, chosen for its strong alignment with the New York State Next Generation Learning Standards and continuity with the approach used across the FLACS network in grades K–8. This alignment ensured students experienced a coherent, problem-based approach to math across grade levels. FLACS HS also offered 2 computer science courses in the mathematics department: Introduction to Web Development and Introduction to Python using the HelloWorld CS curriculum.

In addition to unit assessments embedded within the curriculum, students completed mid-term exams and Regents-aligned simulation assessments in both Algebra I and Geometry. These assessments provided actionable data that informed instructional adjustments and identified students in need of additional support. To accelerate learning and strengthen Regents readiness, FLACS HS provided after-school intervention programming for students requiring more targeted support.

A challenge during the 2024–2025 school year was a mid-year staffing change. In January, the Geometry and Algebra II teacher resigned, and the instructional coach stepped in to assume the full teaching load for those courses while already teaching one section of Web Development. While this ensured continuity of instruction for students, it significantly reduced the time the instructional coach was able to devote to supporting and developing other math teachers. As a result, the math department received less frequent coaching, feedback, and co-planning support during the spring semester, which impacted the school's ability to fully implement its vision for rigorous, inquiry-based math instruction.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 2 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 3 - Absolute

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

High School Math Measure 4 - Comparative

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

METHOD

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

**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	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

High School Math Measure 5 - Comparative

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

METHOD

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

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	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2021	N/A	N/A	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 attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

FLACS HS began operations in the fall of 2022 and did not anticipate its first 4th-year cohort until 2021.

FLACS HS was advised not to report on the measure of 65% of students in the Accountability Cohort who will meet or exceed expectations, scoring Level 4+ on Regents mathematics, by the end of their 4th year, due to the small cohort size. Two students were in this cohort who transferred in.

FLACS HS was advised not to report on the measure of 80% of students in the Accountability Cohort who will at least partially meet expectations, scoring Level 3+ on Regents mathematics, by the end of their 4th year. Two students were in this cohort who transferred in.

FLACS HS cannot evaluate the Accountability Cohort's Performance Index (PI) on Regents mathematics to meet the state's Measure of Interim Progress (MIP) as data is not yet available.

FLACS HS cannot evaluate the comparative measure of percentage meeting or exceeding expectations that will surpass that of the district as local CSD 9 data is not yet available.

FLACS HS cannot evaluate the comparative measure of percentage meeting or partially meeting expectations that will surpass that of the district as local CSD 9 data is not yet available.

FLACS HS cannot evaluate the growth measure of 50% of students who were not proficient on their 8th grade mathematics assessment meeting or exceeding expectations on Regents mathematics as the 2 students in the 2021 cohort did not participate in NYSTP mathematics in grade 8.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

FLACS HS cannot evaluate the growth measure of 75% of students who were not proficient on their 8th grade mathematics assessment meeting or partially meeting expectations on mathematics Regents as the 2 students in the 2021 cohort did not participate in NYSTP mathematics in grade 8.

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.	N/A
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.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

FLACS HS did not report on the first absolute measure. For the 2021 cohort, 2 students who transferred in are not reported due to the small cohort size. For the 2022 cohort—the first to begin 9th grade at FLACS HS—7.1% of students met proficiency, below the 65% target. A contributing factor was

foundational skill gaps: a number of students entered without mastery of algebraic readiness, limiting their ability to access Regents-level expectations.

FLACS HS did not report on the second absolute measure for the 2021 cohort, due to a small cohort size composed of 2 students. For the 2022 cohort, 70.6% of students achieved at least partial proficiency, approaching the 80% benchmark but remaining below. This reflects progress, though challenges persisted in providing consistent ENL, ICT, and intervention support due to scheduling constraints, as well as in building teacher capacity to deliver Regents-aligned instruction consistently.

FLACS HS is not able to evaluate the first comparative measure, as the school does not anticipate a full fourth-year cohort until 2026.

FLACS HS is not able to evaluate the second comparative measure, as the school does not anticipate a full fourth-year cohort until 2026.

FLACS HS is not able to evaluate the comparative PI measure due to the absence of a fourth-year cohort.

FLACS HS cannot evaluate the first growth goal for the 2021 cohort. For the 2022 cohort, 3.5% of students met this standard, well below the 50% target. This highlights the need for additional mathematics intervention capacity, as well as further teacher development on how to effectively scaffold students entering high school significantly below proficiency.

FLACS HS cannot evaluate the second growth measure for the 2021 cohort. For the 2022 cohort, 50.5% of students met this standard, narrowly missing the measure.

FLACS HS recognizes several challenges that contributed to mathematics outcomes during the 2024–2025 school year. A significant disruption occurred mid-year when the Geometry and Algebra II teacher resigned. The instructional coach assumed the full teaching load for these courses while continuing to teach one section of Web Development. While this provided stability for students, it significantly reduced the coach’s capacity to provide regular observation, feedback, and co-planning across the math department. As a result, teachers received less consistent support in refining their instructional practices.

Scheduling limitations further constrained the delivery of small-group interventions for students performing below grade level. This was especially pressing given the foundational skill gaps many incoming students displayed in numeracy, algebraic reasoning, and problem-solving strategies, which created barriers to accessing the more rigorous demands of Regents-level coursework.

Instructional practices were also affected by limited time for lesson internalization. Teachers often had to balance planning with delivery, leaving less opportunity to deeply internalize Illustrative Math lessons and adapt them effectively for their students. Similarly, inconsistent structures for evaluating and analyzing student work reduced opportunities to systematically examine responses, identify misconceptions, and adjust instruction in real time.

Finally, opportunities for co-planning between general education, ENL, and special education staff were constrained, which limited the effectiveness of scaffolds for multilingual learners and students with disabilities. Together, these problems of practice hindered full implementation of Illustrative Math with fidelity and reduced the school's capacity to deliver the targeted, Regents-aligned instruction needed to accelerate all students toward proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

To address these challenges, FLACS HS implemented several mitigation strategies during the 2024–2025 school year. When the Geometry and Algebra II teacher resigned mid-year, the school ensured continuity of instruction by having the instructional coach assume the full teaching load for those courses while continuing to teach one section of Web Development. To offset the reduction in coaching capacity this created, the leadership team and the FLACS Network Director of Math increased their direct involvement with the department, providing lesson modeling, content-specific professional development, and targeted feedback on planning and delivery.

Scheduling limitations were partially addressed through the introduction of after-school intervention programs and Regents simulation exams in Algebra I and Geometry. The simulation data enabled teachers and leaders to identify specific skill gaps and regroup students for targeted support. In addition, students with foundational deficits in algebraic reasoning were scheduled into a three-semester Algebra I sequence, providing extended instructional time to build mastery before transitioning into Geometry.

ACTION PLAN

FLACS HS is committed to strengthening math outcomes by addressing foundational gaps, improving instructional fidelity, and expanding access to advanced coursework. Coaching will be anchored in the Step Lab model and supported by the direct involvement of the FLACS Network Director of Math 6–12, who will lead lesson internalization, data meetings, and capacity-building with school leaders. Across all grade levels, instruction will follow consistent curriculum maps that clearly outline scope, sequence, and assessment expectations. This will ensure coherence across classrooms, allow leadership to direct support equitably, and enable teachers to focus on internalization and high-quality delivery rather than lesson creation.

In Grade 9, students will be enrolled in Algebra I as the foundation of the high school math sequence. All incoming students will be screened at the start of the year using internal assessments and NWEA MAP to identify skill gaps in numeracy and algebraic reasoning. Students with significant gaps will be placed in a three-semester Algebra I sequence. They will complete the third semester of Algebra I in the first half of the year and then transition into a three-semester Geometry sequence beginning in the second semester. This structure allows students additional time to master foundational content while maintaining their trajectory toward graduation. For ENL students, the master schedule will guarantee consistent, embedded language support, with at least one section of Algebra I designated as integrated co-teaching (ICT) to ensure equitable access to grade-level content.

In Grade 10, students will progress to Geometry or Algebra II depending on their prior coursework. Students completing Algebra I in the traditional two-semester sequence will move directly into Geometry, while students on the three-semester Geometry pathway will continue in that sequence. Instruction will be reinforced by expanded coaching and co-planning focused on Regents-aligned problem-solving, reasoning, and mathematical communication. Teachers will work with the instructional coach, the Director of Data-Driven Instruction, and the Network Director of Math 6–12 in structured data cycles to analyze student work, review assessment results, and adjust instruction in real time. Students requiring additional reinforcement will receive targeted small-group instruction to address misconceptions and strengthen mastery of key standards.

In Grade 11, students will advance into Algebra II or Pre-Calculus, depending on completion of Algebra I and Geometry. Pre-Calculus will provide a bridge to college-level mathematics and prepare students for advanced quantitative coursework. Regents-aligned simulation exams in Algebra II will be used to monitor readiness and inform after-school interventions for students needing additional support. Teachers will engage in structured lesson internalization protocols, supported by both school-based coaching and the Network Director of Math 6–12, to anticipate misconceptions and plan for high-quality problem-based instruction. Students in Grades 11 and 12 will also have access to computer science electives—including Web Development, Python Programming, Artificial Intelligence, and Data Science—which extend mathematical reasoning into applied and emerging fields.

In Grade 12, students will have multiple opportunities to extend their math learning. Those who have not yet completed Pre-Calculus will be able to do so, while others may select advanced computer science electives to apply mathematical reasoning in real-world contexts. Students who still require mastery of the Regents exam will be scheduled into embedded intervention support during the school day, ensuring targeted instruction and multiple opportunities for success prior to graduation.

To ensure successful implementation, FLACS HS will expand instructional coaching, restore capacity lost due to staffing changes, and strengthen collaboration among math, ENL, and special education teachers. The combination of curriculum alignment, structured lesson internalization, targeted intervention, and expanded course offerings will provide students with equitable access to rigorous, problem-based math instruction. These steps are designed to raise Regents proficiency, accelerate growth for students with foundational skill gaps, and ensure readiness for advanced coursework and college-level study.

GOAL 5: SCIENCE

Students will demonstrate proficiency in the practice and methodology of scientific inquiry.

BACKGROUND

During the 2024–2025 school year, the science program at FLACS HS consisted of a Living Environment course aligned to the Living Environment Regents exam and an Earth Science course aligned to the Physical Setting Regents exam. Instruction in both courses emphasized inquiry-based learning, giving students the opportunity to engage deeply with scientific concepts through questioning, experimentation, and application. Students participated in extensive laboratory experiences that

exceeded the state's minimum 1,200 lab minutes required for Regents exam eligibility, providing them with meaningful hands-on opportunities to connect theory with practice.

As part of Regents readiness, students in both Living Environment and Earth Science completed mock Regents simulations. Results were disaggregated by instructional objective, enabling teachers and school leaders to identify areas of strength and adjust instruction with precision. This data-driven approach ensured that curriculum pivots were intentional and directly targeted to student needs. All students enrolled in the Living Environment course sat for the Living Environment Regents exam in June, marking an important milestone as the school builds toward its first graduating cohort.

FLACS HS also began offering Chemistry Regents during the 2024–2025 school year, further expanding access to advanced science coursework. In addition, the school introduced a college-level biology course through the Syracuse University Project Advance (SUPA) partnership. This course was open to students who had already demonstrated proficiency in Living Environment and expressed interest in accelerating their college preparation. Students enrolled in this course earned both high school and college credit, strengthening their readiness for postsecondary success.

All science courses at FLACS HS implemented the New Visions science curriculum, which provides rigorous, standards-aligned materials and laboratory investigations. To monitor progress, students participated in mock Regents exams in March, giving both teachers and students valuable data to inform instruction and intervention in the lead-up to the state assessments.

In preparation for the state's transition to the new Biology and Earth & Space Science Regents exams, FLACS HS science teachers engaged in professional development focused on phenomenon-based instruction. This training is equipping teachers to design learning experiences where students build understanding of core concepts through the exploration of real-world phenomena, strengthening both conceptual understanding and scientific practices. These investments in teacher capacity are positioning FLACS HS to deliver instruction that is not only Regents-aligned but also reflective of the next generation of science standards.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Science Measure 2 - Comparative

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

METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

FLACS HS began operations in the fall of 2022 and did not anticipate its first 4th-year cohort until 2021.

FLACS HS was advised to not report on the absolute measure that 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 due to a small cohort comprised of 2 students.

FLACS HS cannot evaluate the comparative measure of 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 local CSD 9 due to availability of data from NYC Public Schools.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65	N/A

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	on a New York State Regents science exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

FLACS HS was advised to not report on the absolute measure requiring that 75 percent of students in the high school accountability cohort score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort. The 2021 cohort, composed of two students, is too small to report. The 2022 cohort—the first to begin 9th grade at FLACS HS—is on track to meet the goal in 2026, with 77.6 percent of students already earning a score of 65 or higher on a science Regents exam.

FLACS HS cannot evaluate the comparative measure at this time due to the lack of data available from NYC Public Schools for local CSD 9.

Challenges in science outcomes at FLACS HS were shaped by several problems of practice. Many students entered 9th grade without the background knowledge or academic vocabulary needed to access Regents-level science, requiring extensive scaffolding. As the program expanded to Chemistry and SUPA Biology, teachers faced increased demands in course development and lab preparation, reducing available time for lesson internalization and collaborative planning. While mock Regents exams were administered, data analysis was not always systematic, limiting opportunities to address misconceptions prior to state testing. In addition, the department is still developing expertise with phenomenon-based instruction in preparation for the new Biology and Earth & Space Science Regents exams, and full alignment to these expectations remains in progress.

ADDITIONAL CONTEXT AND EVIDENCE

To address these challenges, FLACS HS took several steps during the 2024–2025 school year to strengthen support for students and teachers in science. Students entering with gaps received targeted scaffolding and intervention in vocabulary and foundational skills to improve access to Regents-level content. Teachers engaged in professional development and coaching that emphasized lesson internalization and collaborative planning, leading to more consistent delivery of rigorous, inquiry-based instruction. The school also paired mock Regents exams with structured data meetings, enabling teachers to analyze item-level results and adjust instruction in real time. In addition, the department participated in professional learning on phenomenon-based instruction in preparation for the new Biology and Earth & Space Science Regents exams. These efforts positioned teachers to better align classroom practice with the next generation of science standards while simultaneously addressing the immediate learning needs of students.

ACTION PLAN

Building on the progress made in 2024–2025, FLACS HS will continue to expand and strengthen its science program to support students in achieving Regents proficiency and readiness for college-level study.

In the upcoming year, the science program will broaden its offerings with the addition of Environmental Science, giving students the opportunity to explore applied science while deepening their understanding of sustainability and the natural world. To increase access to advanced coursework, the school will also add sections of the college-level Biology course offered through the Syracuse University Project Advance (SUPA) partnership, enabling more students to earn transcribed college credit while still in high school.

Curricular improvements will include the adoption of OpenSciEd, a phenomenon-based, standards-aligned curriculum that emphasizes inquiry, modeling, and scientific practices in Chemistry and Physics. The New Visions curriculum will serve as a foundation for preparing students for the new Biology and Earth & Space Science Regents exams, while the Environmental Science course will utilize a phenomenon-based curriculum through SAVVAS. To ensure consistency and equity across classrooms, teachers will implement structured curriculum maps with pacing guides that outline both instructional content and assessment expectations.

Professional development and coaching will prioritize lesson internalization, giving teachers dedicated time to prepare deeply for upcoming units, anticipate student misconceptions, and adapt strategies for diverse learners. These internalization cycles will be reinforced through the Step Lab coaching framework and supported by the Network Director of Science and Social Studies (grades 6–12), ensuring fidelity of implementation and alignment to Regents expectations.

GOAL 6: SOCIAL STUDIES

Students will demonstrate proficiency in the practices of social studies.

BACKGROUND

The FLACS HS social studies curriculum promotes civic competence and prepares students to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Students learn about their place in multiple communities, how these communities function today, and how they have grown and changed throughout history. Beginning with their own families and local communities, and moving outward to their city, state, nation, and global contexts, students develop an understanding of their responsibilities and rights within these communities. Discussions about equity and social justice are infused throughout the curriculum, ensuring that students connect historical study with contemporary civic engagement.

Students build social studies understanding through inquiry, analysis of primary and secondary source documents, and practice of disciplinary skills. Both the key ideas and conceptual understandings outlined in the New York State Social Studies Framework, as well as social studies practices such as

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sourcing, contextualization, and corroboration, are central to instruction. The emphasis is on research, project-based learning, and inquiry tasks that position students as active participants in their own learning.

During the 2024–2025 school year, FLACS HS students expanded their course pathways in social studies. 10th graders continued the second of the two-course Global History and Geography sequence and sat for the Global History Regents exam at the end of the year. In addition, the school expanded its offerings to include the United States History Regents course, providing 11th-grade students with access to rigorous coursework aligned to state standards and culminating in the Regents exam.

Assessment practices in social studies combined ongoing formative and diagnostic assessments—including the analysis of student work samples—with summative measures such as mid-unit and end-of-unit assessments. Teachers also implemented performance tasks, allowing students to demonstrate their learning through authentic applications of knowledge and skills. This balance of assessments ensured that instruction was responsive, data-driven, and aligned to preparing students for both Regents success and civic engagement.

Social Studies Measure 1 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

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.

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METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	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. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

Social Studies Measure 4 - Comparative

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

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METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

SUMMARY OF THE SOCIAL STUDIES GOAL

FLACS HS began operations in the fall of 2022 and did not anticipate its first 4th-year cohort until 2021.

FLACS HS was advised not to report on the U.S. History Regents absolute measure due to the 2021 cohort being composed of 2 students.

FLACS HS cannot evaluate U.S. History Regents comparison with local CSD 9. No comparative data available from NYC Public Schools.

FLACS HS was advised not to report on the Global History Regents absolute measure due to the 2021 cohort being composed of 2 students.

FLACS HS cannot evaluate Global History Regents comparison with local CSD 9. No comparative data available from NYC Public Schools.

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

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Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
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EVALUATION OF THE SOCIAL STUDIES GOAL

Several problems of practice contributed to these outcomes. As the school's first cohorts of students sat for Regents exams, many entered high school with foundational literacy gaps that limited their ability to engage with Regents-level texts, document-based questions (DBQs), and extended writing tasks. These challenges were further compounded by the demands of the Global History and U.S. History Regents exams, which require not only content knowledge but also advanced reading comprehension and argumentation skills.

Instructionally, teachers were still developing the capacity to deliver Regents-aligned instruction with consistency. Although formative and performance-based assessments were in place, there were fewer opportunities for teachers to deeply internalize lessons, practice scaffolding strategies, and ensure direct alignment to Regents expectations. Limited time for systematic analysis of student work also made it more difficult to identify misconceptions early and adjust instruction in real time.

Finally, as in other subject areas, staffing and scheduling constraints reduced opportunities for consistent support, including integrated co-teaching for ENL students and targeted small-group interventions for students with IEPs or those reading below grade level. These gaps in support limited the effectiveness of scaffolding and prevented some students from fully accessing rigorous social studies content.

Together, these problems of practice highlight the need for continued development of teacher capacity in Regents-aligned instruction, stronger structures for lesson internalization and student work analysis, and expanded supports for sub-populations with literacy needs.

ADDITIONAL CONTEXT AND EVIDENCE

During the 2024–2025 school year, FLACS HS implemented several strategies to mitigate challenges in social studies instruction and Regents performance. Teachers engaged in targeted professional development on Regents-aligned instruction, with a focus on document-based questions (DBQs), thematic essays, and strategies for scaffolding complex primary and secondary sources. This training strengthened teacher capacity to prepare students for the literacy demands of both the Global History and U.S. History Regents exams.

To ensure stronger alignment with state expectations, the school increased the number of lesson internalization sessions within the social studies department. These sessions provided teachers with structured time to review upcoming lessons, anticipate student misconceptions, and plan scaffolds for struggling readers, ENL students, and students with IEPs.

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FLACS HS also expanded the use of mock Regents simulations in both Global History and U.S. History. Results from these simulations were disaggregated by skill and standard, allowing teachers and leaders to identify gaps and make intentional curriculum adjustments. This process created a tighter connection between student performance data and instructional decision-making throughout the year.

Finally, the school strengthened support structures for sub-populations. Integrated co-teaching was expanded where possible, and ENL and special education teachers collaborated closely with social studies staff to embed language supports and accommodations into core instruction.

ACTION PLAN

Building on lessons learned in 2024–2025, FLACS HS will continue to strengthen its social studies program with a focus on Regents readiness, civic engagement, and access to advanced coursework.

In Grade 9, students will begin the first course in the two-year Global History and Geography sequence, grounded in inquiry-based instruction and analysis of primary and secondary sources. Students with identified literacy gaps will receive targeted scaffolding, including integrated supports from ENL and special education staff, to ensure equitable access to rigorous historical content. Teachers will use curriculum maps with clear pacing and common assessments to maintain alignment across classrooms.

In Grade 10, students will complete the second year of Global History and Geography and sit for the Global History Regents exam. Instruction will emphasize student capacity with document-based questions (DBQs), thematic essays, and argumentation tasks. Teachers will participate in regular lesson internalization sessions to anticipate misconceptions, plan scaffolds, and deepen alignment to Regents expectations. Students will also participate in mock Regents simulations throughout the year, with results analyzed in data meetings to guide instructional pivots.

In Grade 11, students will deepen their civic and historical understanding in the U.S. History Regents course, culminating in the Regents exam. Instruction will center on aligning daily practice with DBQs, constructed responses, and evidence-based writing. To expand access to advanced coursework, FLACS HS will introduce AP U.S. History, open to both 11th- and 12th-grade students seeking a more rigorous pathway.

In Grade 12, students will complete a mandatory two-course sequence in Economics and Financial Literacy. Additionally, they may enroll in AP U.S. History to extend their prior coursework and further strengthen civic engagement and research skills. Twelfth-grade students who have not yet achieved Regents proficiency will be scheduled into embedded intervention support during the school day, ensuring targeted instruction and multiple opportunities to meet graduation requirements. All 12th-grade students will also participate in a Civics Capstone course, providing time during the school day to complete projects toward earning the Seal of Civic Readiness.

Across all grades, the social studies program will be supported by structured curriculum maps with clear pacing, consistent assessments, and regular opportunities for teachers to analyze student work. Professional development will emphasize lesson internalization, Regents alignment, and data-driven instruction, supported by the Director of Data-Driven Instruction and school leadership. ENL and special

education staff will be included in co-planning cycles to ensure equitable access for multilingual learners and students with IEPs.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

The school’s ESSA status has been at the highest level, “Local Support and Improvement” (2022-23 through 2024-2025).